SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VIDYAVARDHINI'S ANNASAHEB VARTAK COLLEGE OF ARTS,KEDARNATH MALHOTRA COLLEGE OF COMMERCE AND E.S.ANDRADES COLLEGE OF SCIENCE

VASAI ROAD WEST. DISTRICT - PALGHAR
401202
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidyavardhini Trust, founded in 1970, is a materialisation of the ingenuity of the vision and sincere efforts of Padmashree Shri Bhausaheb Vartak, a Gandhian and eminent Congress leader of that time. Annasaheb Vartak College of Arts, Kedarnath Malhotra College of Commerce was founded in 1971 and E. S. Andrades College of Science in 1972 in Vasai Taluka in Palghar district north of Mumbai. Self-financed courses and postgraduate programmes were later on added gradually.

The college is located on the western line of Mumbai's suburban local train network. Being close to the railway station and the State Transport bus stand, it is convenient for students and staff. This has resulted in student diversity from rural and tribal areas and the urban. With seven acres of land and trees and plants in the campus, it is a quiet place.

The college was accredited for the first time in early 2004 with B+ by the NAAC Peer Team . Following the suggestion of the Peer Team, the Management built a five storeyed building in place of a one-storeyed one to provide additional infrastructure. This new building has classes of self-financed undergraduate and postgraduate programmes. It also has a gymnasium and a gymkhana (for indoor sports). The library was moved from a section of the ground floor in the old building to two storeys in the new building with large reading halls. In 2016, we were awarded B++. As advised by the Peer Team, efforts are being made to further expand the scope of Self Financed programmes being offered and start new ones.

The management encourages the principle of self-reliance to this day. Our Librarian, Dr. Kamble, trained some teachers to create a unique college email ID for all students and staff during the pandemic. Teachers from the Computer Science and Information Technology departments guided other teachers in online teaching. This and many other programmes hosted by the college were live streamed on our youtube channel created by Dr. Kamble, who also guided teachers to upload data for the SSR. Some departments and teachers created youtube channels on their own.

Vision

Our vision is to provide quality education to the residents of Vasai and adjoining tribal areas, as well as other underprivileged communities, including those belonging to the economically backward categories, with specific focus on girls. Even today, around 60% of our students are girls. The education provided expands beyond the formulated curriculum and encompasses other co-curricular and extracurricular activities for holistic development of students. The evidence to this will be found in the prizes and awards that our students receive in these activities. This commitment to education and its vision and mission is especially seen in the fact that although permitted to charge more fees than the minimum prescribed by the University for Self-financed programmes, the college does not charge a paisa extra and has concession in fees for Reserved Category students and the economically backward as per the University and Government of Maharashtra guidelines. Students are allowed to pay fees in installments as and when they can.

The Student Aid Fund is a unique way to reach out to those students in need of financial assistance. This fund is non-refundable and is given to students irrespective of caste or creed after review by a committee of dedicated

teachers.

Mission

The mission of the Trust and the establishment of the college has been to provide a means of higher value education in the region to girls and socio-economically backward youth since the nearest college was many kilometres away, in Mumbai. This noble objective was equally challenging, given the underdeveloped, rural, socio-cultural makeup of the region at that time. The men and women brought together by Shri Bhausaheb Vartak to establish this college came from diverse fields and religions, viz., the ruling and opposition party leaders - Congress and Samajwadi Party at that time, along with eminent educationists, freedom fighters, a chevalier, leading businessmen/industrialists, prominent farmers and lawyers belonging to all religions, then residing in Vasai.

Today, the college management carries forward the mission of the college and will continue to do so till quality and affordable education reaches the remotest of students in Vasai Taluka and beyond.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Management, Principal and staff have continuously worked towards the fulfilment of the vision and mission of our founders of providing quality education for girls and the socially and economically downtrodden.

- The college adheres to UGC and University norms at every stage, be it admissions and results of students, recruitment of teaching and non-teaching staff and purchase of office or departmental equipment. Transparency in the admission process ensures admissions solely on merit basis. The fee structure as prescribed by the University of Mumbai is strictly followed, even in the Self-financed courses where the University allows institutions to charge more than the minimum specified.

- Wi-fi facilities are provided to staff in all rooms and the library.

- The college has a helpful non-teaching staff, which guides any student who comes to the college doors. Rarely has a student needed to travel all the way to the University to resolve any issue.

- The open door policy followed by the authorities and the staff ensures a friendly atmosphere in the college.

- Many teachers guide and help students whenever they have a problem, be it personal, financial or any other.

- The teaching staff is an excellent blend of well-experienced and young and enthusiastic intellectuals, who are inclined towards research and are tech savvy. Staff camaraderie is exemplary. There is inter-departmental assistance whenever required, especially when it comes to technological matters.

- Among the teaching staff are members of various academic bodies of the University as well as PhD guides.

- Besides the Undergraduate programmes, the college has Postgraduate programmes and Research Centres in two diverse subjects, Economics and Zoology.

- Our students are a medley of remotely rural and urban backgrounds leading to a differently cosmopolitan atmosphere.

- The college library occupies two upper floors of the new building and is one of the best libraries among colleges of the University of Mumbai with spacious reading halls.

- The college has a state-of-the-art auditorium with a seating capacity for nearly 600 people and is used exclusively for students.

- The college was one of the most important centres for examinations and assessment of the University of Mumbai till the lockdown.

Institutional Weakness

- Being far away from the University, it is time-consuming when the college has to either send or receive any documents in hard copy.

- The erratic electricity supply of the MSEB (Maharashtra State Electricity Board) leads to increase in expenditure as the college has to be dependent on large generators, UPS for computers in the office and laboratories. Therefore, there is more expenditure on filling deficiencies in power supply which could be more optimally used in value creation for students.

- The college has not yet started bridge courses for students.

- The institution lags behind on the front of interface with institutions of repute, state, national and international.

- In spite of there being a majority of girl students in the college, there are only two girls' rooms. A room for boys also could not be provided in the existing infrastructure.

- Providing the diverse programmes offered to an increasingly high number of students, places stress on the office facilities, thereby causing delays in their operations.

Institutional Opportunity

- The large campus can accommodate more constructions for expansion of courses and provision of girls' and boys' rooms.

