



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KTSP MANDALS KMC COLLEGE KHOPOLI

NEAR OLD MUMBAI PUNE HIGHWAY, KHOPOLI, TAL-KHALAPUR, DIST-

RAIGAD

410203

www.kmccollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

K. T. S. P. Mandal's K. M. C. College, Khopoli is one of the renowned educational institutions in Raigad district affiliated with the University of Mumbai and situated alongside the magnificent hills of Sahyadri, 72 kilometres from Mumbai. The college was founded in 1979 with the goal of providing UG to Ph.D. level education to students from the rural parts of the Raigad district. Every year, around 2300 students enrol in various courses such as B.A., B.Com., B.Sc., M.Sc., M.Com., Ph.D., etc. In 2003, the UGC acknowledged the college under sections 12(b) and 2(f). The NAAC, Bangalore, has accredited it twice. It was validated with a CGPA of 2.48 on a four-point scale and a 'B' grade in the second cycle. The college provides 9 UG, 4 PG, and 1 Ph.D. programmes. The college's IQAC was established in 2003 and has since functioned as a facilitator to encourage measures for quality sustainability and enhancement in academic and administrative performance.

Vision

"EDUCATION FOR ALL".

Instilling the institute's core values in the learner and encouraging them to pursue the path of self-awareness

TEJ (Radiance)

Tej literally translates as "radiance radiating from the source of enlightenment." This is a metaphor for the force of knowledge emanating from the enlightened mind. College's aim is to mould students' minds into the ultimate reservoir of egalitarian perspectives that will construct society, nation, and, ultimately, the world. Every educated mind that is developed in our academic environment emerges as a person with great humanistic values, according to college.

GATI (Dynamism)

College seeks to instil dynamism in its students, community, nation, and, ultimately, the globe. Students with holistic academic knowledge combined with ethical principles, i.e. Gati, will undoubtedly contribute to the acceleration of human growth.

SHAKTI (Verve)

The integration of Tej and Gati in a student's psyche will result in Shakti, or the verve to transform society, nation, and globe for a better and more evolved future. Power to knowledge and unity would be a worldwide Shakti for humanity.

Mission

"Higher levels of academic and cultural excellence, while developing learners' well-mannered, competitive personalities"

To make education accessible and inclusive to all segments of society.

To carry out teaching-learning programmes that encourage learners to review, research, as well as problem-solving skills.

Students' scientific attitude, ethical ideals, empathy, and rational thinking should be developed.

To instil in students a sense of sportsmanship, leadership, and teamwork.

To act as a mediator in capacity building of learners and the teaching fraternity

Students should be educated and made aware of the concepts of equality, fraternity, and liberty.

To assist students in advancing their careers

Collaboration with educational institutions, research institutions, and organisations on a local and worldwide scale to enhance academic and research activities and to facilitate internships and recruitment opportunity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

KTSP Mandal is a group of young and dynamic educators who are working to provide KG to PG level education under one umbrella.

It is one of the oldest institutes in the Raigad district, having been established for 42 years and serving a rural population within a 25-kilometer radius.

The college is affiliated with the University of Mumbai (formerly known as the University of Bombay), one of India's oldest and most prestigious universities, founded in 1857 and recently awarded A++ status by NAAC.

Mother nature provides a beautiful green landscape with scenic waterfalls because the College is nestled in the Sahyadri foothills, making the learning environment pleasant for both students and teachers.

A dedicated campus area of approximately 2 acres is used to provide excellent teaching and learning facilities. With spacious, well-furnished, and ICT-enabled classrooms, well-equipped laboratories, a library with study room, a seminar hall, and a conference room, the infrastructure is adequate.

Faculty with several PhDs and MPhils, as well as NET and SET certifications. The University of Mumbai has designated three faculty members as research guides, and they also supervise PhD students. Many faculty members undertake research projects funded by government and non-government agencies, publish research articles in reputable national and international journals, serve as editors and reviewers for reputable publishers, and write textbooks for prescribed courses. Passionate faculty members collaborate to instil the institute's core values in students. The emphasis is placed not only on curricular but also on co-curricular activities.

Staff and students are motivated to excel in the field of research and development thanks to the newly established DST FIST Research lab.

Several committees and cells, such as the Women's Cell, Anti-Ragging Cell, Student Grievances and Redressal Cell, and Sexual Harassment Cell, are in place to ensure that curricular and extracurricular activities are carried out effectively.

The institution's growth is aided by successfully established harmonious relationships with management, staff, students, parents, and alumni.

Institutional Weakness

The institution lacks sufficient land for a hostel, auditorium, and gymkhana, as well as classrooms, to begin new courses.

Lack of advanced facilities for differently-abled students.

Because of the weak educational backgrounds of many students and the scarcity of time available to them, there is a restriction on implementing value-added courses.

Because the school does not receive any financial aid or adequate grant for courses from the government, it is becoming increasingly difficult to offer self-financed courses as the unit cost of education increases.

Because of the ban on new recruitment, many sanctioned positions are filled with temporary teachers, lowering educational quality.

Institutional Opportunity

Our institution is a government-aided institution, and because it is located in a rural location, it has a unique opportunity to provide quality education to underprivileged and financially weaker sections of society.

There is the opportunity of improving intake capacity for presently functioning courses as well as the introduction of new generation and more industry-oriented courses.

For academic and administrative purposes, there is a chance to be more digital in record keeping. The institute should implement a "LESS PAPER" policy.

The institute has a well-established research laboratory and a well-qualified faculty; there is also the potential to execute collaborative research projects with the industry and start generating financial resources through consulting assignments.

Because the institute is situated in the proximity of enterprises such as Tata Steel BSL Ltd, Reliance Industries Ltd, Innovasynth Pvt Ltd, Musco Special Steels Ltd, and many more small and medium scale industries, there is a great untapped potential for student placements and fund generation through CSR programs.

Institutional Challenge

The entry-level behavior of students is challenging.

Encouraging youngsters to take competitive exams and pursue further education.

The number of students enrolled in arts and humanities courses is dwindling.

Obtaining financial resources or assistance from government and non-government organisations is difficult.

Because of the ban on new recruitment, many sanctioned posts are filled with temporary teaching and non-teaching staff, resulting in an additional financial strain.

Because many students come from rural areas, teachers must make extra efforts to bring them up to global

standards and encourage them to strive for higher goals.

It is also difficult to create collaboration programs with institutions at the national and international levels.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

K.M.C.College, Khopoli is affiliated with the University of Mumbai. The academic work is undertaken to accomplish the mission of the college 'Tej, Gati and Shakti'.

Being an affiliated college to the University of Mumbai, the college ensures effective curriculum delivery defined by the University. The curriculum delivery is achieved through well planned academic calendar and timetable. The teaching-learning process has been monitored with the help of departmental meetings, teaching plans, syllabus completion reports. The institution adheres to the academic calendar for conducting continuous internal evaluation and activities as per the university norms. All the teachers have active participation in question paper settings, for UG and PG programs and assessment/evaluation, moderation process of the Mumbai University.

Academic Flexibility:

The college has offered 9 UG programs, 4 PG programs, and a Ph.D. program. The choice-based credit system (CBCS) has been adopted for all programs from 2016-2017. Visit industrial units, rural areas, historical places, and related areas are arranged to substitute classroom learning. College introduced some new certificate courses that have utility for the job, self-employment, and empowerment of the students. Faculty members have successfully designed and developed the curricula of certificate courses. At the end of the three years, the students will be equipped with a certificate along with a conventional degree. The courses offered are inter-disciplinary nature.

Curriculum Enrichment:

Cross-cutting issues are integrated directly into the curriculum of the courses. The course of Environment studies is compulsory for the curriculum of first-year B.Com. Students are taught various concepts of environment, gender equality professional ethics, human values in the various courses. Several courses included experiential learning through project work/fieldwork and internship. Students have completed project work/fieldwork and internships through experiencing learning.

Feedback System:

Towards the end of the year, the institution collects feedback on the curriculum from four stakeholders with well-designed and structured questionnaires and also by using Google forms. Online feedback was collected from the stakeholders. Sample feedback forms, analysis reports, and action taken reports are prepared accordingly and submitted to the AQAC committee. It sends to the Board Of Studies and syllabus framing committee of the University Of Mumbai.

Teaching-learning and Evaluation

The admission process is carried out on a merit basis as per university rules, for granted as well as non-granted divisions. The institute follows reservation policy norms for admission of reserve category students. Tests were conducted based on the completed syllabus to understand the learning levels of students.

On the basis of the syllabus prescribed by the university, the institution tries to make innovations in the teaching-learning process by using a combination of both traditional and contemporary methods like chalk and board, ICT tools such as LCD projector, Google Forms, Google Sheet, Google Drive, and YouTube Video, etc. Video conferencing tools like Zoom, Google meet, etc. for the online teaching and learning process are used by all teaching faculties during the covid-19 pandemic.

Along with classroom teaching, practical exposure to the academic syllabus is given to the students through the experiential learning or participative learning process. Students involved in activities like field survey of slums, blind homes, old age homes, differently-abled rehabilitation centers or shelter homes, Science exhibition, Avishkar Research Convention, Students' seminar, Industrial visits, Quiz, Internship program, seminar, and conferences, etc.

To revive students learning methods various activities like test, guest lectures, facility of departmental library, Quiz, students' seminar, encouragement of students to participate in research convention, NSS, NCC, etc. are arranged for slow medium and advance learners.

The mentor-mentee system is used for understanding students' problems and guiding them personally. 36 to 40 mentees are allotted to an individual mentor.

The program outcomes, program-specific outcomes, and course outcomes for all programs are prepared by each department, discussed with teachers, and uploaded on the institutional website. Result analysis is conducted every year to understand the performance of the learners.

A students' satisfaction survey was conducted at the institute level and 1017 responses were received.

The examination committee constituted at the college level to look after the examination-related grievances and processing of results. The committee ensures a transparent, time-bound and efficient mechanism to redress the grievances. In case of unfair means practices in examinations, there is a separate committee constituted by Principal to deal with unfair practices in the examination.

Research, Innovations and Extension

The college facilitates a supportive research environment, and the College Research Cell takes the lead in encouraging faculty and students to pursue their research interests and cultivate their innovation skills.

Faculty members publish approximately 85 research papers in reputable publications.

Several faculty members are involved in government-funded research projects and have a sizable number of publications in popular journals with good impact factors. Students are also interested in research projects that allow them to gain hands-on experience while also laying a solid academic foundation.

Programs such as seminars/webinars, and workshops on intellectual property, entrepreneurship, and research methodology are organized by IQAC and the research committee of the college to improve research quality and

work ethic.

As a result of IQAC's tireless efforts, a DST-FIST grant of 70 lacs was approved, of which 50 lacs was received and utilized by the college to establish a dedicated research lab.

Approximately 77 extension and outreach initiatives have been performed by the university through NSS/NCC during the last five years.

Infrastructure and Learning Resources

Physical facilities:

The KMC College has necessary and sufficient infrastructure and learning resources to make overall growth of students and staffs.

- Total area: 2.1 Acre. (8498.28 square. meters)
- Total buildup area: 4225.16 Sq. m.
- Two buildings: Administrative, library complex and lecture complex.
- One separate playground and one common playground of KTSP Mandal's.
- Department of physical education and sports has Gymkhana with measurements of 11 x 16 = 176 sq. m as well outdoor round with measurement of 110 m x 80 m = 8800 sq. m.
- Parking space
- Botanical Garden
- College Canteen
- Gymkhana
- 28 Classrooms including 8 ICT enabled classrooms (31 %).
- 6 Laboratories including DST-FIST funded research laboratory
- Two generators.

Library as a Learning Resource:

The library is partially automated using SLIM 21 ILMS. The library provides access to the INFLIBNET N-LIST database to teachers and students. The library has a collection of 52000 reference books and textbooks, 2000 e-journals, 31 periodicals, 67 CDs/Videos. The Library has a subscription to INFLIBNET and Shodhaganga. The average annual expenditure for the purchase of books/e-books and subscription to journals/e- journals during the last five years is 3.16 lakhs. The Percentage per day usage of the library by teachers and students is 4.49 %. The number of teachers and students using the library per day over last year is 103.

IT Infrastructure:

The IT facilities have been provided to the office, library, teaching departments, seminar halls, and various laboratories. The college has 04 Laptops, 117 computers (101 for academic and 14 for administrative work), projectors-08, printers-22, Xerox machines-01. Internet and Wi-Fi speed is 10 Mbps. The college uses Principal9 software for administrative purposes since 2011. The library is provided with an INFLIBNET facility for students and faculty. The student - Computer ratio (Data for the latest completed academic year) is 19:1

Maintenance of Campus Infrastructure:

The average percentage of expenditure on maintenance of physical and academic support facilities is 72%. The established systems and procedures for maintaining and utilizing physical academic and support facilities are in use as per the rules and regulations of the University and Government of Maharashtra.

Student Support and Progression

Governmental scholarships for 2016-17 to 20-21, benefited students are 2666 & amount is Rs.14512258/-. Besides this, non-governmental scholarship of Rs. 497333/- contributed from Innovassynth Technologies (I) Ltd., HPCL & Zila Parishad Cess fund Khalapur Panchayat Samiti, Khalapur.

Because our college is in a rural area, we take the initiative to spread awareness about competitive examinations. The college arranges lectures on a relevant subject which benefit students to pass competitive exams. A well-established career counseling and guidance cell provides career-related advice. This cell organises counseling sessions, brings awareness, hosts expert lectures, and encourages students to participate in job fairs. The institution has a clear mechanism in place to address student grievances, including sexual harassment and ragging cases, in a timely manner.