- The college needs to enhance its potential towards consultancy services and collaborations and reach out to the corporate world and the local enterprises in the industrial belt nearby.

- Bridge or remedial courses can be started for weaker students

- The college has the potential to become a hub of information on the culture and heritage of Vasai which has a rich legacy from ancient times to the present age of innovations.

- The non-teaching staff are co-operative and helpful. However, many among them are not proficient in English speaking and there needs to be some training on this front.

- There is scope for staff training programmes on technological developments.

- The college can expand the PhD courses offered, given the human capital available with the college.

- Certificate courses and diploma programmes, through blended learning, can be offered.

- The college has potential for arranging exchange programmes with the faculties and student bodies of different universities.

- Student research and publications in peer reviewed journals in Postgraduate programmes can be encouraged.

- While special care is taken of physically challenged students with lifts, ramps and washrooms for them, in our old building, there is no scope for a lift. So, their classrooms are shifted to the lower floors for their convenience.We have a Braille book section for the visually challenged. However, more needs to be done for slow learners.

- With the increase in mental health cases, regular programmes on stress management are held. However, a counsellor has to be appointed. Talks with counsellors who could come as per the requirements of students are on.

- The gymkhana has a number of indoor games for students and staff and the gymnasium is equipped with a variety of exercise machines. However, there has been no trainer to guide students and staff since the lockdown. The college will appoint one soon.

Institutional Challenge

- Teaching a student community that ranges from the tribal and rural populations to the urban poses its set of challenges.

- With the increase in the number of students per class, accommodating all of them in a classroom has posed a problem.

- With Vasai having changed from a sleepy little suburb to a vibrant modern township, there is a need to expand existing courses. How to handle this, keeping in mind the constraints of infrastructure while

maintaining the greenery of the campus is challenging indeed.

- Adopting the emerging technology in the form of online or blended teaching-learning infrastructure becomes difficult since the requisites for the same may not be affordable for the economically downtrodden students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Timely meetings are held by the Principal of the college for curricular planning and delivery. Curricular delivery and continuous assessment of the same is ensured by preparing yearly academic calendar and timetables of lectures of all the programmes. Add-on courses will be started in the coming future.

Cross-cutting issues like ethics, gender, human values, environment and sustainability are reflected in the syllabi of all the streams and programmes taught in the college. These issues are in the syllabi of all traditional courses of all the years of B.A., B.Com., B.Sc. as well as in the self-finance programmes like B.M.S., B.B.I., Biotechnology, Information Technology, Computer Science and all the postgraduate programmes.

All the programmes have Foundation Course as a compulsory subject and Project is a part of the Internal assessment. Teachers give topics of the projects to the students and after some research, students submit the projects before the semester end exam. In the academic year 2020-21, due to the pandemic most of the teachers were not able to give topics and collect the project books. However, project works was assigned to some of the courses and internal examinations were conducted in place of project work for some of the programmes.

Some of the departments of the college took feedback from the students about teaching and the syllabi, and the Heads of the Departments discussed it with respective teachers and the teachers started taking more efforts to make the teaching learning process more effective.

Teaching-learning and Evaluation

The admission and enrolment of students strictly takes place as per the rules and regulations of the University of Mumbai and guidelines for reservations and quotas to backward classes are adhered as per norm . The Average Enrollment Percentage of the last five academic years is 83.78 % and the average percentage of seats filled against seats reserved for various categories is 77.76%.

The management of the institute always puts in the best efforts to maintain the student-teacher ratio, as it helps to sustain the quality of knowledge delivered.

The Teaching-learning process is a blend of traditional and modern teaching methodologies. The Institute provides all the support required for ICT and non-ICT enabled methods of teaching. The Institute appoints competent faculty members who are experienced, qualified and enthusiastic. There are 23 Ph.D holders, 06 Ph.D guides and 26 NET/SET qualified staff.

The Examination Section conducts all Internal and external examinations for undergraduate and postgraduate

courses adhering to the syllabus and examination pattern framed by University of Mumbai. The Principal, Vice principal, Chairperson of Examination, Examination committee member and the Unfair Means Committee play an key role in addressing the problems faced by students pertaining to examination .

Our teachers make immense efforts to ensure that all the students inculcate the essential and enduring disciplinary knowledge rendered through every programme. The programme and course outcomes are shared with the students at the orientation meet conducted by the college at the beginning of every academic year.

Research, Innovations and Extension

The college administration encourages teachers to submit research projects and undertake research and has established a research committee to help with research and extension efforts. Individual faculty members from the Departments of Zoology and Physics have been approved for research projects which have been completed successfully.

The institution organized 8 workshops conducted by various departments namely Zoology, Mathematics and English in collaboration with other institutions during the last five years. Also, the institutional staff published about 137 research papers in the UGC care list as well as Peer-reviewed Journals and 49 Book/ Book chapters in edited books.

The college has established a Research Cell and UGC / RUSA Committees that oversee all aspects of the research activities in the college. The Research Centers in Zoology and Economics have well-equipped and sophisticated facilities for researchers.

The college library has a large collection of research journals and reference books to support and refresh research expertise. INFLIBNET, DELNET databases, e-Books, manuscripts, and other resources are made available to the researcher to keep up with the latest discoveries in the field.

The College is dedicated to educating students about their social responsibilities through outreach programmes organized by NSS, NCC, DLLE, and others to increase students' social awareness and sensitivity to the upliftment of society's underprivileged sections. NSS organized events such as blood donation, Aids awareness, Krishi din, and Van Ustav in collaboration with various Organizations for the benefit of students. For the next five years, the college adopted the village of Chandip.

The institution won awards for extension activities as Muskan Shaikh, an NSS volunteer won the third rank in a poetry competition held jointly by the Government of Maharashtra Higher and Technical Education Ministry NSS Cell and Department of NSS, Kaviyitri Bahinabai Choudhari North Maharashtra University, Jalgaon. Meghana Samantha, a DLLE extension work student, took part in the UDHAN festival, which was organized by the DLLE Department at the University of Mumbai and won second place in a creative writing competition held from 8-10, March 2022.