Maximum departments organise Soft Skill Development, Language Lab, Yoga and Meditation, and ICT/computing skill activities under the capacity building and skill enhancement scheme. These students gain knowledge outside of the curriculum, which aids in advancing their career.

MCom., MSc., and Msc. in computer science are some of the higher education programs available at the college. Companies, offices, manufacturing industries, and a variety of other organisations may be approached by a placement cell. Aside from these efforts, colleges help with off-campus placement by providing openings at various institutes.

Sports facilities are adequate at the college. Students represent our institute at the university, state, national, and all-India inter-university levels. The college motivates and supports players by providing sports equipment, a travel allowance, a dearness allowance, and a sports uniform. The college promotes and encourages sports by hosting intercollegiate tournaments and annual sports tournaments. Players performed impressively in all tournaments. Even students excel in cultural events at the district and university levels.

Through interactive programs, an active Student Council and representation on academic and administrative bodies/committees of the institution help students develop their career, personality, and organisational skills. The student council's aim is to provide a common platform for co-curricular and extracurricular activities. K.M.C. College Alumni Association was founded on February 4th, 2018. The alumni association organises alumni gatherings and seminars for students.

Governance, Leadership and Management

K.M.C. college was established in year 1979, for first time, students were able to opt higher education and the only HEI for nearby places. The vision is "Higher level of academic and cultural excellence, while developing well-mannered, competitive personality of the learners."

The IQAC, CDC committee initiates for various academics and administration activities to meet vision. Principal, Administrative staff participates in administration for uniformity in administration work.

The institution encourages teachers for participation in Minor/Major projects of University/UGC/CSIR. Grants received from funding agencies, utilized to promote research culture. Science Research Laboratory under DST-FIST grant.

Teachers/students trained for using INFLIBNET N-LIST Database.

Institution strives for Upgradation in Administration, Library, Physical Infrastructure/Instrumentation, Photocopier, Laboratory.

The plan of the institution involves certificate courses, research work, infrastructure and physical facilities, sports facility, IT infrastructure, MoU for research and academic activities, National Workshops/Seminars, Mentor scheme, Academic and Administrative audit, awareness programs, Health checkup camps.

Various Seminars, Training programs and Faculty Development programs are organized for staff members for better academic performances and survival in the competitive environment. The Library facility with different resources is provided for staff members to enhance the reading skills and knowledge in the area of interest.

Medical reimbursement are provided to the teaching and non-teaching staff.

The institution has formed Credit Cooperative Society, the primary objective of which is to provide financial loan to its members when they are in need.

Appraisal for teaching staff is based on the Performance Based Appraisal Scheme proforma submitted by faculty seeking for promotion is implemented according to the UGC-CAS guidelines.

Appraisal of non-teaching staff is based on the performance and is forwarded for promotion to the head of the institution.

The institution has internal audit mechanism in addition to external audit to verify and certify the entries of Income and Expenditure and Capital Expenditure each year.

Funds are mobilized from various government and non-government sources for research and projects. Faculty from several departments apply for research projects under schemes funded by UGC, MU, DST. For Assuring Quality in the work, the IQAC coordinator and the team conducts an audit and verifies the academic activities.

Institutional Values and Best Practices

This criterion comprises Gender equity, Energy conservation, Waste management, Green initiative and environmental protection, Disabled friendliness, Sensitization of students and employees towards communal harmony and toleration, Core values of the institution, Celebration of national and international days, Institutional Best practice, and Institutional distinctiveness.

Gender equity is now a global priority. We are shouldering the responsibility in this regard by providing equal opportunity to girl students. Our exclusive girls' NCC department is the embodiment of this effort for the empowerment of girl students. Occasional programs on womens' cell dais are promoting gender equity.

Global concerns over environmental deterioration are alarmingly looming large on humankind. Noting it, our college is contributing its share through mobilizing student-faculty-community potentials to preserve Mother Nature earth through mitigation efforts like; plastic ban, plantation, water, and energy conservation, etc.

Some unfortunate disabled students inspired and actuated to channelize their different abilities. Pratik Mohite, a world Guinness book entrant as 'Shortest body builder' and Sayli Thombre, visually disabled students, as 'Excellent singer' are fruitions of our collective efforts.

The preamble of the constitution is followed by occasionally commemorating national and international icons.

The college has engraved our motto in vernacular as, 'Tej (Radiance), Gati (Dynamism) and Shakti (Verve/Power)'. It implies that Radiance emanating from learning generates Dynamism in life and makes students a holistically Power studded personality. This was the cherished goal of the then founder members of the college which is now snowballed into fruitful output.

Two best practices, "Net Banking" and "Education to Execution (Edu-Ex)". Both practices encompass all stakeholders i.e. students, faculties and community. Net banking aims to educate common people especially housewives on digital transactions as promulgated by the government. Edu-Ex is a best practice that aims to unlock esoteric knowledge from class and deliver it to society through students.

Distinctive features of our college are: about 66% faculties are doctorate and M.Phil. Degree holders. Many are SET and NET qualified. The college has exclusive girls' NCC department headed by Kung-Fu Karate master Ms. Sheetal Gaikwad. Thus, our college is contributing for developing society and ultimately the nation as a whole.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KTSP MANDALS KMC COLLEGE KHOPOLI
Address	Near Old Mumbai Pune Highway, Khopoli, Tal-Khalapur, Dist-Raigad
City	Khopoli
State	Maharashtra
Pin	410203
Website	www.kmccollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mahesh B. Khanvilkar	02192-263304	7738386490	02192-268358	college_kmc@yahoo.co.in
IQAC / CIQA coordinator	Deepak S Gaikwad	02192-263305	7021243041	-	deepacgd@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-06-1979

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-05-2003	View Document
12B of UGC	02-05-2003	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
--	----

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	Near Old Mumbai Pune Highway, Khopoli, Tal-Khalapur, Dist-Raigad	Rural	2.1	4225.16

2.2 ACADEMIC INFORMATION

NAAC

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,History	36	XII	English,Marathi	72	43
UG	BA,Geography	36	XII	English,Marathi	72	27
UG	BA,Economics	36	XII	English,Marathi	72	32
UG	BA,Marathi	36	XII	Marathi	72	20
UG	BA,Psychology	36	XII	English,Marathi	72	21
UG	BCom,Commerce	36	XII Commerce	English,Marathi	360	360
UG	BSc,Physics	36	XII Science	English	10	8
UG	BSc,Chemistry	36	XII Science	English	110	110
UG	BSc,Computer Science	36	XII Science	English	72	29
PG	MCom,Commerce	24	Graduate in Commerce	English	80	80
PG	MSc,Chemistry	24	Graduate in Chemistry	English	12	12
PG	MSc,Chemistry	24	Graduate in Chemistry	English	12	12
PG	MSc,Computer Science	24	Graduate in Computer Science	English	20	15
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	Masters in Chemistry	English	6	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				39			
Recruited	0	0	0	0	3	0	0	3	20	1	0	21
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	11	25	0	36
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	14	2	0	16
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	14	4	0	18
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	12	0	0	14
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	1	0	0	6	1	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	25	0	33

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	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		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	888	0	0	0	888
	Female	1129	0	0	0	1129
	Others	0	0	0	0	0
PG	Male	88	0	0	0	88
	Female	126	0	0	0	126
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	79	74	80	76
	Female	160	145	163	157
	Others	0	0	0	0
ST	Male	66	76	52	69
	Female	43	34	46	54
	Others	0	0	0	0
OBC	Male	116	138	164	177
	Female	114	112	130	151
	Others	0	0	0	0
General	Male	601	487	521	503
	Female	943	984	915	863
	Others	0	0	0	0
Others	Male	45	43	43	59
	Female	78	75	62	65
	Others	0	0	0	0
Total		2245	2168	2176	2174

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
387	387	386	390	380
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2156	2149	2092	2103	2111
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1266	1257	1254	1254	1254

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
708	685	487	696	667

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	52	52	56	51

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	52	58	56

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 26**4.2****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
30.68	54.21	60.45	73.39	57.94

4.3**Number of Computers****Response: 117**

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

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

K.M.C College, Khopoli is permanently affiliated with the University of Mumbai and follows the curriculum prescribed by the University. The academic work is undertaken with a view to accomplish the mission of the college 'Tej, Gati and Shakti.'

Being an affiliated college to the University of Mumbai, the faculty members do not have a direct role to play in curriculum design and modification, instead, the prescribed syllabus of the University is followed. The University of Mumbai through the Board of Studies frame curriculum. Board of Studies organizes subject-wise workshops. Concerned teachers attends workshops. The college has the mechanism for well-planned curriculum delivery and documentation. Concerned college staff checks the syllabus on the university website. To convey the revised curriculum to the teaching staff, the college conducts department-wise meetings under the guidance of the Principal.

The institution has developed a highly effective action plan and has been developing it for several years. At the beginning of the semester, the time-table committee prepares a general timetable. Heads of departments assess the area of specialization of the faculty. The departmental and subject-wise timetable is prepared and displayed in the respective departments and notice boards. Every teaching faculty has his/her semester-wise teaching plan for theory and practical and submits it to the concerned Head of Department.

The teaching plan helps the teacher to plan the curriculum delivery in time and also helps for innovative teaching methods. For the effective transmission and delivery of curriculum, departments integrate classroom teaching with various ICT tools, laboratory practicals, field projects, student seminars, tests, tutorials, and research projects. Periodical visits to industrial units, museums, and botanical gardens, historical and geographical places. Faculties also used PPT, maps, diagrams, charts, etc for effective teaching and learning process. The institution also organizes seminars, conferences, and workshops. The institution arranges educational programmers such as lectures by educationalists, eminent scholars and scientists to create and maintain its academic atmosphere. Orientations and workshops are organized for staff members. The college conducts semester-wise examinations for First Year and Second Year programs whereas Third Year and P.G exams are conducted by University.

Departments organize regular department meetings for planning and syllabus review. Departments maintain syllabus completion reports. The syllabus is completed as per the teaching plan. All-Academic & extra-curricular activities are conducted as per the Academic plan.

At the end of every year, each committee prepares their Annual Report & forwards the same to IQAC Co-coordinator. The Principal has delegated authority to the Chairman of each committee to take decisions

independently for best performance.

Feedback on Curriculum: At the end of every academic year, IQAC collects feedback on curriculum from different stakeholders with well-designed and structured questionnaires and also by using Google forms. It sends to the Board Of Studies and syllabus framing committee of the University Of Mumbai. Suggestions given by stakeholders are also taken into consideration for changes in the system in academics.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution adheres to the academic calendar including for the conduct of CIE Response:

K.M.C College, Khopoli adheres to the academic calendar including for the conduct of CIE. The Academic Calendar Committee prepares an academic calendar based on the term arrangement of the University of Mumbai. The calendar is included in the college prospectus and is also uploaded on the college website. It includes various timelines such as dates of opening and end of semesters, mid-semester breaks, and tentative dates of practical and theory examinations.

Every department prepares a timetable well in advance based on the master timetable and it is displayed on the notice board and various labs, which helps in monitoring the regularity of classes. The departments also plan to include proposed guest lectures, seminars/conferences/workshops, educational trips, project work, fieldwork, and other academic activities.

The performance of students is assessed continuously with tests, assignments, presentations, and practical exams. Regular faculty meetings are held by the departments to ensure that continuous assessments are executed efficiently. The semester-end examination is taken as per the guidelines of the University of Mumbai. The college conducts semester-wise examinations for First Year and Second Year programs whereas Third Year and P.G exams are conducted by University. The college has an internal squad to check malpractices. Answer sheets are evaluated in time and results are displayed on the notice board. All faculty members participate in the central evaluation process to ensure timely declaration of results of university examinations. The Action taken Academic Calendar is also published after successfully completing all the planned works and by strictly adhering to the academic calendar.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 13

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 32

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	11	11	2

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 6.09**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
60	109	191	235	48

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

K.M.C.College, Khopoli is affiliated with Mumbai University and follows the curriculum prescribed by the university. The University integrates cross-cutting issues relevant to Gender,

Environment, Sustainability, human values, and Professional Ethics. Environmental Education, human values, Human Rights, and Professional ethics are already incorporated by the Board of Studies into the curricula of Foundation Course, Environmental Studies, Geography, economics, commerce, and business communication courses.

Gender Issues :

Following topics include in curriculum of Foundation Course of FY and SY classes of all faculties. Concept of disparity: Disparities as arising out of stratification and inequality gender with special reference to violence against women, female foeticide Portrayal of women in media, Declining gender ratio in India, Female foeticide, Violence against women, Constitutional provisions especially for women,sex-ratio, education of child morality is also covered in Foundation Course and sociology courses. In English, Hindi, and Marathi literature gender issues are tenderly revealed to the students.

The institution has Women Development Cell. It organizes various lectures of academics and experts to remove gender bias, prevent sexual harassment at the workplace, create awareness regarding legal rights and create awareness about health and hygiene.

Environment Issues :

The course of Environment awareness is compulsory for the curriculum of first-year B.Com.It is also included in curriculum of Foundation Course, Geography, Economics, and Sociology. The environment is the part of curriculum of the Foundation Course of FY and SY classes of all faculties

Human Right :

Introduction to Human Rights is a part of the curriculum at FY and SY degree levels for all streams. Human values are covered in the foundation course and sociology. Certificate courses in Human values and professional ethics are organized by Sociology and Rural Development department.

Professional Ethics :

In commerce and management, professional ethics are inculcated with the subjects like Accountancy, Environment studies, Business Communication, Taxation, Business Law, Auditing. Communication and soft skills have a place in many of these courses. Professional ethics are an integral part of the curriculum. Business skills, multi-faceted economic and commercial values are incorporated among the students in the commerce faculty.