Infrastructure and Learning Resources

The college situated in a campus area of 28328 square meter. The built-up area is 18339 square metres.The college has 42 classrooms; three seminar halls and conference room have ICT facilities. There are 19 laboratories for UG-PG, 23 departments and 02 research centres.

The college has a well equipped gymnasium of 134.75 square metres, a spacious playground of 2479.58 square metres and a gymkhana for indoor games of 535.86 square meter. On the terrace of the main building, a 10 metre Air Rifle and Pistol shooting range of 159.98 square metres is available. The room for cultural activities is 35.30 square metres. The long porch outside is 201.23 square metres and is utilised for cultural and boxing practice. The college has a well-structured and acoustically designed AC auditorium of 577.67 square metres of 600 seats capacity. The wooden flooring stage size is 111.48 square metres.

For infrastructure augmentation, 29.5385 % expenditure excluding salary had been utilized and 79.8964 % expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years.

The fully automated library, situated on the 4th and 5 th floors of the new building has an area of 1486.45 square metres. The library is enriched with a collection of 112836 books and periodicals. The average annual expenditure for purchase of books and journals during the last five years is 7.04 Lakhs.

Student-computer ratio during the latest completed academic year is 4823:131 =36.81 (6 Laptops, 125 Computers and 14 computers in Hardware Lab). Computers available for students during the latest completed academic year is 4823:125 = 38:1 (5 Laptops, 120 Computers and 14 computers in Hardware Lab).

Student Support and Progression

There are four significant aspects to Criterion V. The first is the provision of benefits for students through various government and institutional initiatives. The college awards scholarships to outstanding students like the Hon. R.M. Chaudhari Scholarship, Hon. Hari Laxman Kelkar Scholarship, Hon. K.C.R.Rajani Prize and others. To improve computational abilities, which are crucial today, the Department of Information Technology organises workshops such as Android Programming Workshop, in which students learn the essentials of application development. The Sahitya Jallosh Program, Vachan Prerna Din, and Kavi Aplya Bhetila were examples of programmes that increase language acquisition. Our college offers career counselling and guidance for a variety of competitive examinations by conducting workshops such as MACC's 3D animation workshop and Imarticus Learning Pvt. Ltd's Python workshop.

We have established an Anti-ragging committee, WDC at our campus to resolve conflicts and ensure student solidarity. After graduating from diverse faculties of study, our students were accepted into prestigious postgraduate programmes and were placed in a variety of companies with competitive salaries.

The criterion's third aspect focuses on students' remarkable achievements in sports and cultural activities. Every year, our institution offers additional coaching for various sports and cultural activities enabling students to win silver, gold, and bronze at university, state, national, and international levels. The Alumni Association is the fourth component of this criterion. Currently, there is no officially established Alumni Association.

Governance, Leadership and Management

The Criterion 6 of the SSR comprises Governance, Leadership and Management aspects of the college. It seeks to elaborate on the vision and mission of the institution. Details of decentralization practices and measures taken for participative management in the various operational segments of the institution are provided. The underlying objectives of the institution are seeking out and nurturing promising talents and providing an accessible learning environment for all students disregarding any grounds for discrimination.

The structural setup of the Institution has been provided, highlighting the formulation and implementation of

policies and procedures vital to the operational needs of the college. In light of the challenges imposed by the Covid-19 lockdowns, the online infrastructure provided to maintain the usual functioning of the institution has been explained. The E-Governance infrastructure provided has been an indispensable asset to the institution.

A self assessment system has been arranged for proper evaluation and record of the growth in the performance of the teaching staff. Audits and Internal Control Systems are deployed with routine evaluations and updates as deemed necessary.

A committee functions to cater to the internal quality assurance in the multifaceted functioning of the institution. This acts as a record of the recurring improvements witnessed in the quality standards in functionality of the college across time.

Institutional Values and Best Practices

The institution instills a sense of social responsibility among staff and students. The gender gap is reduced through hosting gender equity programmes at regular intervals in the college. The institution celebrates various national and international days and the anniversaries of great leaders. It promotes regional, linguistic and communal harmony by hosting programmes like the World Tribal Day, Prerna Day and others. A reading culture is also promoted through departmental libraries.

The institution has taken bio-friendly steps for the disposal of gradable and non-gradable waste. Two rainwater harvesting projects have been done by the college - two wells have been dug to decrease the dependence on municipal corporation water and a small tank in the Chemistry building stores rainwater during the monsoon, which is used by the Chemistry laboratory. Differently-abled students are provided with a ramp, special study materials, elevators, and disabled-friendly washrooms.

The institution has a no objection certificate from the Municipal Corporation for nurturing all the trees in the campus. The energy audit is under process. The college organises drives for tree plantation even outside the organisation. The green cover of the campus is maintained by NSS and NCC volunteers.

Another eco-friendly measure taken by the institution is the reuse of one sided printed papers to save paper. The continued contract of running the canteen with Shramik Mahila Sangh, an NGO of women for their empowerment remains an example to emulate.

The college has been providing affordable education to all sections of society since its inception. It offers scholarships for meritorious students every year. Students are allowed to pay fees in installments according to their financial status.

The Student-Aid Fund for the students has benefited hundreds of students so far. The college has reserved a certain amount of money in this fund which is non-refundable and given to students in need of financial help of any kind.

Recently, the college demarcated a corner between two huge trees in the campus as Sahitya Katta' a platform for all students. Here, students spend their time studying or holding discussions. Programmes and lectures are also sometimes held.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYAVARDHINI'S ANNASAHEB VARTAK COLLEGE OF ARTS,KEDARNATH MALHOTRA COLLEGE OF COMMERCE AND E.S.ANDRADES COLLEGE OF SCIENCE
Address	Vasai Road West. District - Palghar
City	Vasai Road
State	Maharashtra
Pin	401202
Website	www.avc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Arvind W. Ubale	0250-2332017	9869009263	-	iqac@avc.ac.in
IQAC / CIQA coordinator	Deepa Murdeshwar Katre	0250-2352981	7718802963	-	deepa.katre@avc.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	26-04-1976	View Document
12B of UGC	26-04-1976	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vasai Road West. District - Palghar	Urban	7	18339