Apart from these issues included in the curriculum of Mumbai university institution has taken various steps to inculcate these issues among the students. NSS, NCC, Women Development Cell units of our institution carried out various activities.

In order to strengthen mentally and physically, yoga training is provided to students. The institution organizes guest lectures on hygiene and sanitation to create awareness about health in students.

The institution has NCC unit for girls since 1994. The Motto and aim of NCC is "Duty, Unity,

and Discipline". N.C.C.for girls play a very important role in woman empowerment.N.C.C.unit helps self-defense, self decisions, leadership, personality development among girl students. N.C.C. unit organizes various activities like training of shooting, adventure training, trekking, weapon training, and firing. N.C.C.Cadets also participated in social activities like tree plantation, blood donation camps, swachata Abhiyan,pulse-polio, road safety, rallies, etc

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.49

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	10	6	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 67.67

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

Response: 1459

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: E. None of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website**
- 2.Feedback collected, analysed and action has been taken**
- 3.Feedback collected and analysed**
- 4.Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 82.55

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
831	909	938	1008	916

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1125	1115	1112	1112	1112

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 48.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
578	578	579	635	684

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Admissions at F. Y. Level is based on merit basis as per university rules, for granted as well as non-granted divisions.

Once admission process is completed, in the month of June, regular lectures are conducted for all classes at F. Y., S. Y. and T. Y. levels and in the month of July / August, a test is conducted based on completed syllabus to understand the learning levels of students. The result is broadly classified into two broad areas – slow learners who get less than 40% of marks and advanced learners, above 60 to 80% of marks. The list is displayed on the notice board and immediately the subject teacher engages at least 3 extra lecturers for slow learners to cope up with other students. Similarly, minimum 3 extra lecturers are engaged for advanced learners to make them more specialised in the subject. They are also provided with additional information through reference books, websites and question – answer (problem solving) sessions, so as to enable them to top in the final examinations.

Such slow and advanced learners are once again evaluated through internal tests of 20 / 40 marks as per university semester pattern. These tests are conducted in the month of September or one month before the semester end examination. Once again, the subject teacher after assessing the test papers prepares the list and the slow learners, in next 15 days and thus they will be ready to face the semester end examination more confidently.

This exercise is repeated again in the second term of the academic year for both U.G. and P.G. Levels.

Apart from the above initiatives, the slow learners are provided the following facilities:

- Remedial coaching classes are arranged so that slow learners develop their ability and advance learners can progress their competence.
- Guest lectures of expert teachers are organised
- Special facility of providing books is given in the central library and every department.
- Additional books rather than central library are provided to the students

Advanced learners are advised to take advantages of the following programmes.

- Quiz Competition
- Seminar Competition
- Avishkar Research Competition
- Participation in various camps of NSS and NCC
- Participation of the students in conferences

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 35.93

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The old adage sums up the role of experiential learning.

I hear and I forget

I see and I remember

I do and I understand.

Experiential learning focuses on learning through experience or learning through reflection of doing things. It is different from rote learning where learner plays a comparatively passive role. It is a method of education through first-hand experience. For example- After the lecture, taking a quiz to test the knowledge or new knowledge as presumed by students. Projects /Assignments / Case study are also given to students individually or group of students, on various social /economic issues or current topics. The field studies provide first-hand knowledge & experience on the issues which makes them aware of practical problems. Students will have opportunities to reflect on and discuss their learning experience through the process of assignments. These assignments may be in the form of field trips, field research & service learning projects.

All students in our college are part of experiential learning or participative learning process through their compulsory subjects. Students involved in activities like field survey of slum, blind homes, old age homes, differently abled rehabilitation centres or shelter homes, Science exhibition, Avishkar Research Convention, Students seminar, Industrial visits, Quiz, lab experiments, Internship programme, seminar and conferences etc. Students who have taken the NSS and NCC actively participate in socially useful and environmental friendly activities and enrich the real-life experiences. The students when share their experience with people from different walks of life, come to know the real-world situations with optional outcomes where 'mistakes' actually becomes valuable part of their learning process. The students, thus, acquire expertise and skill through practical applications or theories and problems solving techniques

instead of just reading or hearing about them. The students will have world – ready by the time they complete the education. Thus, these practical methods of learning promote problem multiple skills and critical thinking. It also encourages teamwork in a professional and systematic manner.

Outdoor activities are also available in order to develop moral values, life values, ethics, human values and leadership qualities such as: NSS camps, NCC camps, Cultural events, sports etc. Other exercises like educational visits to historical places & industries, enhances the knowledge and leads to improved attitudes toward learning. It also guides, sometimes, to choose their career paths. Thus, it enhances experiences of students.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

On the basis of syllabus prescribed by the university, the institution tries to make innovations in the teaching - learning process. Administration provides necessary infrastructure to initiate such exercises to make the subject student centric. The faculty members of the institution use ICT enabled tools for effective teaching and learning process. Following are the important innovative practices adopted in our institution for making teaching –learning process more effective:

1. ICT Learning (PPT) through LCD projector for making teaching and learning process more effective.
2. Use of Educational videos for providing additional knowledge.
3. WhatsApp group of students to provide up – dated information of the subject for additional knowledge and enhancing effective communication system in teaching and learning process.
4. Use of e-mails for curriculum, providing notes, learners prepares the project and store it digitally. They forward projects to teachers for correction and suggestions.
5. Providing website list for additional knowledge of the subjects.
6. Use of video conferencing tools like Zoom, Google meet etc. for online teaching and learning process.
7. Use of Google classroom for online teaching and learning process. Google classrooms are used to upload study material, assignments, videos and tests etc.
8. Use of Google tools like Google Forms, Google Docs, Google Sheet, Google Drive, You Tube etc. for effective teaching and learning process.

The institution, thus tries to experiment innovative teaching and learning process for students through ICT enabled tools to makes classroom more lively and interesting.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 89.83

2.3.3.1 Number of mentors

Response: 24

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 28.82

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	13	16	17

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 6.17

2.4.3.1 Total experience of full-time teachers

Response: 370

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The university has semester pattern at 3 years degree programme for Arts, Science and Commerce and 2 years degree programme for PG level. In this pattern, students are evaluated through internal assessment which may be in different forms – e. g. Test, Tutorials, Projects, Seminar presentations etc. There is flexibility assigned to individual teacher to choose the method of internal evaluation. But generally, teacher prefers “Test” because students can study the syllabus on covered chapters. It will prepare them for final examinations to some extent. As per the university regulations Test / Tutorials or any other method carries 20 marks and 5 marks are allocated for regularity, punctuality and attendance of students. The semester end examination has 100 marks paper and 75 marks paper for foundation course and computer science course and 100 marks paper for other subject at UG level. For PG courses, external and internal examinations have 60 marks and 40marks weightage respectively.

The internal assessment system has many advantages (1) Students regularly attend lectures. (2) They study

the covered syllabus right from the beginning. (3) At least 20 to 30 % of portion is prepared through test for final semester end examination. (4) The teacher displays the list of failed students on notice board and they will be given second chance to study and pass the test. (5) For some subjects like Foundation course, project work is compulsory. So, students actively undertake field study or case studies. This will help them to know the practical problems and real-life situations.

In all semesters students will give tests or projects. So, in terms of frequency it will enrich the subject knowledge well in advance and well before final examinations. It is robust in term of boosting confidence level of students because students continuously and repeatedly do the projects or give tests which gives them proper writing skills and enlarge their understanding of subjects. In terms of variety, students will undergo projects on different subjects / social problems and they imbibe the different aspects of social life by studying real life situation through case studies or projects.

Effective implementation of the evaluation reforms is always aimed at by the institute. The detailed schedules of internal examination at UG and PG level are displayed on the notice board, results of semester end examination is displayed on the notice board so that it will be communicated to the students in advance before the examination commences for the purpose of proper planning by the students regarding preparation for the examination.

Under this system 100, 75:25, 60:40 marks are divided between external and internal evaluation as per university directive norms time to time. The examinations are conducted strictly as per university norms. Question papers are set at the University/College level for semester end examination. Seating arrangement, time duration of paper, appointment of invigilators etc. are done as per norms.

The mechanism of internal assessment is transparent, strong and healthy in terms of frequency and the method in which assessment is undertaken.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

As per university regulations, the institution conducts first two years examinations and also assesses the papers, finalises results. However, since 2016 – 17 onwards, question papers and time tables are given by the university and the assessment work is done by individual colleges. Since academic year 2018-19 university assigned examination work of first two years of UG classes to college such as question paper setting, preparation of time table etc. For final year of under graduate and post graduate course, university conducts examinations and also undertake central assessment work. The result is also prepared &

announced by the university.

Since college regulates examination work for first two years, the examination committee plays a vital role. The examination committee constituted at the college level consisting of chairman, teacher members and one non-teaching staff deals with examination related grievances like examination timings, mistakes in question papers, availability of infrastructure, seating arrangements, allotment of invigilators, declaration of results etc. Time tables of the examination are displayed on the notice board. The committee ensures transparent, time bound and efficient mechanism to redress the grievances. There is central assessment programme organized by the committee and all subject teachers will have to assess their papers as per the schedule. After the declaration of results of F. Y. & S. Y. levels, students who failed or who feels that they have scored less than what they expected, then sufficient time is given to such students to apply for rechecking or for taking photo copies of the answer books.

All such rechecking papers verified by committee members. In case, if there are any totalling mistakes or if marks are not taken for grand totalling they will be rectified and displayed on notice board.

If there are serious anomalies in the marks, as reviewed by the committee the subject teachers will be asked to re-assess the paper and accordingly the marks are conveyed to students.

In case of un-fair means practices in examinations, there is a separate committee constituted by Principal. Students involved in un-fair practices will be informed to appear before the committee for their explanations. The final decision, after hearing, will be taken within one month from the date of result and the necessary actions to be taken against the students involved in un-fair means. This will be informed to the students and examination committee immediately.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The institution offers nine programmes like B.A. (Economics), B.A.(Marathi), B.A. (Geography), B.A. (Psychology), B.A. (History), B.Com, B.Sc. (Chemistry), B.Sc. (Physics), B.Sc. (Computer Science) for undergraduate level of Arts, Commerce and Science and four programs like M.Com., M.Sc.(Organic Chemistry), M.Sc. (Inorganic Chemistry) and M.Sc. (Computer Science) for post graduate level. The outcomes of these programmes are to prepare students with sound knowledge and skills across different disciplines and socio-cultural boundaries. The basic goals of higher education such as creation and

application of knowledge as well as developing innovative minds for sustainable better world are preferred and attained by defining the Program outcomes, program specific outcomes and course outcomes. Teachers impart the subject related skills taking into consideration the outcomes through various teaching - learning activities. The program outcomes, program specific outcomes and course outcomes for all programs are prepared by each department, discussed with teachers and uploaded on the institutional website.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The institute evaluates the level of performance of students in accordance with its program outcomes, program specific outcomes and course outcomes through teaching-learning and evaluation methods. The POs, PSOs and COs are attained as below.

Attainment of Programme Outcomes is evaluated through:

- Co- curricular activities
- Extra- curricular activities
- Extension activities
- Various competitions Exhibitions Awards and Prizes to students

Attainment of Programme Specific Outcomes is evaluated through:

- Teaching and completion of syllabus, Evaluation and assessment of papers, Internal examination (Class test and Tutorial)
- External examinations held by university
- Practical, Assignments, Projects, Class activities, Seminars
- Group discussions

Enriching academic performances reflected by the academic results. The institute has shown its academic success through rankers in different subjects.

Attainment of Course Outcomes is evaluated through:

- Students' Performance in above mentioned Programme Specific Outcomes
- Personal interaction with students.
- Increasing strength of students opting for higher studies like post-graduation and research in recent years.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 75.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
591	620	331	506	423

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

2020-21	2019-20	2018-19	2017-18	2016-17
708	685	487	696	667

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.47

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 51.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.55	0.95	50.21

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 5

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 40

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	2	4	6

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

In the post modern era, there has been an increasing trend towards greater devolution of knowledge, research and administrative ecosystem in the every Higher Educational Institute (HEI's). The education milieu is continuously evolving and it is a need of the hour for higher educational institution to keep themselves updated with paradigm shift from traditional teaching-learning to highly research oriented student centric development. The K.M.C. College has also kept this trend as follows:

Khalapur Taluka Shikshan Prasarak Mandal's K.M.C. College has enriching research and innovation ecosystem that supports students and teachers creativity. The college supports research activities by providing latest technologies, equipments, infrastructure and knowledge.

- The young learners of the institute are engaged and involved in projects and research of multidisciplinary nature. Students received many awards and certificates by University of Mumbai to appreciate their innovative research work.
- The college research committee bridges the gap between learning and research related activities. It organizes educational interactive sessions, workshops and seminars with eminent speakers deliberating on recent information and research. The research committee also encourages faculty to publish UGC care listed Journals of National and International repute.

- The college has organized seminar on Intellectual Property Rights (IPR) to promote a healthy and ethical research ecosystem.
- All sorts of infrastructure and facilities are provided and guidance is extended to students.
- The college is having a research center in Chemistry funded by Department of Science and Technology (DST). Students carried out their innovation and participated in various competition organized by University of Mumbai and other institutes.
- The college has incentivising faculty through travel grants and appreciation. This incentivisation encourages awardees, students and other faculty members. This creates an innovative ecosystem in the institute.
- The students are provided with an opportunity to acquire skills for fashion designing and other. Local entrepreneurs are invited to the students and inspire them
- In brief the institution adopts, inact and nurture a conducive environment for promotion of innovation in the interest of society and nation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0.75

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 3

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.77

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
15	7	5	11	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	4	6	2

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The College plays a parenting role not only in the academic areas but also in the holistic development of the learners in the neighborhood community. Keeping the above view in mind college organizes and conducts various activities, events and programs through National Service Scheme (NSS), National Cadet Corps (NCC), Women Development Cell (WDC), Cultural Committee, Sports Department and other departments and the purpose of these activities is to sensitize and make students aware of social, environmental and health issues. Some of the important activities among them are given below:

1) Environment awareness programs

i) Say No to Plastic

The NCC and NSS unit of the institute organize rallies on “Ban on the Plastic” to create awareness among students and the community. Students are advised say no to Plastic and use cloth and paper bags in the campus and at the home towards the clean and green environment.

ii) We believe in “one earth one planet” therefore the learner’s plants trees inside the campus every year and care for them. The purpose of this activity to create awareness in the students about importance of the environmental conservation for the human existence.