2.2 ACADEMIC INFORMATION

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

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSC	English,Marathi	1490	1156
UG	BCom,Commerce	36	HSC	English	1590	1517
UG	BMS,Commerce	36	HSC	English	384	377
UG	BCom,Commerce	36	HSC	English	360	331
UG	BSc,Science	36	HSC	English	105	98
UG	Bachelor of Computer Science,Science	36	HSC	English	180	169
UG	BSc,Science	36	HSC	English	768	660
UG	BSc,Science	36	HSC	English	384	372
PG	MA,Arts	24	Graduation	English,Marathi	120	76
PG	MA,Arts	24	Graduation	English,Marathi	200	54
PG	MCom,Commerce	24	Graduation	English	132	121
PG	MSc,Science	24	Graduation	English	40	22
PG	MSc,Science	24	Graduation	English	40	21
PG	MSc,Science	24	Graduation	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Arts	36	Post Graduation	English,Marathi	6	5
Doctoral (Ph.D)	PhD or DPhil,Science	36	Post Graduation	English	8	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				11				98
Recruited	1	0	0	1	7	4	0	11	30	22	0	52
Yet to Recruit				0				0				46
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				38
Recruited	0	0	0	0	0	0	0	0	4	34	0	38
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				104
Recruited	51	5	0	56
Yet to Recruit				48
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	19	5	0	24
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	6	2	0	11	1	0	21
M.Phil.	0	0	0	0	1	0	2	1	0	4
PG	0	0	0	1	1	0	10	6	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	30	0	34
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	11	0	17
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	4	0	5

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	1954	2	0	0	1956
	Female	2753	4	0	0	2757
	Others	0	0	0	0	0
PG	Male	105	0	0	0	105
	Female	189	0	0	0	189
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	9	0	0	0	9
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	268	225	199	193
	Female	360	327	286	303
	Others	0	0	0	0
ST	Male	184	163	183	208
	Female	184	180	160	177
	Others	0	0	0	0
OBC	Male	559	513	447	422
	Female	884	840	816	792
	Others	0	0	0	0
General	Male	1137	1081	953	776
	Female	1618	1525	1493	1313
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		5194	4854	4537	4184

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary topics are taught in Foundation Course for three faculties, viz., Arts, Commerce and Science. Communication and personality development skills are taught in all programmes. NSS, NCC, DLLE, Sports and Cultural participants get extra credit. Lateral multi-disciplinary admission is allowed at the entry level of graduate and postgraduate programmes. Keeping in mind the NEP, the college has applied to the University for expansion of some programmes and for new programmes. Our primary aim has been to educate those deprived on social or financial grounds – girls and the underprivileged. This is accomplished every year. Over time, the Vidyavardhini Trust established

	a Polytechnic and a top-class Engineering College, Vidyavardhini College of Engineering & Technology (VCET) in the campus. This will aid the future integration of humanities and science with STEM when possible.
2. Academic bank of credits (ABC):	Our institution is prepared to adopt the NEP as per guidelines of the University of Mumbai and the Government of Maharashtra and as soon as the University provides guidelines to the Academic Bank of Credits, they shall be implemented. At the moment, since there are no guidelines, we do not have an ABC. Some teachers are members of syllabi committees and Board of Studies members at the University. Admissions and examinations were conducted online during the pandemic in seamless collaboration with organizations. The college encourages the staff to apply for UGC fellowships and University research projects. Space is provided in the library and laboratories for research and the library orders books as needed. The significant number of Ph.D. holders and research papers published so far is evidence. Some of our teachers have authored or co-authored textbooks.
3. Skill development:	The college started vocational programmes at the Junior College level some years ago. Plans to extend these at the Senior College will materialize after procuring more infrastructure. The foundations of the college exemplify satya, dharma, prem, shanti and ahimsa. The men and women establishing this college came from various fields and religions, the ruling and opposition party leaders, educationists, freedom fighters, industrialists, farmers and lawyers. Today, the staff and students hail from diverse backgrounds. Lectures of eminent persons, held regularly, inculcate life skills and scientific temper and elucidate the good deeds of stalwarts who inspired the spirit of the college and bequeathed it. A workshop on Anchoring was organised on 16th March 2022 at the newly assigned 'sahitya katta'.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college has always been bi-lingual. For the Bachelor of Arts programme, Economics, Political Science, and History are taught in English and Marathi; Geography, Rural Development, Psychology and Marathi literature are taught in Marathi. Students acquire their degrees writing their exams in the local language, Marathi as well as

	English, depending on the choice of language they have made. The college constantly encourages local culture and heritage. The paintings in our auditorium and the 'sahitya katta' are the handiwork of our students. Our canteen serves local food to staff and students. Plans to create a garden of local flowering plants and allocate funds for projects on local culture and industry are on the anvil.
5. Focus on Outcome based education (OBE):	Our students have been successfully placed in different industries. The college has a Placement Cell which aids students in getting jobs in the industry. The college has employed its former students among the teaching and non-teaching staff on the basis of their qualifications, experience and abilities.
6. Distance education/online education:	Many of our teachers are techno-savvy and their services will be utilized when the institution starts offering courses in the online mode. Already since the lockdown, some teachers have started self-operated Youtube channels. Others are encouraged to design and engage online courses. Throughout the lockdown, the college used an online mode of teaching through the G suite. Later, when the lockdown was lifted, teachers used blended learning as a tool for imparting education till instructions from the University for only offline mode were received. Slowly, but certainly, there will be a positive change in the institution towards leading the youth towards nation building through different modes of education.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5194	4854	4537	4184	4401

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 132

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	94	103	98	104

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
53.05	27.81	54.23	54.36	61.86

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The University recommends the curricula of all the programmes and the college implements the same. Some of the teachers as members of the Board of Studies and syllabus committee members contribute to the framing of the syllabi of various courses. For the planning and implementation of the effective delivery of curriculum, general meetings of the teaching staff, Heads of the Departments are held from time to time by the Principal. Orientation programmes are organized at the beginning of every academic year to acquaint the students with curricular, co-curricular and extra-curricular activities. During the pandemic, the orientation programme was held online.