2) Health awareness programs

i) The institute conducts various health camps and awareness programs to address the health issues like HIV AIDS, Thyroid, Cancer, Polio and general checkup. The students are sensitized towards maintaining individual and public health and hygiene in addition to this Red dot event program was organized in collaboration with Inner Wheel Club.

ii) NCC cadets and the NSS volunteers play crucial role in curtailing the spread of COVID-19 virus. Their efforts to mitigate the spread of the pandemic were calibrated to capacity and context to slow down the transmission and reduce the mortality associated with COVID-19 in the vicinity areas.

3) Social and National Concern

The institute organizes extension activities that sensitize the young men and women towards community issue like gender and social disparities and inequalities. In the neighborhood community to inculcate basic human values and makes them responsible World Citizen.

- i) In the interest of the nation college has donated to the disaster relief fund to the needy as per the Institutes capacity.
- ii) In the national interest college organizes voter awareness rallies in association with Government offices.
- iii) In the wake of the COVID-19 crisis from the first wave onwards as all lectures were conducted online and the college offered its three storeyed building to serve as a COVID center. This was appreciated by citizens as the other COVID centers were outside the town limit. Being in the familiar place gave mental relief to the COVID patient.
- iv) It is customary for the staff of the college to contribute generously during various crisis of national importance accordingly all teaching and non-teaching staff contributed two days salary to the CM Relief Fund.

4) Other programs and events

1. Road safety campaign
2. Construction of check dam
3. Residential camp
4. Swachha Maharashtra Survey
5. Anti-Tobacco oath
6. Donation for flood relief
7. Sadbhavana rally

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	17	13	12	7

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 36.9

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1011	1324	632	683	281

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 47

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	13	11	9	6

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 6

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	2	3

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Main building 02: Lecture complex

Chemistry Department UG, PG and Soft Skill Center: Ground floor

This floor contains Physical, Inorganic, Analytical, and Organic Chemistry laboratories for both UG and PG students. Also, staff rooms, storerooms, PG classroom, and ladies and Gent's washroom, etc. Also, it contains a soft skill center.

Main Building 02: First floor

It contains Geography, Marathi, Psychology, Economics, Hindi, Political Science, Mathematics, and Botany Departments along with laboratories and classrooms. Also, it contains a common staff room and staff washrooms.

Main Building 02: Second floor

DST-FIST Laboratory and Lecture Halls

This floor contains a DST-FIST-funded well-equipped research laboratory with instruments like FT-IR and UV spectrophotometer, Rotary evaporator, Rotary shaker, Muffle furnace, Gas sensor apparatus, Ice-Flaker, Electric oven, UV Cabinet, and magnetic stirrers with and without heating mantle. This lab is recognized as a research laboratory for the Ph.D. course in Chemistry. Also, it contains an Examination room, the Commerce Department, a washroom, and five classrooms.

Main Building 02: Third floor

Sociology Department, Computer Science Lab, and Lecture Halls.

This floor contains the sociology and rural development department, English department, computer science laboratories, and nine lecture halls.

Building C: Gymkhana

It contains a physical education department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The college has adequate infrastructure for indoor and outdoor sports. The details are as follows:

- Department of physical education and sports has Gymkhana with measurements of 11 x 16 = 176 sq. m as well outdoor round with measurement of 110 m x 80 m = 8800 sq. m.

Department of Physical Education & Sports regularly function from 7.30 am. to 12.30 pm. In gymkhana all indoor activities are conducted on regular bases like carrom, chess, power lifting, weight lifting, Table Tennis. Students are given practice for inter-collegiate events. In outdoor events students are given practice in cross country, football, volleyball, cricket, long distance running, kabaddi, kho- kho, shot put, javelin throw, and discus throw etc. in morning session. Team event's competitive training conducted every day and students made participate at inter collegiate tournaments in various disciplines. During practice session students are given skill practice also regards to respective sports. College students are motivated to play some or other sports event. During practice students are given good facilities through department like sports and training equipment, separate changing rooms for boys and girls, drinking water, safe lockers to keep personal belongings.

Through indoor and outdoor sports activities department of physical education and sports always take initiative for students' overall development. Every year college felicitate players those won medal at university level and annual sports tournament during annual prize distribution by awarding trophies, medal and certificate. Department provides traveling allowance and dearness allowance to students those participate at university level tournament. Department also take initiative to organize inter collegiate sports tournament.

- Following indoor games facilities are available in the gymkhana.
 - Carom
 - Chess
 - Power Lifting
 - Weight Lifting
 - Table Tennis
- Following Outdoor games facilities are available in the gymkhana.
 - Kabaddi – 13 m x 10 m = 130 sq. m
 - Kho-Kho – 29 m x 16 m = 464 sq. m
 - Volleyball – 18 m x 9 m = 162 sq. m.
 - Football – 90 m x 45 m = 4050 sq. m.
 - Running track – 200 m
 - Javelin throw arena

- Shot put arena
- Discus Throw arena

Moreover, following resources are available.

- Changing facility (Department for Boy's and Girl's).
- Administration office
- Cupboard for sport equipment storage.
- **Cultural Activities**
- College has sufficient infrastructure for cultivating and growing cultural talent of students. Though we don't have auditorium, we developed alternate resources for budding theatre events in form of hall no 54&55 (Main building 02). In these halls practice of theatre events and music events are conducted for the students to participate in various competition which are hold in youth festival of Mumbai University Size of rooms No 44=25'x30'.28'' No. 45= 25'x30'.25''
- Open space between main building A and B is utilized as a open theater to conduct annual cultural events of the college.
- The cultural talent of student is reflected in the various computations carried out by university and in the form of annual social gathering "Kalavishkar".

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 30.77

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 33.59

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.45	4.31	18.67	74.02	9.85

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library of the college was established in 1979, since then the college library has made significant progress in terms of various resources for students and staff like books, e-resources, periodicals, etc. The reading hall is well-ventilated where students can seat and study comfortably. The college library has a furnished reading hall of a 3894 sq. ft. area. The library provides open access facilities to students and staff. The college runs in two sessions morning and afternoon, therefore, the library remains open from 9.30 am to 5 pm.

The college library is partially automated using SLIM 21 ILMS. The SLIM 21 ILMS is having modules like Circulation, Acquisition, Cataloguing, Serial Control, WebOPAC, etc. The version of the SLIM 21 ILMS is 3.8.0.31137. The SLIM 21 ILMS also provides a facility for Stock Verification. The library has provided computer facilities to students and teachers to access WebOPAC. The library provides access to the INFLIBNET N-LIST database to teachers and students. The library has a huge collection of more than 52000 reference books and textbooks, more than 2000 e-journals, 31 periodicals, 67 CDs/Videos. The Library has a subscription to INFLIBNET and Shodhaganga. The library has a rich collection of 67 CDs/DVDs.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.14

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.29	1.41	3.08	5.68	4.26

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 0.9

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 20

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The college has IT facilities available for teaching-learning and administration. Every year college upgrades hardware, software, and all allied IT facilities according to requirements. The college has a provision in the budget for the updating and maintenance of IT infrastructure. The IT facilities have been provided to the office, library, teaching departments, seminar halls, and various laboratories. The facilities are updated in the form of hardware, the addition of bandwidth, replacement of high-capacity cables, an extension of continuous power supply facility, etc. The campus is networked through LAN.

The college has 04 Laptops, 117 computers (101 for academic and 14 for administrative work), projectors-08, printers-22, Xerox machines-01.

The college tries to bring in the latest technology in computers and IT field, the details of up-gradation are given below:

Year-wise hardware and IT up gradation:

2016-17 Compaq Make Intel Dual Core E5500 H.D.D. 320 GB RAM-01 GB Monitor-15-inch LCD DVD Writer Keyboard -Multimedia Mouse-Optical

2017-18 Compaq Make Intel Dual Core E5500 H.D.D. 320 GB RAM-01 GB Monitor-15-inch LCD DVD Writer Keyboard -Multimedia Mouse-Optical

2018-19 RAM-8GB H.D.D. -1TB Monitor-18.5-inch, Digital Classroom

2019-20 Digital classroom

2020-21 Google workspace edition for ICT, Smart classrooms (03)

Internet and Wi-Fi

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Speed in Mbps	01	04	04	04	10

Software

The college uses Principal9 software for administrative purposes since 2011. It has been used for admission, exam, fee receipts, student data, etc. Result10 from the year 2016 for the regular students and Result9 from years 2011-12, which is used for old students of lower examination. Computer Science Students using Moodle Software for Internal examination. Slim Software is used in the library. During 2016-17 the college has purchased 15 licensed copies WIN HOME 10 SNGL OLP NL Acdmc Legalization GetGenuine.offices 2016 SNGL OLP NLAcdmc has also purchased 15 licensed copies, WinSvrSTDCore 2016 SNGLOLP 2Lic NL Acdmc CoreLic 8 licensed copies and WinPro 10 SNGL Upgrd OLP NL Acdmc 15 licensed copies.

Software in administration and computer lab are regularly updated. The library is provided with an INFLIBNET facility for students and faculty. Antivirus software is installed and upgraded on a regular basis. The College website since 2016-17 was redeveloped in the update's software. The hosting is outsourced to Balasai Infotech Network Pvt Ltd. For six years it's annually recharged for the server space, SSL Certificate, and site lock.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 18.43

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 92.62

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)

2020-21	2019-20	2018-19	2017-18	2016-17
30.68	34.21	60.46	73.39	57.94

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The college has the following procedures and policies for maintaining and utilizing Physical, Academic, and support facilities-laboratory, Library, Sports Complex, Computer, Classrooms, etc.

- The Governing Institution of the College KhalapurTaluka Shikshan Prasarak Mandal's, KMC College, Khopoli has appointed consultants, auditors, and Supervisors for maintenance and expansion of physical facilities of the college.
- The College has Building and maintenance committee, purchase committee, campus beautification committee, IT Infrastructure maintenance committee, etc. That plan for maintenance and upkeep of the physical facilities of the college.
- The Library Books are issued to all students for home lending for the period of seven days. Circulation of Books is done by using ILMS SLIM 21. Annual Maintenance Contract (AMC) of ILMS SLIM 21 is paid every year to Algorithms Consultancy Pvt. Ltd. The Students Welfare Department of the University of Mumbai provides funds for Book Bank Scheme, under this scheme Books, are issued to students from SC, ST, NT, and DT categories for a year. Newspapers, Journals, and Magazines are subscribed by the Library to cater to the needs of Faculty and Students. The Library has subscribed to the INFLIBNET N-LIST database which provides access

to e-resources like e-books and e-journals. The database provides access to 6,000 e-journals and 31,35,000 e-books. Login ID of Faculty members and Students are created for access with remote access facility. The Library department purchases Reference Books every year. The Library provides a WebOPAC facility to students by which students and staff can access the library catalog. The WebOPAC helps the readers in knowing about New Arrivals, List of Journals and Magazines subscribed and about its latest issue received, List of Reference Books, etc. The Library department provides Computers for students to access information on the Internet and the Computers of Library aids the students in the preparation of projects. The Services provided by the Library include Books Lending Service, Reference Service, Referral Service, Internet Facility, Multimedia Facility, Newspaper Service, Current Awareness service, etc. Periodically Book exhibitions, Orientation programs, Readers' Inspiration Day, and other important events are organized by the library department for the knowledge enrichment of students.