Academic calendars as well as well-assembled timetables for all programmes based on the master timetable, are prepared by the Time Table Committee. Teachers prepare for their lectures as per the syllabus and follow the time-tables given by respective Department Heads. The learners are encouraged to visit the college as well as the department libraries. Industrial and field visits are organized for some of the courses. The teachers use conventional methods like chalk and talk, circulation of notes, group discussion, debate as well as modern methods of teaching like PPTs, Skit Presentations, Seminars, film shows, etc. Project work is assigned to the students for developing research culture among them. The tentative dates of the internal and semester end examinations are fixed in the academic calendar only. The examinations prior to March 2019 were conducted in Offline mode only.

During 2020-21, the year of Pandemic, the complete teaching learning process took place in online mode. The college used GSuite for the online teaching learning process by creating institutional email addresses for all the students. Google Classrooms for each subject were created and the teachers communicated with the students from these classrooms. Separate Time Tables for the online classes were prepared by the Time Table Committee. WhatsApp groups of all the classes were formed to share important announcements, notices and timetables. The students addressed their queries regarding the online classes to the given Teacher class coordinator. The teachers scheduled Google Meets on Google Calendar and conducted lectures. For effective curriculum delivery most of the teachers took it as a challenge and used online resources like videos, audios, pictures, PPTs in their teaching. Group discussions and debates were conducted during the online classes. The practicals of the Science subjects too were engaged online. The students having Project work, submitted the projects online in PDF format. The teachers made optimum use of Information and Communication Technology (ICT) to make the teaching learning process interesting and student friendly. Most of the examinations of the Second Term of 2019-20 and all the examinations of 2020-21 were conducted in online mode. The college conducted the internal and Practical examinations online. Software provided by TeachUS was used to conduct these examinations. Some of the internal examinations were conducted using Google forms. The results were published on the college website. During 2021-22, most of the examinations were conducted online. Only the First Year examinations of the Second Semester were conducted offline.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The issues like Professional Ethics, Gender, Human Values, Environment, Sustainability are reflected in all the syllabi of the courses of Humanities, Commerce and Science. The Foundation Courses taught to FYBA, FYBCom, FYBSc., SYBA, SYBCom., SYBSc., FYBMS, SYBMS, FYBCom. (B&I), SYBCom. (B&I), FYBSc. (Biotech.) deal with topics like gender equality, human life, ethics, environment, sustainability, human rights, consumers' rights and right to information.

The literature courses of English, Marathi and Hindi taught to BA classes deal with **Human Values** in the poems, short stories, novels and plays. Psychology papers of FYBA and SYBA deal with people's thinking pattern, human personality, emotions and motivations. The Business Law course of FYBBI and Introduction to Law course at SYBA include personal law, fundamental rights, human rights in them. The Foundation Course of FYBBI has the topic of population distribution as per religion, caste and gender and the concept of diversity, disparity and inequality. The Economics courses of TYBA have topics like the concept of human development, human capital, health, inequality, human development index, and sustainable development. The Customer Relationship Management course of TYBMS deals with customer service, satisfaction, value, care and loyalty; Indian Ethos in Management course discusses values with respect to all the stakeholders.

FYBSc. Botany, SYBSc. Biotechnology and FYBSc. (IT) courses have topics like **ecology and environment**, green chemistry, and green computing respectively. The course, Environmental Studies at FYBCom. and Environmental Biotechnology at SYBSc. introduce the students to the issue of Environment and Sustainability. The courses of Economics taught to BA and MA, and the Business Economics course at TYBCom, emphasize sustainable agriculture and development. TYBSc. Biotechnology courses deal with marine ecology, renewable energy sources and waste management.

Business Communication course of FYBCom, Soft Skills of FYBSc, Customer Relations Management of TYBMS and Research Methodology of TYBA include topics on **ethics**. The course on Advertising taught to SYBCom handles ethical issues in advertising. SYBMS has a special course on Ethics and Governance and its Auditing course teaches Principles of Auditing like integrity. The courses at TYBBI, Business Ethics and Corporate Governance, and Business Ethics and Corporate Social Responsibility at MCom and the TYBSc. Computer Science course of Ethical Hacking deal with ethical issues. Business Law courses of FYBMS and SYBCom cover the topic of Intellectual Property Rights. The Introduction to Law of SYBA handles topics like cyber laws, media ethics and intellectual property rights whereas the Molecular Diagnostics of SYBSc has a lesson on ethical issues.

The History of Contemporary India course of TYBA discusses the issues of **women empowerment** and the reservation policy. The Introduction to Law course of SYBA also acquaints the students with laws regarding women and children. SYBA, SYBCom and SYBSc Foundation Course has lessons on the rights of SCs, STs, women, children and people with disabilities. TYBA Economics has a course titled Growth and Development which handles topics like gender related development index, women in the informal sector and gender budgeting.

These cross cutting issues are highlighted in the attached files of the syllabi.

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

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

Response: 0

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

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 95.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
2067	1868	1853	1821	1912

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

2021-22	2020-21	2019-20	2018-19	2017-18
1978	2008	2009	2003	1996

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 90.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
1012	885	864	937	1031

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

2021-22	2020-21	2019-20	2018-19	2017-18
1028	1044	1045	1042	1038

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

2.2 Student Teacher Ratio

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

Response: 62.58

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 using ICT tools

Response:

The Teachers of various departments of our college have been conducting student-centric learning methods to develop experiential and participative learning. Problem-solving methodologies are also applied by the teachers of many departments.

The Department of English has carried out many activities like students presentations, group discussions, debates, and peer teaching. It shows film versions of the prescribed texts and holds discussions after the film shows. It also engaged in inter-departmental activities by arranging a talk on the Oedipus complex- A Subject related to William Shakespeare's Hamlet by the Psychology teacher of the college, so that students could relate to the Psychological Criticism of a text. The Department of Psychology has exercised many small experiments on topics like proactive and retroactive interference on memory, social perceptions, etc. Also, the Psychology Department has conducted test demonstrations of personality assessment. The Department of Computer Science has given many topics beyond the syllabus to prepare models or charts to make students aware of new technologies and tools. The Department of Bachelor of Management Studies and Bachelor of Commerce (Banking & Insurance) has performed several skits related to the prescribed syllabus.

Many departments in the college have been using Information & Communication Technology. Most of the departments are well equipped with computers. Smart digital and technological instruments like laptops, smartphones, projectors, printers, and scanners are used by many departments. Departments of Botany, Zoology, Physics, Information Technology, and Computer Science regularly use projectors for PowerPoint presentations. Students also use these tools while making presentations in front of their peers.

Our college has one audio-visual room and one seminar hall which provides the facility for showing presentations and visual content to a large number of students. All departments in the college used the G-suit platform for online lectures during the pandemic. There is a subject-wise Google classroom that each teacher and student used. Teachers used Google classrooms for uploading learning material like notes, question banks, presentations, syllabus related videos and to provide general instructions to students. The Department of Physics conducted online quizzes like SHARP and OPAS for students. The video-recorded practicals to provide easy access to students and help them learn and revise at their own pace. Some teachers from the Departments of English (Dr. V. P. Bansode), Marathi (Dr. S. S. Dakhore), Commerce (Mrs. Amrita Jadhav), and Accountancy (Mr. Piyush Rana), have their YouTube channels through which lectures are delivered and educational programmes are live-streamed. 'Ulgulaan' is a literature movement highlighting the revolutionary thoughts in tribal literature run by Dr. S. S. Dakhore. Dr. V. P. Bansode writes educational and socio-political blogs. Teachers also refer to e-books and provide the reference of the same to their students. Dr. Abhilasha Magar from the Department of BBI has authored textbooks like 'Information Technology in Banking and 'Insurance' and 'Business Statistics', which are available online in form of e-books and easily accessible to students. During the pandemic, many curricular and extracurricular activities were shown through online platforms as most of the teaching faculty are well-oriented with technology.

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

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
83	94	103	98	104

File Description	Document
Upload supporting document	[View Document](#)

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 56.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	57	56	54	55

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

The Examination Section takes all measures to conduct all Internal and External examinations for undergraduate and postgraduate courses adhering to the syllabus and examination pattern framed by the University of Mumbai.

For assessment of internal and external examination, guidelines, rules and regulations specified by the University are followed strictly by the teaching and non-teaching staff members.

For Self-Financed courses in each semester, one internal examination is conducted in offline mode with an objective or short answer question paper pattern of 20 marks for each course and 5 marks for the overall performance of students according to the syllabus requirements. During the pandemic, this was conducted through online mode on the Google workspace platform.

For Foundation Course, the internal component consists of project submission. For Rural Development course, projects based on field-visits are assessed.

For postgraduate courses, the internal examination component is 40 marks.

The external examinations are conducted at the end of every semester wherein the teachers prepare question papers of 60/75/100 marks as per the University paper pattern and complete the assessment of papers in the given time frame. Teachers also work as Junior Supervisors during examinations. The work of Junior Supervisors is verified and guided by Senior Supervisors. A CAP centre is set up in the college premises for transparent and fair assessment work.

If students are absent for regular internal and external examinations due to health problems or other issues as specified by the university, their re-exam or additional exam is conducted.

Internal as well as external examination-related grievances of students are sorted out by teachers and Examination Section using the guidelines, rules and regulations of the University.

After the declaration of the result if a student is not satisfied with his/her result then the provision of re-evaluation is applicable for all internal, external, and practical examinations. Students can apply through proper channels and relevant documents, giving details of grievances. The Examination Section sorts out the problems as early as possible.Students have to apply within the given time for re-evaluation. The re-evaluation process is transparent. Answer papers are masked and all such papers are evaluated by teachers other than the examiner. If the difference in marks is more, a second re-evaluation is done. Results of re-evaluation are declared as early as possible at college-level examinations so that students get justice as early as possible. Even for copy cases, students are given a chance to explain their side before an Unfair Means Committee.

University-level grievances are forwarded by the college to the university. As soon as it is sorted out, students are informed by the college. Special care is taken to maintain confidentiality while sorting the grievances so that students will get justice immediately and fairly.

At the college-level, the Principal, Vice Principal, Chairperson of Examination, Examination committee, the Unfair Means Committee and staff of the Examination Section play an important role to sort out all sorts of problems of students. Students can even apply online to sort out their grievances by email to exam@avc.ac.in.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme and course outcomes provide a robust framework on which the curriculum and related activities are structured and carried out. Emphasis is given to the successful fulfilment of the programme and course outcomes of all the streams offered in our college which are learner-centric. Our teachers make strategic efforts to ensure that all students inculcate the essential and enduring disciplinary knowledge rendered through every programme or course.

The programme and course outcomes are communicated to students at the introductory lecture conducted by teachers at the beginning of every academic year. Teachers make the students aware of the theoretical content and practical techniques that the teachers will deliver throughout the tenure of the programme/course. This helps the students to have a clear understanding of the scope of the outcomes of all courses.

The teachers of our institute continuously monitor, evaluate and improve their method of teaching so as to keep pace with the fast-changing trends in the education field and also the mindset of the students. With the help of this process, teachers identify the gaps and inconsistencies that hinder the attainment of the outcomes. Also, the teachers in the science stream conduct practical experimental sessions which help in providing a much deeper understanding of the course content. Teachers of some departments organize field trips and industrial visits to introduce the students to real-time processes in the professional world and involve them in activities that give them opportunities to implement the knowledge gained throughout their course.

Learners are assessed regularly through different methods like class tests, term-end examinations, power-point presentations, individual and group projects and demonstrative activities to keep a track of whether the purpose of the course and programme is being fulfilled. These activities are devised according to the guidelines provided by the University and Board of Studies. These regular assessments help the teachers and instructors to carry on or modify their techniques of teaching and introduce specific recommendations for improvement according to the requirements of the students. Special attention is given to the progress of slow learners to ensure the effective implementation of the programme/course objectives.

Special efforts are taken by the teachers of our institute to have transparent communication at an individual level to understand the mindset of the students and their difficulties throughout their learning process. One-to-one and open discussions are organised between the teachers and the students for this purpose and important suggestions are drawn out that can be implemented to make the learning process more effective.

Feedback plays an instrumental role in any organisation and is taken from students at the end of every course. Comparing the students' and faculty perceptions allows for better alignment and validation of the curriculum. Teachers collaboratively develop an improved view of the programme by identifying programme strengths, measuring the intended positive learning outcomes in the existing courses, and developing strategies to deal with gaps between intentions and students' experience of the curriculum and thus, ensuring the quality of our education programmes.