- IQAC of the college acts as an expert and recommends infrastructural development and maintenance. Maintenance of computers LAN, internet connectivity, printers, copiers, Xerox Machines, UPS, Inverters, air conditioners, generators, and other electrical equipment is carried out whenever required by external resources. Minor maintenance of IT infrastructure like installation of the operating system, Network Services, Internet Services, Hardware Services is carried out by IT Lab Assistants and Teaching Staff. Mechanical assistance is made available for the refilling of tonners, cartridges, electrification, plumbing, water tank cleaning, sanitation, etc. in time whenever required.
- Support staff is appointed on monthly wages for cleanliness for toilets, classrooms, laboratories, porch area, parking area, etc. For the maintenance of Botanical Garden and plants support staff is appointed on monthly wages. Regular inspection and maintenance and repairing of existing infrastructure are carried out as per the guidance of the building and maintenance committee. The LMC members, Alumni, and management of the college support in maintenance and upkeep of physical facilities by providing technical support and financial assistance.
- Being a multi-faculty college, a considerable number of Equipment/Instruments, Computer labs, Science Laboratories, Research Laboratories, Language labs, Central Library, Examination Section, and various departments are available and maintenance through frequent calibration and standard operating procedures. Regular maintenance of instruments is done through departmental budgets every year. Uses of Artificial gadgets are minimized by eliminating dead articles.
- In the Botany Department, Bottle gardening is a syllabus-oriented technique harnessed to educate the incumbent students to enlighten the bad effect of environmental degradation.
- Minor instruments like Power Supply, Cathode Ray Oscilloscope (CRO), Frequency Generator, pH meter, Conductometer, Potentiometer, Colorimeter, Electrical Balance, Microwave Oven, Furnaces, Ice Flay, Gas Sensor, Magnetic Stirrers, etc are maintained by teaching and non-teaching staff also by external resources whenever required.
- Equipments /Instruments suppliers also assist in calibration and maintenance as per the terms and conditions. Midterm and Term-end inspections of instruments/equipment / Leakages are carried out by the Head of the department on regular bases.
- DST-FIST Research Laboratory sophisticated instruments like UV and IR Spectro-Photometer, Rotary Evaporator are maintained on AMC forms the supplier's company. Main Circuit Breaker (MCB), residual current circuit breakers, Moulded Cases Circuit breakers (MCCB), Air Circuit Breakers (ACB), Earth Leakage Circuit Breakers (ELCB) at prominent power supply unites on the Campus and Laboratories are placed to prevent damages caused by voltage fluctuation. The college has a separate pipeline of Khopoli Municipal Corporation for a constant supply of drinking water. Besides this, The College has its own bore-well and water tank.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 25.11

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
570	576	612	335	573

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.96

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	78	06	08

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 15.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	152	717	528	147

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.59

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
06	12	06	11	17

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 60.03

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 425

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 18.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	00	02

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
07	06	07	05	06

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 7

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	02	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

College Level Students' Council is formed under Section 40 (2) (b) of the Maharashtra University Act, 1994 and the guidelines issued by Department of Students' Welfare, University of Mumbai

In college, execute this idea we appoint team leaders as a Class representative for every class, one Ladies Representative , one Cultural Representative (Male and Female), one Sport Representative (Male and Female), N. S. S. Department Representative (Male and Female) and one NCC Representative.

Class Representatives are toppers in previous class, regular, active having good character with good leadership qualities.

CR represents respective class and presents their views about the curricular and co curricular activities. CR acts as single contact point for the class.

Ladies Representative has knowledge of problems faced by girl students and she brings such issues in notice of the college administration. Cultural, Sports, NSS and NCC representatives are recommended by the respective faculty members to take various responsibilities assigned by the faculties.

The main objectives of Student Council is as follows:

- To act as a link between the students, teachers and management.
- To bring social awareness amongst students by conducting blood donation camps, first aid camps, health camps, etc.
- To achieve the goal of personality development of students by organizing various guest lectures.
- To strengthen relationship among students through various healthy practices. To organize various seminars like career guidance, about various job opportunities etc. for upliftment of students.
- To organize various cultural activities for all round personality development of students.

Concept of Students' Council is to mobilize the student leaders of the college to come together on a single platform with a vision to bring out a positive change by regularly convening meetings with the administration and staff and guide them in executing the activities for student community at large.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 1.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	2	2	2	2

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Alumni of the institution extend their helping hand to present students when and where required. Alumni help in tree plantation organised by N.S.S. Unit of the College.

Mr.sachin Borana, alumni of the Science faculty has been providing Prospectus, Magazines, Letter Heads, I-cards every year when it is demanded.

Cultural events: Dance, Music, Theatre etc. of the college directed by some of the alumni of the institution. Alumni Association of the institution established on 15th July 2018 and get registered on 4th February 2018.Its registration number is ‘Maharashtra/54/2019/Raigad’.

Members of alumni association helps in arranging guest lecture. They guide students with regular interaction through meetings. They promote good sources to reading books. Regular meetings are held in which the Principal, Staff, and students participate and discuss the future plans. At the same time, its role in organizing socio-cultural, educational and some other kinds of activities. The objectives of the Association are: To plan and organize successful reunions which KMC College has been doing in the second week of January (2nd Saturday) on an annual basis. Involve alumni in student development through participation in on-going academic activities including teaching, research, workshops, conferences, and placements. Champion all relevant fundraising activities to the development of the college to promote best practices in different areas of social life for the benefit of society.

In order to foster a warm relationship, the College maintains regular contact with the alumni and former faculty through various email groups and social networking sites such as Facebook. The Alumni is very active in promoting, mentoring and guiding the current students of the College.

Our former faculty and alumni have been keenly involved in all major college functions such as the annual college festival.

In the subsequent years, other departments like Economics, Commerce, Hindi, and Political Science have also had their own Alumni meets.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

K.M.C. college was established in year 1979, for first time, students were able to opt higher education and the only HEI for nearby places. Due to enlightened vision of management, college started with a handful of students has grown into renowned institution of higher education in Raigad.

Vision:

Higher level of academic and cultural excellence, while developing well-mannered, competitive personality of the learners.

Mission:

Promotes Academic Excellence and innovation by providing high quality diversified academic environment. Focus on development of academic plan that supports high-impact practices for high quality graduate/ post-graduate programs.

Career Oriented Education provides path to excel in real world. Students are motivated by career opportunities arising from uninterrupted study and an accelerated schedule that is planned by teachers.

New Technology infuses classrooms with digital learning tools, computers and projectors, handheld devices and learning materials. Technology has the power to transform teaching by ushering in a new model of connected teaching.

Modern Administrative Techniques helps to achieve mission and vision. All academic related updates are provided online through college website.

The institution is working with the aim of extension and community welfare through its various **Curricular/Extracurricular** activities, interactive and participatory programs. Publish magazine yearly and conduct different technical/cultural/departmental activities.

The institution runs various **Certificate courses**. College provides best resources and expertise in the field, that provides best training to students.

The **objective** is to create young, highly educated, socially aware citizens who will bring change towards progress in our country.

Core Values:

Tej (Radiance)

Tej literally mean radiance emanating from source of enlightenment. This is metaphorical expression of power of knowledge glowing from the enlightened mind. College mission is to shape the mind of students that would be ultimate repository of egalitarian perspective that would build society and nation and ultimately globe. College see that every educated mind that is shaped under our academic environment emerge as a person with high humanistic values.

Gati (Dynamism)

College aims to contribute dynamism to students, society, nation and ultimately the world. Students with holistic academic knowledge concocted with ethical values would certainly contribute to the acceleration of human advancement, i.e. Gati.

Shakti (Verve)

Integration of Tej and Gati in the personality of student shall lead to Shakti i.e. verve to change the society, nation and world for more better and advanced future. Power to knowledge and togetherness would be a global Shakti for humankind and ecosystem.

Perspective Plan:

The IQAC, CDC committee initiates for various academics and administration activities to meet vision.

Principal, Administrative staff participates in administration for uniformity in administration work.

Science Research Laboratory under DST-FIST grant.

Teachers play important role in Decision making, participates in workshops, guest lectures, departmental activities, and other cultural related programs.

The institution encourages teachers for participation in Minor/Major projects of University/UGC/CSIR. Grants received from funding agencies, utilized to promote research culture.

ICT is implemented. Teachers/students trained for using INFLIBNET N-LIST Database.

Institution strives for Upgradation in Administration, Library, Physical Infrastructure/Instrumentation, Photocopier, Laboratory.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Decentralization and participative management is governed by the Principal and each faculty is a member of various committees within the college. The Principal, CDC and IQAC forms committees appointing a Chairman and members. The committee works according to instructions given by authorities. The Committee Chairman organizes meeting for implementation of the activities prescribed. The IQAC monitors, planning and execution of the various activities to inculcate discipline and equality within the work environment in the institution.

Various Committees are: Examination Committee, Student Council Committee, Anti-Ragging Committee, Career Guidance and Placement Cell Committee, Women's Development, Cell Committee, Cultural Activity Committee, Unfair Means Enquiry Committee, Grievance redressal Committee, Purchase Committee, Repair and Maintenance Committee, Result Analysis Committee, SC/ST/OBC/NT/SEBC Advisory Committee, College Research Cell/ Science Association Committee.

H.O.D.'s and Teachers from various departments participates in Admission process, academic activities, purchase for the requirements.

Case study : Demand note for Purchase of required Product for Computer Department.

It is important to remove conflicts in any decision making process for the benefit of institution and hence agreements with management, stakeholders offer substantial promise for dealing with resource conflicts in a participatory and equitable manner. The motto is that all the discussions should escalate and should culminate in the best, that will economically and quality wise gain benefits for the institution.

The Computer Department requires Software and Hardware peripherals every year as the technology evolves very fast. To incorporate the technologies, the Department Laboratory must be updated. Whenever such requirement arises for the above said reason, first the requirements in numbers are identified such as number of computers including specification of hardware and software. Based on this a demand note is prepared under the instructions of H.O.D and is typed by department clerk and is duly signed by the Head of Department. The demand note is sent for Inward at office and for further process it is brought to the notice of Principal. After the remark of principal, meeting is arranged to discuss with purchase committee which gives a common opinion to make right decision.

The participation of committee members for purchasing is essential in process of Target costing which is an emerging process whereby organization's stakeholders calculate allowable cost (i.e, Target cost) for purchase. The members include Principal, O.S., Clerk, HOD, CDC. Purchase Committee is a part of CDC.

Further after the suggestions of various stakeholders and committee members, a quotation is demanded from vendors. The purchase committee studies the quotation and scrutinizes the reliable and renowned vendors with brand name and select the lowest and suitably quoted amount by vendor for the product. The information regarding the final selected vendor with lowest quoted price is put before all the purchase committee members. Once the quotation is finalized a discussion is arranged with CDC for approval of above purchase stating cost and details of purchase. The Purchase Order is issued to the respective vendor In this manner, Institution practices decentralization and participative management.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution is always in search of new schemes and plan to be implemented in the college to benefit students and teachers. To deploy such activities, Research lab for teachers and students, certificate courses for the benefit of students, such as Garment making course, and to create opportunities for students many activities has been instituted within the institution.

The perspective plan of the institution involves certificate courses, research work, infrastructure and physical facilities, sports facility, IT infrastructure, MoU for research and academic activities, National Workshops/Seminars, Mentor scheme, Academic and Administrative audit, awareness programs, Health checkup camps.

The college has constructed Science Research Laboratory under DST-FIST grant for imbining research culture for the benefit of students and teachers to make them participate in more research work.

The Institution conducted Entrepreneurship program to develop the ability and spread awareness between students about the readiness to develop, organize and identify the uncertainties that may occur in the process of becoming an entrepreneur.

The college campus had four distributed buildings which were combined and the entire campus was brought under two buildings. New construction with advance facilities are incorporated for better teaching-learning process. New Laboratories are installed for various departments with better resources and infrastructure. Wooden tables were replaced with permanent platforms in all laboratories. At a time 160 students can carry out experiment in a group of 4 batch each with 40 students. For Computer department, two bigger size Laboratory for UG students and one separate laboratory for PG students are constructed. Institution has individual Staff rooms for various department. CCTV coverage, Ethernet for both buildings were installed. Botanical Garden is designed and implemented for campus beautification. Canteen was started within the campus for the convenience of students and staff members.

The institution approach important industry people and invite them as chief guest and request for donation to raise funds for the development of the institution in all aspects. Individuals gives this donation to K.T.S.P. Mandal and then the amount is forwarded to the college authority. We received eight sewing machine from Lion's Club. This club donated eight sewing machine and hence to properly utilize it and benefit the society and students, the college started Garment making course which helped getting new employments to our students and outsiders. In this way, various types of funds are collected in order to improve the employment and benefit the students for learning as well as earning.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The functioning of the institutional bodies commence under the guidance of CDC. The CDC supervises all the administration and finances of the college. The day-to-day work and its functioning is executed by the Principal. The teaching staff then works according to the planned schedule and is supervised by the Principal. The IQAC and the Principal assures that quality teaching and learning is implemented within the organization.

The Principal follows the CDC for administrating the institution for various activities such as finance, purchases, development, decision-making, quality assertion, contingency plans.

Principal is the head authority of the college, who provides guidance, management, and supervision for the effective functioning of the college in accordance to the rules stated by UGC.

Committees within the institution are formed by the Principal to administer academic activities, events, curricular and cultural programs of the college. These committees such as examination, teacher and student grievance, cultural, reception, nature club, etc. works according to the planned schedule that is implemented for an academic or the related activity.

Head of the Department in collaboration with the Principal and staff members of the department plans and implement schedules for admissions, academic and co-curricular activities and also manages the financial requirements.

Staff members including teaching and non-teaching staff follows the plan headed by the HOD for proper functioning of the academic plan which includes timetable, workload, admissions, discipline, purchases and maintenance.

Library is managed under the supervision of Librarian. Staff members of the Library, works under the guidance of Librarian for managing the various resources of the Library.

The Administrative Office works under the guidance of Principal and the CDC and all the office administration activities are done as per the norms of the University.

The Internal Quality Assurance Cell works for enhancing the quality of teaching and learning process. Academic and administrative audit of various departments is carried out by the IQAC to monitor and control the activities within the institution.

The institution functions according to the hierarchy of the Organizational structure for achieving better administration and performances in day-to-day work that provides assurance for quality work, that is being carried out within the organization.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The College's priority is educating students, but it also works for providing facilities in terms of Welfare and Charity for teaching and non-teaching staff.

Various Seminars, Training programs and Faculty Development programs are organized for staff members for better academic performances and survival in the competitive environment.

The Library facility with different resources is provided for staff members to enhance the reading skills and knowledge in the area of interest.

Medical reimbursement are provided to the teaching and non-teaching staff.

Payment of advance against salary for newly recruited staff till funds are released.

The institution has formed K.M.C. College Credit Cooperative Society the primary objective of which is to provide financial loan to its members when they are in need. The initiative is a great help during financial crisis. This registered society is controlled by a Committee and is operated for the purpose of arranging credit at reasonable interest rates and providing other financial services to its members.

The Bank of Maharashtra salary account insurance scheme is available to all permanent employees.

The College organizes Yoga Training for teaching and non-teaching staff for the well-being of employee's health. The college also organizes Blood Donation Camp.