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

2.6.2 Pass percentage of Students during last five years

Response: 89.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
1395	1381	1325	863	1076

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

2021-22	2020-21	2019-20	2018-19	2017-18
1500	1450	1420	1071	1335

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.14

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.40	00	0.60	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The college has established a Research Cell and UGC / RUSA Committees that oversee all aspects of the research activities of the college. The institute has a Research Centre in Zoology with well-equipped sophisticated laboratories thanks to the conscientious efforts of the committee and faculty members.

Microtomes, cooling centrifuges, tissue processors, Laminar airflow hoods, Incubator Shakers, Trinocular inverted Microscopes, and Gel electrophoresis devices are among the high-end equipments offered to researchers at the college. University of Mumbai provided funding for a Minor Research Project at the college.

The academics and students use this research centre for their studies. Students are given projects to work on in order to produce such low-cost equipment. The centre provides an activity-based learning environment for students to develop a research culture and scientific understanding.

Owing to consistent and focused efforts, the college acquired recognised research centres for offering M. Sc by Research and Ph. D in the Department of Zoology.

The institution hosts a number of workshops for academics, researchers, and students to share their

knowledge. The atmosphere of research has resulted in faculty members and scholars publishing high-quality research in reputable journals.

The college library has a large collection of research journals and reference books to support and refresh research expertise. **INFLIBNET, DELNET databases**, e-Books, manuscripts, and other resources are made available to the researcher in order to keep up with the latest discoveries in the field. Alliances and linkages with research institutes and industry are formed to provide the facility and expand research expertise.

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	02	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

Response: 0.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	20	14	07	19

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

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

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	14	10	11	06

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[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:

Over the last five years, the Annasaheb Vartak College NSS unit has carried out a number of programmes every year like the celebration of International Yoga Day (21st June) and AIDS awareness on the occasion of World AIDS Day (1st December). On National Voters Day (25th January), the oath of honesty towards Indian democracy is taken and students are made aware of their rights and duties. Every year, a blood donation camp is conducted to spread awareness of the importance of blood donation in saving lives. On October 2nd (Gandhi Jayanti and Shastri Jayanti), lectures throwing light on Gandhiji and Shastriji's ideology and contribution to nation building are arranged.

We also celebrated Vachan Prerana Din, Indian Constitution Day, Eco-Friendly Day, Gender-Equality Awareness Programme, National Unity Day,

National Minority Day, Parakram Divas, and many more throughout the last five years.

The NSS Unit organised many competitions on different occasions. An Elocution Competition was held on the occasion of National Youth Day (12th January). An essay writing competition was held on the occasion of Swachha Bharat Abhiyan. We also arranged webinars on the topics "Snake World and Us", "Domestic Violence". A documentary was shown on road accidents and how to become a safe driver, and a road safety rally was held with the help of the Vasai Police Department. Under the Swachha Bharat Abhiyan, every year cleanliness drives are held on college campuses, different beaches and other places. Under the Tree Plantation Programme, volunteers planted trees on college grounds and in the garden area.

As part of its social responsibility, the NSS Unit arranged many visits to the orphanage and old age home run by Samarth Ashram, an NGO and also distributed clothes and celebrated Diwali with their inmates. In addition, biryani was distributed to the poorest people sitting on the side of the road. With the help of the police department, volunteers participated in crowd management at Tungareshwar Temple. Volunteers from our unit also helped economically in flood-prone areas in Sangli. Our NSS volunteers participate and win in social and cultural competitions. One volunteer was selected for the National Republic Day Parade at Rajpath, Delhi.

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

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

Response:

Two students of our college won awards for extension activities. Muskan Shaikh, an NSS volunteer won the third rank in a poetry competition held jointly by the Government of Maharashtra Higher and Technical Education Ministry NSS Cell and Department of NSS, Kaviyitri Bahinabai Choudhari North Maharashtra University, Jalgaon. Meghana Samantha, a DLLE extension work student, took part in the UDHAN festival, which was organised by the DLLE Department at the University of Mumbai. She won second place in a creative writing competition held from 8- 10, March 2022.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 88

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	20	18	19	20

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

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

Response: 16

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college has adequate infrastructure facilities and resources for teaching learning activities. The campus area of 28328 square metres The built-up area is 18339 square metres. The College has 42 classrooms, three seminar halls and one conference room . The college has 19 laboratories for UG-PG, 23 departments, and 02 research centres. Laboratories, library, Principal's Quarters, and two administrative offices, one for regular, traditional programmes and another for the Self-Financed ones. The common staffroom is an 80-seat capacity of 106.8384 square metres with Wi-Fi connectivity. There are students' washrooms on each floor, and separate washrooms for physically challenged students. The staff washrooms are between the staffroom and the office. The college has a pantry cabin, Principal's office, two Vice-Principal offices, Management room, ICT-enabled classrooms. The campus has Wi-Fi connectivity for the staff.

There are fully equipped laboratories for Physics, Chemistry, Botany, Zoology, Computer Science, Information Technology, and Biotechnology. Separate cabins are allotted for NCC, NSS, WDC, and DLLE. There is a canteen and an Extension Branch of Union Bank of India for students and staff.

In the Exam Section, we have advanced photocopy Machines, RECHO DX4640-240 copies per minute (CPM), RECHO DX2430- 90 CPM, and RECHOMP 6054 - 30 CPM. RECHO MPC2030 COLOR PRINTER PHOTOCOPIER -20 CPM.

Excellent sports, games and gymnasium facilities are available to our students. The college has a well-equipped gymnasium of 134.75 square metres for boys and girls; a spacious playground for outdoor games is 2479.58 square metres is also there. The gymnasium has Treadmill, Chinning bar press, Preacher curl bench, Abdomen board, Leg extension/curls, Pec Deck, T-bar rowing, Bench press flat, Bench press inclined/ declined, Twister, dumbbells 2Kg,7.5 Kg, 10 Kg, Barbell set-1 small, 2 medium and 4 large and 22 different weight plates.