The institution organizes health check-up camps such as Thyroid camp to make aware all the employees about the benefits of regular check-ups to fight against mental and physical health issues. The College provides Medical facility for the teaching and non-teaching staff members. Life Insurance facility is provided under the Group Insurance Scheme to the employees.

The institution provides employment for widows of employees, if they are qualified. Their employment in the institution is an effort to bring stability in their family and cover the loss of employment in their lives. In case of Medical emergency, funds are collected and financial support is provided to those who need them.

Other than these services, the institution focuses on financial emergencies of Teaching and non-Teaching staff that are managed through contingency plans. For implementing this, advance against salary is given to provide financial support to its members.

Through these incentives and initiatives, the institution strive hard to render elite services to its members to form a happy productive team.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 14.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	9	10	15

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 9.69

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	02	04	07

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal for teaching Staff:

Appraisal for teaching staff is based on the Performance Based Appraisal Scheme proforma submitted by faculty seeking for promotion. The PBAS proforma details individual teacher's teaching-learning and evaluation related activities, research and academic contributions, administrative support and contribution in extra and co-curricular activities as had been detailed in the UGC-CAS guidelines. The appraisal/selection committee, VC and JD Nominee, in coordination with IQAC scrutinizes the proforma based on the UGC-CAS guidelines and recommends the same for promotion.

Appraisal for non-teaching Staff:

Appraisal of non-teaching staff is based on the performance and is forwarded for promotion to the head of the institution. The best Non-teaching staff is chosen for appraisal based on the evaluation of his/her work done throughout the year and the felicitation is done by the management with shawl, shrifal and a token of appreciation in the form of gift.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has a mechanism for regular Internal audit. The institution has internal audit mechanism where internal audit is an ongoing activity in addition to external auditor to verify and certify the entries of Income and Expenditure and Capital Expenditure each year. The institution has also conducted annual

audit through Chartered Accountant in the month of May as per Government rule. External Audit by the Government: The institution also conducts External Audit through government agencies - Accounts general (AG) and Accounts Officer, Higher Education, Government of Maharashtra.

The institution conducts internal audit of the college books of accounts for the financial year and the accounts are audited by the chartered accountant appointed by the institution with approval from the governing body and the University. The chartered accountant carefully audits the finance-related documents for all transactions. The audit is of balance sheet, general fund income and expenditure and receipt and payment account.

S.N	Year of Audit	Date of Audit	Type of Audit	Auditor
1	2016-2017	31-03-2017	Internal Audit	R.R.Jakhota Chartered Accountant
2	2017-2018	31-03-2018	Internal Audit	R.R.Jakhota Chartered Accountant
3	2018-2019	31-03-2019	Internal Audit	R.R.Jakhota Chartered Accountant
4	2019-2020	31-03-2020	Internal Audit	R.R.Jakhota Chartered Accountant
5	2020-2021	30-03-2021	Internal Audit	R.R.Jakhota Chartered Accountant

External audits are also conducted by Accounts officer, Higher Education Grants, Mumbai Region, Mumbai.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 5.36

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.20	0.25	4.44	0.30	0.17

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The objective is to map strategies for resource mobilization for the organization. The college receives funds from the UGC, DST and Maharashtra Government. Funds are also generated from certain components of student's fees. Self-financed and add-on course are another source for resource mobilization.

Funds are also mobilised from various government and non-government sources for research and projects. Faculty from several departments apply for research projects under schemes funded by UGC, MU, DST.

Funds are received from government agencies, private donors, and members of teaching/non teaching staff for fee-concession and student's scholarship.

Sponsorship is also provided by private organization for college festivals and the sponsors are acknowledged in posters, brochures, and other promotional notifications.

Various government and autonomous bodies are approached for sponsorship of national and international workshops and conferences.

For optimum utilisation of resources available, chairman of various staff committees and teachers-in-charge are asked to provide their requirements. This is to ensure timely and routine maintenance and upgradation of laboratories, computing facilities, library, classrooms and equipment facilities. According to the requirements submitted by the chairman of committees and teacher-in-charge, a budget is prepared and submitted to the head authority for approval. The committees follow the procedure of procurement of funds as per the general financial rules. All financial documents and bill are processed by the accounts section and sanctioned by the principal. The funds utilisation is vigilantly managed by the authorities through this process.

The institution approach to UGC/Industries for CSR. We approach important industry people and invite them as Chief guest, request for donation so to raise our funds. We also approach UGC and DST for grants and whenever the amount is sanctioned it is utilized according to the needs of the institution. Individuals gives this donation to K.T.S.P. Mandal and then the amount is forwarded to the college authority. College received eight sewing machine from Lion's Club. This club donated sewing machines and hence to properly utilize and benefit the society and student, college started Garment making course which helped getting for new employments to our students and outsiders. This way funds are collected in order to improve the employment and benefit the society for learning as well as earning.

The funds are mainly received by fees, research grants, consultancies, donations. At the beginning of the year budget allocations for developing plans, new purchases and maintenance is done. CDC plans and provides approval for these activities.

At the beginning of academic session, heads of various committees provide their requirements needed for the activity for the optimal utilization of resources and funds. This helps to provide any required maintenance throughout the year. Referring to the request for resources by the committee chairman or head of the department, a budget accordingly is prepared for further process. The procurement of funds are done as per the financial rules set by the institution. The processing of the bills and the suitable actions are taken by the account section.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The practices that are implemented by IQAC are Academic and Administrative analysis and Feedback mechanism.

Academic and Administrative analysis: The IQAC analyses the Academic and Administrative activities to assess the teaching-learning process that is implemented in every department throughout the year for keeping the record of all the academic and administrative activities within the institution. For Assuring Quality in the work the IQAC coordinator and the team conducts an audit. The internal academic audit is conducted by coordinators for fulfillment of IQAC initiated practices towards quality assurance. This assessment is done by verifying the documents and its systematic management that is generated as a report on the actions taken to assure that quality work is being carried out by various department to fulfill teaching-learning process and laboratory management.

The academic coordinators assess the documents related to the following, preparation of academic

calendar, selection of papers to be taught, timely distribution of time table, submission of lesson plan and compliance report of curriculum delivery as per the schedule, and allocation of responsibilities and formation of internal committees for department activities.

Teaching methodology, use of ICT facilities, and opportunities for experiential learning are also verified at the audit meeting.

Documents of internal assessment, policy for moderation of marks, steps taken to assist slow, fast learners, and analysis of the result of end-semester examinations are examined thoroughly as part of the audit process. It also assesses if the teacher-student mentoring program, which provides an assessment platform for engaging with students and addressing their activities, are executed regularly.

Documentation of faculty achievement, paper presentation, participation in faculty development program, publication, honors and distinction is registered at the audit.

The committee also determine if the laboratories in the college follow proper organization and management procedure, conduct stock verification of laboratory equipment and consumables, examine the status of the AMC of equipment; and check if biochemical, chemical and other laboratories waste are segregated and disposed of as per the guidelines.

Feedback analysis: The institution has implemented Feedback analysis and action taken report system. The assessment with this is carried out by collecting the feedback from student. A feedback and action taken report for every department is implemented for academic assessment. Based on this the various types of slow and fast learners have been identified in order to improve students' academic record. The feedbacks collected are analyzed and suitable measures are taken to upgrade the quality of teaching-learning process. This feedback mechanism allows to prepare with new strategy and ideas to be implemented within the institution to bring improvement in the academic activities.

The IQAC analyses the feedback on individual teachers based on the method of teaching and learning. During the IQAC meeting the feedback analysis report is discussed, and relevant decisions are taken. The feedback is thoroughly analyzed to improve the quality of teaching-learning process.

The feedback mechanism offers a constructive self-assessment process enhancing the academic quality of the institution.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation

quality initiatives)**Response:**

Institution IQAC reviews teaching learning process and execution through 1) Academic Review and 2) Implementation of ICT

Academic Review: The teaching learning review is conducted for every semester. The IQAC members verifies the institutional academic activities and record-keeping of teaching and curricular activities. This process helps in implementing uniformity in the work and give assurance for quality of the work done. All the departments abide by the institutional rules and regulations such as timely submission of workload requirement, proper distribution of time table, course completion according to the semester lesson plan, participation in academic and extracurricular activities within the department, use of ICT in teaching, execution and moderation of internal assessment, assessment of student learning by identifying slow, average and fast learners, analysis of examination results and other various important activities through the academic year. These all parameters have been taken into consideration for incremental improvement and assuring the quality of teaching-learning process.

Review of learning-outcome takes place by evaluating students interaction in the classroom, participation in extracurricular activities and performance in the internal assessment and end semester examination. The internal Assessment is reviewed by the committee and regulates the practices of evaluation of students conduct through internal assessments like tests, assignments, presentations and projects. This exercise is based on the final internal assessment reports submitted by the teachers-in-charge of all departments after moderating the marks of students in all papers.

The IQAC ensures continuous evaluation for the incremental improvement by incorporating suitable methodologies and Implementation of ICT in teaching-learning process.

Teachers are using licensed software and free version of the software like shortcut, OBS and simulations for virtual laboratory for chemistry, free statistical tools, Tally for financial accounting. In the pandemic situation also the teaching-learning continued using virtual platforms for delivering lectures and other academic related work. Examination and Assessment of assignments, study material are delivered using online tools. Digital library facilities like INFLIBNET-NLIST, e-resources provide a repository of articles and e-books for teaching and research process.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality intitatives with other institution(s)**

3.Participation in NIRF**4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)****Response:** D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Response:

Gender inequality is a common social nefarious issue prevalent in society since time immemorial. The college has a women's cell. The prime duty of the cell is to debunk and redress the misogynistic misconceptions that are deep-rooted in the general public. Accordingly, various programs on special and normal days are organized. Eminent orators from various fields are invited to spread the message of gender equality as enshrined in our Indian constitution. Discussion on current issues pertaining to the atrocities on women is discussed through various programs organized on occasions like women's day.

Our college has an exclusive NCC section to train the girls to be self-sufficient in social, jobs, and economic terms. This training evokes the emotional fortitude of the common girl to make them self-dependant for their dignity and modesty. Our college in addition to this trains NCC girls in self-defense with the technique of karate. Our woman faculty Miss. Sheetal Gaikwad is having proficiency in this field to impart training in this field. Programs like elocution competition, NCC cadre camps, gender sensitization is organized. Following initiatives are taken to boost above-said efforts:

1. Safety and security:

1. Our security / NCC faculty for maintaining discipline among the students does daily monitoring. This ensures the entry of incumbent students inside the campus.
2. NCC girls are trained to execute a disciplinary and hospitality protocol during annual gatherings and similar programs. Special occasions are teeming hours, therefore; NCC cadets are there as helping hands. They maintain discipline during the event sessions.
3. Identity cards are mandatory for the incumbent students; periodical checks are made through a disciplinary committee headed by Prof. Sheetal Gaikwad.
4. CCTV cameras are installed at proper locations to spot any indiscipline. This helps to monitor unheeded spots that may be beyond human vigilance.
5. Fire safety gadgets are installed at proper places. This ensures probable immunity against any eventualities that could arise due to accidental actions.

1. Counseling:

1. Mentor mentee scheme is actively doing the job of counseling needy students in the proper nick of time.
2. NCC girls participate in social activities on special days like NCC day/ AIDS day etc.
3. Career guidance and competitive examination guidance are provided in our college.
4. Counseling for girl students on eve-teasing and another kind of molestation is done by Miss. Sheetal Gaikwad.
5. Counseling on gender equity helps to reduce incidences of molestations.

C. Common girls' room:

1. Common girls' room is available for girl students.
2. Sanitary napkin dispenser is installed for the convenience of the girl student.
3. The western toilet is available for senior staff and disabled students.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: E. None of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

a) Solid waste management: solid waste/ wet waste are sorted and collected daily Following procedures are used to manage waste:

1. Three plastic container are used
2. It is lidded.
3. Solid waste, wet waste and hazardous waste are collected in these respective containers.
4. The waste is sorted accordingly in separate containers.
5. The accumulated solid waste is given to the municipal council collection team specially meant for disposal.

b) Liquid waste management:

1. Liquid is given out in closed municipal drainage.
2. Those chemicals that are acids are diluted appropriately and discarded in the sink which outleted in imbibitions ditch.

c) Gas waste: Gaseous waste is removed from the ventilation and exhaust fan.

c) E- Waste management: E- Waste is disbursed to authorized dealers in E- Waste. Segregation of scrap materials from harmful gadgets is done in the laboratory. The waste is either reused by the concerned dealer or de-assembled for utility. Yearly all the gadgets that are dud and scrap are given to scrap mongers.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

Humans are social animals. The abilities of human i.e. Homo sapiens is more elaborated compared to other animals on the earth. Therefore, humankind's social system is more complex and multipronged. Considering these facts, college is endeavoring to groom and nurture the verdant behavioral approach of

students.

We organize various lectures through different agencies and at various occasions. This secular attitude of the student is taken care of through regular lectures, anniversaries, different days, and sudden occasions that tend to arise whenever the faculty feels so. Great personalities national and international are considered for the occasion. Myriad culture may cause dissents or harmony. We faculties try to instill harmony instead of dissent using the myriad mosaic culture of our nation. Occasional discussions may surface during lectures; there faculties utilize that situation and purpose to hone the volatile minds of students.

National days like independence day, republic day triggers discussions on nationality, nation, national pride etc. in this connection informal talks play a vital role to make an opinion on the national issues quelling parochial religious, cattiest, regional prides. We organize constitution day to mitigate narrow self-centeredness among the students. It is taught to the students that our Indian constitution is all inclusive, non-discriminatory documents. Pupils are inspired to read the constitution, at least preamble of the constitution.

Our national leaders are treasures of fraternity and goodwill. We celebrate the birth and death anniversaries of these leaders. National leaders like Mahatma Gandhi, Jawaharlal Nehru, Dr. B. R. Ambedkar, Mahatma Phule, Savitrimai Phule, Lokmanya Tilak, Savarkar, Aanabhau Sathe, Shahuji Maharaj etc are commemorated by recounting their life and works to the students. Students take this opportunity to listen and follow the path shown by these leaders. Our nation is of multifarious nature on this background student sometimes under the influence of vested interests or misunderstanding get provoked and that leads to harangue or loggerheads. Under such circumstances, compassionate and rational handling of situations could be achieved by narrating anecdotes and inspiring thoughts of national heroes. Our faculty utilizes the thoughts of these national and international icons to hone the minds of students.

Similarly, college organizes science days to propagate scientific thoughts among the students. Efforts of this scientist to generate a scientific phenomenon are a herculean story. Our faculties put these personal efforts of these great scientists before students on science day. These efforts definitely yield some good outputs, if not tremendous one. During class, teaching our faculties tries to introduce such attitudes among students. Science is primarily for scientific attitude and then a tool for technological development hence we try to inculcate scientific attitude among students.

Religious toleration is also one of the important aspects for the new generation. Foundation course, NSS is the channel through which we try to focus on these social issues. Various programs in this connection are organized to promote holistic approach to the tedious syllabus based teaching.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

Constitution of India is a document that entails liberty, justice, equality, fraternity among the citizens. These democratic value are endowed all citizens through constitution. College organizes various programs in this regard on special and relevant occasions.

Various days of national importance like, constitution day, Republic day, Independence Day, Voters day and allied days are celebrated to refurbish the civic and national values among all citizens. Our NCC department, which unique of its kind in the area, organizes programs of national integrity for the promotion of human values, brotherhood, nationality, religious harmony, regional fraternity etc. Our society is imbued with various hues of religion, language, castes, class, regionalism etc. These differences tend to generate disputes and fracas among different sections of society. College is playing its due social role to mitigate such malevolent attitudes prevailing in the society. Nascent citizens are the students, therefore it mandatory national and social duty of every academic institution to cleanse the minds of students of any nefarious tenets that may hound the student. Democratic values enshrined in our constitution are taught to the students through foundation course where relevant topics are in syllabus. Our NCC and NSS faculties organize anniversaries of our constitution days national days and organize discussions to groom the minds of student. During some occasions like martyr day student discuss nationalism and patriotic issues among themselves. This informal discussion is no less than an organized lecture of speech of an expert. Faculties encourage students to discuss on such issues. Many times discussions are triggered by some news in the media and many students join to voice their opinions. Such discussion are volitional and vehement coming from the inquisitiveness of the incumbent student. This kind of discussions were spotted by many faculties and these groups of students further encouraged to participate in elocution competition. Sometimes class lectures linger in the minds of students and they discuss these issues that pester them persistently they deliberate such topics among their closed circles. Civic topics related to citizen's duties constitutional obligations are taken up for lectures and orations and accordingly programs are organized.

NSS and NCC students involved in voter identity card/ list campaign, awareness on these issues carried out in the adjacent areas involving common citizens. Many times people don't exercise their franchise and ignore the national responsibilities. NSS and NCC students are occasionally doing their national duty to spread awareness about the national duties among commoners. Reading of preamble taking constitutional oath to follow democratic values are some programs followed by students under the auspices of NSS and NCC department. Foundation course prescribed by Mumbai university is utilized at its full aims by teaching the topics pertaining to civic rights of the citizens. Students from computer and science streams are less aware of these humanity subjects therefore faculties insist and encourage students these students to attend foundation course classes through which rights and duties of the citizens could be propagated.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Culture of the society and nation strongly influence social development of the people. Students while learning imbibe these values knowingly and unknowingly. Academic institutions are the agencies not only for academic syllabus based learning but holistic development of the student. Therefore, it becomes mandatory to follow the constitutional guidelines to impart all the moral values to the student.

Our college follows all the protocols relating to the commemoration of national and international days as prescribed by the governing bodies of college. This includes celebration of independence day, Republic day, national voters' day, constitution day, environment day, women's day, reading day, reading inspiration day, yoga day, science day, birth and death anniversaries of national heroes. Independence day entails patriotism and national integrity. The atmosphere in the college premises is created by the rituals and arrangements. Pupil keep on discussing with faculties and among themselves on the issues related to nations and national issues. Similarly, republic day is actually constitution implementation day, accordingly issues are informally and formally raised to switch on discussions. On many occasions lectures and orations organized to invigorate the national pride and national harmony. Constitutional provision is made into nutshell and provided to the students. National personalities are remembered and their contribution is recounted that is supposed to actuate the mind of students. Personalities like Bhagat singh, Gandhiji, Vallabh patel, Dr. B. R. Ambedkar, Mahatma Phule, Savitrimai Phule, Tilak, are remembered and commemorated respectively.

Science day is also an occasion to learn scientific development of humankind. Evolutionary, Biological, Technological development discussed in class room beside usual syllabus. Special programs arranged to get broader and deeper understanding of some scientific issues. Students are advised to see science as a tool to develop scientific attitude. Science is the generator of technology, which brings

physical and materialistic comforts. But developing scientific attitude is the prime aim of science. In the age of globalization students must develop scientific attitude forsaking irrational misconceptions and superstitions that are prevalent in Indian society.

Environmental day is the occasion that conveys significance of mother earth, nature and natural set up. Pollution is the burning issue of present times. Mitigation of pollution of various kinds, is of most concern, student engage themselves in the environmental preservation through various activities. Plantation is the major activity, since plants are the basic organisms that sustain the plant. Anthropogenic activities must be in consonance of nature, not antagonistic to nature. Focusing this aspect care of flora and fauna is emphasized.

National personalities are remembered on right occasions. Birth and death of those personalities are commemorated by organizing formal and informal programs as per the need and feasibilities. Special lectures arranged to enlighten all stakeholders on the occasion of anniversaries.

All faculties and departments are involved in these activities. Major contribution in this regard comes from NSS and NCC. It could not be underrated that, informal and unorganized chats are invaluable. Unorganized talks that are initiated without any prior preparations do contribute to the up gradation and updation of knowledge.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

K.M.C. College, Khopoli.

Best practice

Introduction:

Best practice is a significant feature of our college. It involves students, faculty and society. The interpersonal flow of information and knowledge is key of the practice. Our college employs following two best practices. One is a college level practice titled, 'Net banking' and second Education to Execution (Edu-Ex).

First practice Net (Internet) Banking is now become the need of hour as we are ushering in the age of digital India. However, at grass-root level many people are not aware and familiar with net banking. They have mobile in their hand but could not venture into net banking owing to their ignorance and insufficient relevant knowledge of internet banking. Our students are trained with all information and knowledge to go in the society to educate laymen/ women/ house wives of the society of internet banking and Edu-Ex. Internet banking is carried out by our selected and trained students, preferably from computer/ commerce subjects, in the Net banking.

Second best practice is Education to Education (Edu-Ex) meant to unlock and disseminate esoteric knowledge that is locked in the university syllabus of different subjects. Academic syllabus contains lot of concepts and issues that could be useful for common public of the society. Such concepts from the different syllabus are culled eclectically, streamlined, resolved into simple terminologies preferably into vernacular, and taught to the selected students. Such students learn these significant concepts from their syllabus and put it into simpler form before the laity. This effort on the part of college faculty is to rescue socially significant aspects from the complexities of the syllabus and make it available to the commoners. Otherwise, many potentially important aspects that are available in the syllabus remain only to the concerned students to study merely for academics and number of marks. This practice would certainly be harbinger of spreading the knowledge from class to community i.e. realizing the phenomenon of Education to Execution (Edu-Ex).

Best practice 1:

Title of the practice: Net Banking

Objectives of the practice: -

1. To realize the dream of 'Digital India'.
2. To make women/laymen/ common public aware of Net Banking.
3. Rural public is preferred for the purpose.
4. In the age of liberalization, privatization and globalization internet banking is integral to the daily life.
5. The comfort and ease in operating Net Banking needs to be made universal.

The Context: -

The world is advancing towards more mechanization and automation. Information technology is the hot cake today. All are now a days using internet and its applications that is making all the business easy and convenient. Economy is also integrating these online facilities for monetary transactions. Internet banking is one of the most significant aspects those days. Government is also advocating this practice of internet banking. It is observed that people are getting acquainted to this phenomenon. Especially gents are more familiar to internet banking compared to women lot of the society. Women from elite class are seamlessly practicing net banking where as women from rural backgrounds are very much unaware of this internet banking techniques. Considering this need and locational advantage of college we faculty and students are trying to spread awareness and usage of internet banking among rural less educated lot of women fraternity in our area.

This approach is useful considering the self-reliance of women for their menial routine transactions without wasting time from their daily hectic chores. This endeavor of our college is found helpful and satisfactory for rural area.

Protocol for the net banking: -

1. Student spot the area and people to educate in Net Banking.
2. Student reach to the targeted people, finish introductions and formalities of hospitalities.
3. Student introduces Net Banking topic in simpler vernacular.
4. Rapport is established between student and the targeted person.
5. Student explains protocol of the safe and easy Net Banking initially on his gadget and then on cell phone of the target person.
6. Connecting cell phone to the internet
7. Download the authorized application of the respective bank from play store.
8. Registration process with secured pass words.
9. Use of application like online payment cash transfer mobile recharge to check passbook status etc.
10. After transaction logout securely.
11. Account security from hackers and unknown calls and links is elaborated.
12. Safety and security in the Net Banking is emphasized.

The Practice: -

1. Students of college, specially from computer background are selected.
2. These students are properly trained by the respective faculties.
3. The trained student easily and conveniently contacts the women/laymen around his residence/ location/ intimates.
4. These women are generally less educated/ house wives/laymen and Net Banking illiterate.
5. Students maintain due courteous and cordial rapport with target person if the person is lady.
6. Accomplishing brief teaching of the net banking, informal talks enhance amity between people and student/ faculties.

After the presentation, students and faculty tried to solve the queries of women/ laymen related to Net Banking and registration. The said presentation was done in Marathi/ Hindi/ English languages to ease understanding of the process.

Evidence of success: -

The women/ laymen those were having smart phone tried to use net banking. Some of the participants executed the given protocol and were satisfied. The application was very convenient and useful as it is hassle free. Many women/ laymen were having smile on their face after accomplishing the operation at their own. Similarly, they were informed about the probable frauds during careless transaction. Some of the women approached to the students to satisfy their queries of the frauds and operational glitches.

Problems Encountered-

1. Travelling becomes sometime troublesome due to improper condition of road in interior areas.
2. Bringing all the women/ laymen together for the group program in that area often not possible.

3. Load shedding and network due to rural area.

4. Problem rose regarding understanding of English and technical language by these women/ laymen.

Year	Name of the Best practice	Location	Number of student + learner participated
2015-16	Pre- Admission counseling and Mock interview for student	K.M.C. College, Khopoli	50
2016-17	Net banking	Shirwali	6+18= 24
2017-18	Net banking	Jambhulpada	12 +39 = 51
2018-19	Net banking	Utkarshnagar, Khopoli	8+20 = 28
2019-20	Net banking	Khopoli	13+ 25 = 38
2020-21	Net banking	Khopoli	4+ 7 =11

Best practice 2 (Edu-Ex):

Title of the practice: Education to Execution (Edu-Ex)

- *Objectives of the practice:*

College and classrooms imparts education and knowledge to the incumbent students based on the syllabus.

Students try to grasp and regurgitate the same during examinations seeking maximum marks out of it. This is the rote learning pervading the educational systems. Mostly the education acquired by the students hardly transformed into knowledge and further its empirical application remains an unrealized dream. The education must be transformed into knowledge and ultimately finish into empirical utilization. This kind of transformation may be utopian dream but a little effort could help achieve a bit of this dream.

The student acquiring syllabus-oriented knowledge could be of little help to the general public. There are few points/ topics/ brief pieces of information from the syllabus of the students that may be useful for a layman and general public. Such piece of knowledge, not the extensive syllabus, usually remain locked with the students. The esoteric terminological syllabus based knowledge that could be useful/ utilizable to the common public, simplified and given to the general masses to make them understand some aspects related to common day-to-day life. Common societies always have some common misconceptions, misunderstandings or unresolved conceptions that tend to influence their day-to-day life. These unfounded beliefs and misbeliefs are carried by a commoner unanswered and wrapped up in mystery throughout their lives. For instance, how life originated on the earth? Is there supernatural power governing the world? Who is the governor of universe? Where does life go after death? How heart beats? How child is procreated? Are plants alive? Such strings of queries out of curiosity may nags layman's' mind. Not all people get pertinent and rational answers to such queries. Non-availability of proper guidance and instructions may ensue in spread of misunderstanding of mysteries among commoners.

The present practice aims to harness the available immense potential as human resource in the form of students and knowledge that is available in academic domains. Students from different streams of subjects could be taught and trained by the faculties of the college to answer simple and common curious questions posed by common people. The faculties of different subjects with relevant content would prepare simplified templates from the complex syllabus and students will be prepared to expound the same concepts in simple vernaculars so that people could understand it so that their mystical queries could be answered.

- *The context:*

Propagation of knowledge from class to community is need of hour. The unutilized instinctive community beneficial potential of students could be pressed into knowledge philanthropically. Students will be sensitized to the pervading ignorance of family members, neighbours and could contribute towards dispelling of common misconceptions persistent in the society. This will help to promote informal teaching ability of a student. Students can become a harbinger of dissemination of knowledge for society at micro level. It has been observed that common people are afflicted with very common misconceptions, and students can eradicate this prevailing ignorance and misconceptions.

- *The practice:*

1. Teacher teaches the prescribed syllabus to students.
2. During teaching teacher cleverly picks up some important appealing strategic points from the vast syllabus that are “Socially significant/useful” and compile it.
3. Enlisting of the compiled informative aspects or piece of information from the respective syllabus.
4. Organization and elaboration of every compiled aspect/ points.
5. Simplification and translation of the piece of information derived from the different syllabus based subjects that are “Socially significant/useful”.
6. Thus, translated, simplified and easily understandable templates of “Socially significant/useful” information are handed over to the well-informed/instructed students.
7. These students with assigned informative knowledge would reach out to the people residing around them.
8. The student proposes the designed topic to the targeted people and explains the assigned topic to the people and tries to explain the concept.
9. Formal talks turn into informal one and slowly a rapport is established between student and target person.

- *Evidence of success of this practice are:*

1. There is very common belief that, this world, living and non-living is created by some supernatural non-human existence commonly termed as Almighty or God. Laymen are holding this belief since time immemorial. In College, students learn that life biomolecules originate spontaneously through natural interactions between available inorganic materials then available on the earth. Students prove it through Miller and Urey experimentation. A rationalistic scientific view could debunk older beliefs.
1. Sex determination is another problematic belief persisting among commoners. A noxious mischievous concept is deeply rooted amongst public that Son is more powerful sibling among daughters. The consequences of this misconception are coercing many madcaps to beget Male child instead of girl child. Conservative elders in family and newer generation people also insist for Male baby. Women are generally blamed for not procreating Male baby. This misconception could be dealt with by explaining the biological reasoning behind the process of sex determination. The student who has learned the mechanisms of sex determination in class could expound this issue.
2. Milk consumed daily is generally infested by *Aspergillus* fungal species. The fungi produce a toxin called Aflatoxin M1 it is hepatotoxic (harmful to liver) and potent carcinogenic biochemical. Consumption of such milk may result in some kind of cancer in a course of time. The harmfulness of this phenomenon could be minimized by consumption of probiotics and plant extracts of Broccoli, black cumin etc. A student in class as a part of their syllabus learns this issue. The learned student could easily spread this piece of information among commoners and help them secure their

proper diet.

- *Problems encountered and resources required:*

This has yielded positive outcomes. Informal dialogue between student and their community members brought good change in the belief of people. People astonish to learn the concept and with new zeal accept the science based approach to their queries. Some people are hard to believe the newer ideas since it might hurt their age-old beliefs, especially concept concerning to theism. Conflicting situations sometimes arise because of indigestible newer ideas. Elderly people are most vulnerable for conflicting thoughts. Instilled beliefs are hardly eradicated hence students on some occasions enter into dissenting mode with the person they are dealing with. However, most of the time the expedition of student proves fruitful. **Students spread the knowledge they have learned from their respective subjects in small fragments or briefness, this is most rewarding aspect of this practice. It may be a contribution, though a miniscule one, to the society which is living in knowledge desert.**

Year	Name of the Best practice	Location	Number of students participated	
2015-16	Pre- Admission counseling and Mock interview for student	K.M.C. College, Khopoli	60	
2016-17	Education to execution (Edu-Ex)	Student's respective residence location	50	
2017-18	Education to execution (Edu	Student's respective residence location	48	
2018-19	Education to execution (Edu	Student's respective residence location	40	
2019-20	Education to execution (Edu	Student's respective residence location	25	
2020-21	Education to execution (Edu	Student's respective residence location	35	

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

7.3 Institutional distinctiveness:

1. College is situated in the arms of hills of Sahyadri where Adivasi and Backward class people nestle. Adivasi communities like Katkari is abundant. The children of these castes and communities are illiterate since many years. K.M.C College has been a boon for these less fortunate people to acquire education. The faculty, to ease the understanding of syllabus to the incumbent students adopts bilingual teaching.
2. College has been an agency of education and employment to the local people. Many students from the surrounding area after acquiring proper academic eligibility has been absorbed in the employment of college as teaching and non-teaching staff. As a result, about 80% of the staff of the college recruited from the pass out students of the college. Thus, college became an institution of education and employment for the peoples around the area.
3. Physically disabled students are sympathetically taken care of by our college. We try to maintain compassion and humanitarian approach because the less fortunate must be protected and promoted. Our students have been excelling in various fields. To cite our student Miss. Sayali Thombre who is visually disabled has been excelled in singing despite her physical weakness. Mr. Pratik Mohite a physically disabled who is of dwarf stature has been introduced in world Guinness world record as of "Shortest Body Builder".
4. College though being from the rural area endowed with highly qualified faculties. About 66% teaching staff of our college is Ph.D. degree holders. These higher academic degrees empowered our faculties to teach students with enhanced efficacies.
5. Higher education percentage is more even though students are from rural area. Students after completion of their degrees pursue higher education in humanities and science. Many students from our college opted for overseas education.
6. College has exclusive NCC (5 Maharashtra Girls Battalion NCC) training facility for girls only. It is the strength of college that in the rural areas of Khopoli girls are being trained and made eligible to enter in the field of defence army, police. NCC beside having employability it is also mentally and physically empowering the women of society. NCC cadets simultaneously undergo additional training of Kung-fu Karate technique. Our head of NCC department Prof. Sheetal Gaikwad is a renowned woman teacher in this area.
7. Prof. Sheetal Gaikwad is a renowned women Kung-fu-Karate trainer from our college. Being an international awardee in karate self-defence technique our girl students are being benefited in developing their overall personality along with self-defence.
8. College is located in hilly area where different Adivasi and backward category pupils reside. These

underprivileged peoples bestowed with higher education through our college. Many families in the areas are first generation learners thereby getting an opportunity of higher education.

9. Chemical Industries near Khopoli are: Tirupati Industries (India) Limited , Innovassynth Technoliges ,Shri Sai Life Sciences , Tata Power Khopoli , Paras Lubricant Ltd. Khopoli Metals and Alloys Pvt. Ltd., Vishal engineering Industries ,Khopoli , Mahaveer Industries , Alpha Chemicals Pvt. Ltd., Koprana Ltd. M.S. Packing – Khopoli , Quality Specialty Chemicals, Alkyl Amines Chemicals Limited Rasayani , Venus Wire Industries Ltd., Aakkamani Pvt, Ltd. Honaad , Raigad Oxygen Pvt. Ltd., Monopoly Innovation Private Ltd., India Steel Work Ltd.
10. In these Industries different Products are manufactured such as different Chemicals, Lubricants, Steel, Medical oxygen gas, different spare parts of automobile engineering and electricity generated by Tata Power house.
11. These Products are manufactured on the basis of different chemical reactions, rearrangements, Inter-conversions. During the Product synthesis various chemical and physical phenomenon adopted such as distillation, vacuum distillation, Centrifugation, Filtration, Crystallization, solvent extraction, adsorption and absorption, various types of condensation such as air, water. The basic principle and experimental Procedure of such phenomenon are included in our B.Sc. and M. Sc. Syllabus which is helpful to our students.
12. The product is manufactured in industries; its quality is controlled by quality control department of concerned industries. In which various analytical techniques and instruments are used such as volumetric, gravimetric, qualitative and quantitative analysis, different types of Chromatography. Moreover, such analysis is performed on electro-analytical instrument such as potentiometer, pH-meter, conductometer, spectrophotometer, flame photometer, colorimeter, amperometer, and polarography. Our B.Sc. and M.Sc. Practical syllabus gives an opportunity to handle such type of instruments. Overall the syllabus of B.Sc. and M.Sc. is purposefully designed to meet the need of students' carrier in Industries. We are lucky all such industries are located around us.
13. Moreover, the problems created in the industry are solved by our college faculties and students in our research approved laboratory.
14. Cultural department of college produced some good opportunities to rural youth to excel in the field of drama, TV shows, serials and theatre.
15. Sport department paved way to many students to showcase their talent in university, state and national levels.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

COVID-19 The pandemic wiped out the academic year 2020-21, preventing traditional classroom instruction from taking place, but the COVID-19 epidemic has provided an opportunity to rethink instructional techniques and methods. Students and teachers have developed and adapted to new modes of engagement by training in a variety of online platforms such as Microsoft Teams, Zoom, Webex, Google Meet, and Google Classroom. Quality e-resources have been used to enhance and enrich the teaching-learning process. This has resulted in opening up new chances for faculty to create MOOC content. Several webinars and online courses were organised and attended by faculty during COVID.

Concluding Remarks :

KMC College places a strong value on creating a highly competitive atmosphere that fosters academic performance and extracurricular accomplishments. All activities at the college are geared toward achieving the institution's purpose of developing self-sufficient students with a strong sense of community responsibility. The dynamic culture of community involvement at KMC College instills in students a strong sense of inclusion and civic ecology. This combination of educational and extracurricular activities promotes students' complete development. In its pursuit of excellence, KMC College strives to offer lucrative opportunities and provide the best infrastructure and facilities, despite certain weaknesses and challenges. The staff and students continue to work tirelessly to achieve the institution's mission.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 14 Answer after DVV Verification: 13</p> <p>Remark : DVV has made the changes as per IIQA.</p>																														
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students</p> <p>2) Teachers</p> <p>3) Employers</p> <p>4) Alumni</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : DVV has not consider shared unsigned feedback report by HEI.</p>																														
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2231</td> <td>2245</td> <td>2168</td> <td>2176</td> <td>2174</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>831</td> <td>909</td> <td>938</td> <td>1008</td> <td>916</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>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3242</td> <td>3222</td> <td>3216</td> <td>3216</td> <td>3216</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2231	2245	2168	2176	2174	2020-21	2019-20	2018-19	2017-18	2016-17	831	909	938	1008	916	2020-21	2019-20	2018-19	2017-18	2016-17	3242	3222	3216	3216	3216
2020-21	2019-20	2018-19	2017-18	2016-17																											
2231	2245	2168	2176	2174																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
831	909	938	1008	916																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
3242	3222	3216	3216	3216																											

2020-21	2019-20	2018-19	2017-18	2016-17
1125	1115	1112	1112	1112

Remark : DVV has made the changes as per extended profile 2.1

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
700	702	697	741	808

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
578	578	579	635	684

Remark : DVV has made the changes as per shared report of actual students admitted from the reserved categories (SC, ST and OBC) by HEI.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 62

Answer after DVV Verification: 24

Remark : DVV has made the changes as per shared report of permanent teachers and excluded librarian, temporary teachers.

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 587

Answer after DVV Verification: 370

Remark : DVV has consider only permanent teachers experience and excluded librarian.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.28	0.95	54.03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.55	0.95	50.21

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

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	16	17	22	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	7	5	11	4

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.3.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	4	8	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	4	6	2

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	26	15	14	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	17	13	12	7

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1421	1788	787	693	494

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1011	1324	632	683	281

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.45	4.31	16.68	74.02	9.85

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.45	4.31	18.67	74.02	9.85

Remark : DVV has made the changes as per shared report of Expenditure for infrastructure augmentation, excluding salary by HEI.

4.2.3	<p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.30</td> <td>1.42</td> <td>3.08</td> <td>5.69</td> <td>4.30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.29</td> <td>1.41</td> <td>3.08</td> <td>5.68</td> <td>4.26</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report of Annual expenditure of purchase of books/e-books and subscription to journals/e- journals by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1.30	1.42	3.08	5.69	4.30	2020-21	2019-20	2018-19	2017-18	2016-17	1.29	1.41	3.08	5.68	4.26
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.30	1.42	3.08	5.69	4.30																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.29	1.41	3.08	5.68	4.26																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 103 Answer after DVV Verification: 20</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)</p>																				
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years Answer before DVV Verification : 428 Answer after DVV Verification: 425</p>																				
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. 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) year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="306 1852 1046 1986"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>04</td> <td>05</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	02	04	05	01	01										
2020-21	2019-20	2018-19	2017-18	2016-17																	
02	04	05	01	01																	

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	02	00	00

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	20	29	21	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	2	2	2	2

6.3.2 Average 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:

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	17	23	35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	9	10	15

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	01	01	03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	02	04	07

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	02	04	07

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.2100	0.40	4.514	0.30	2.689

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.20	0.25	4.44	0.30	0.17

Remark : DVV has made the changes as per shared report of Funds / Grants received from non-government bodies, individuals by HEI.

7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant

3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made the changes as per HEI clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	14	13	13	13	2020-21	2019-20	2018-19	2017-18	2016-17	13	13	13	13	13
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	14	13	13	13																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	13	13	13	13																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2231</td> <td>2245</td> <td>2168</td> <td>2176</td> <td>2174</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2156</td> <td>2149</td> <td>2092</td> <td>2103</td> <td>2111</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2231	2245	2168	2176	2174	2020-21	2019-20	2018-19	2017-18	2016-17	2156	2149	2092	2103	2111
2020-21	2019-20	2018-19	2017-18	2016-17																	
2231	2245	2168	2176	2174																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2156	2149	2092	2103	2111																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1683</td> <td>1672</td> <td>1672</td> <td>1672</td> <td>1672</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1266</td> <td>1257</td> <td>1254</td> <td>1254</td> <td>1254</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1683	1672	1672	1672	1672	2020-21	2019-20	2018-19	2017-18	2016-17	1266	1257	1254	1254	1254
2020-21	2019-20	2018-19	2017-18	2016-17																	
1683	1672	1672	1672	1672																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1266	1257	1254	1254	1254																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
591	620	331	506	423

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
708	685	487	696	667

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	54	60	58

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	52	52	56	51

3.2 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	54	60	58

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	52	58	56