The college has been encouraging sports activities in the gymkhana in the new building which has adequate space of 543.02 square metres with two cabins. It is equipped with table tennis tables, carrom boards and chess boards. The college has a 159.98 square metre area allotted for a 10-metre Air Rifle and Pistol shooting range with six manual pulleys on the terrace of the main building. The college pays Rs. 15000/- yearly rent for the Air Pistol Marini (Imported Weapon). We have two open-sight Air Rifles. Our ex-students have been appointed as trainers for our students in shooting and boxing. Trainers have been appointed for Cricket and in the gymnasium. We have a huge ground for outdoor games like Cricket, Kho-Kho, Kabaddi, Volleyball, Handball, and Football. There is a separate badminton court.

A room of 11.24 square metres has been allotted for cultural activities for students to rest. A long porch of 167.22 square meters is utilized for practising cultural activities. The college has a well-structured and acoustically designed auditorium of 577.67 square metres having a capacity of 600 seats with a centralized air conditioner. The stage size is 111.48 square metres with wooden flooring to prevent any injury during a performance.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 76.94

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
46.08	22.00	40.17	47.33	37.77

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library,considered the brain of the college, is situated on the 4th and 5th floors of the new building with 1486.45 square metre area. It has separate Newspaper and Periodicals Section, Property Counter, Reference Room, AV Hall, Internet Room, Digital Library Room, Circulation Section, Processing Section, Book Bank Section, Teachers Reading Room, Boys Reading Hall, Girls Reading Hall and Discussion / Meeting Room.

The college library was established in 1971 and has a rich collection of 112836 books and periodicals. It includes Encyclopedias, Sanskrit Kosha, Dictionaries, Competitive Exam Books, Textbooks, Year Books, Marathi, Hindi, English Literature books, Subject-wise reference books, self-motivational books, etc.

There are 104 braille language books including Oxford Dictionary volumesare available in the library for visually impaired students .

The library has an N-List database, which was developed by INFLIBNET. Links to the N-List are available on the library portal of the college.

QR codes are provided at the notice board to get direct access to information sources and services.

The library is automated through ILMS Soul Software Version 2.0 developed by INFLIBNET Centre, Gandhinagar. Soul LMS has 6 modules, viz., Acquisition, Catalogue, Circulation, Serial Control, OPAC, and Administration. The features of the software are UNICODE-based multilingual support for Indian and foreign languages; Client-server based architecture, user-friendly interface that does not require extensive training. OPAC & Web OPAC facility is available in the LMS for searching the status of a book such as functional or issued, its location, title, author, etc. Circulation modules are available in the software used for the case, renewal, and overdue books. Barcode labels are generated through the software and the circulation of books is done.

The library portal is a dynamic website based on Google's digital platform, supporting individuals in accessing e-resources through e-services, designed by the librarian (https://sites.google.com/site/vartaklibrary/) to act as a one-stop solution for different services to the user. The following services provided by the library are displayed on the portal: Automated Circulation, Ask the Librarian (Online Readers Group). Periodicals Indexing Service, New Arrivals, Online Web OPAC, Reference Service, Periodicals, Newspapers, Internet Service, CDROM Databases, Online Public Access Catalogue (Online and offline), SAF/BC Book Bank, Periodicals Indexes Service, E-Journals Service, E-Books Service, Braille Books Reading Service (Extension Service), Wi-Fi Internet Service, Android and IOS Applications, External Users Services, External User Reading Facility. 'Vartakite' College Annual Magazines from 1974-75 to 2018-19.

The librarian has developed a mobile app named 'Vartakapp' developed for android smartphone users. The users can search books and journals, download old exam question papers and access e-books and e-journals directly through this app.

The library has 12 Mbps broadband internet connection; Wi-Fi and Power backup facilities are available.

Sr. No.	Particulars	Number of Computers
1	Library OPAC for Reader	02
2	Circulation of Books	03
3	Library Administration Work	06
4	Network Resource Centre for information search	12
Total PC's		23

We have E-journals, E-ShodhSindhu and E-books

The average annual expenditure for the purchase of books and journals during the last five years is **7.09** Lakhs.

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

4.3 IT Infrastructure

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

Response:

IT facilities provided by the College include without limitation hardware computers, laptops, and copiers, StudentNet, Blackboard (the college has a virtual learning environment), and internal email accounts. The college has a well-established IT infrastructure to satisfy the requirements of students and staff for better teaching and learning process. Each computer laboratory is well connected with the local area network (LAN) having a quick and quality transfer rate for data. Most Science departments have desktop computers and laptops, projectors with rolling screens, Printers, and copiers. IT and Wi-Fi facilities are used in the following places:

- Office: For student data and admission purposes.
- Examination Room: For students' examination, and result processing purposes.
- OSM Center: For paper setting and Mumbai university online paper correction purposes.
- Library and Research Center: For research students to search for books, research papers, journals, and research activities.
- Computer Centre (All six computer labs).

The institution frequently updates its IT facilities and provides sufficient bandwidth for an internet connection.

- From 2016-2017 to 2020-21, the bandwidth of the internet connection for Office was 12 Mbps.
- From 2016-2017 to 2020-21, the bandwidth of the internet connection for the Library and research center was 12 Mbps.
- From 2018-2019 to 2020-21 the bandwidth of the internet connection for the Staffroom was 5 Mbps.
- From 2018-2019 to 2020-21, the bandwidth of the internet connection for OSM has been 20Mbps.
- From 2016-2017 to 2020-21, the bandwidth of the internet connection for the Computer Centre was 6 Mbps (4 Mbps of ASHANET+ 2 Mbps VCPL).
- From 2016-2017 to 2020-21, the bandwidth of the internet connection for the Exam section was 20 Mbps.

Computing Facilities:

- The total number of Computers for students in the Computer Centre is 120 and 14 computers in Hardware Lab in the Library building
- Servers: 01(windows Server 2012) [4Gb RAM, 1Tb hard disc]
- The total number of Laptops for students in the Physics Department for practical purposes is 05
- License Software(General) for teaching-learning: Windows10; MSOffice16; Linux; Clarity software for language laboratory; JAWS software for blind students, DLM software
- Windows10 License version in Lab 5 (the year 2019-20)
- Linux (free and open source)
- Software and hardware for scientific computing:

• Lab view with MI9215 interface for interfacing and computing.

• MATLAB software for scientific computing.

• R software for statistical analysis.

• R (free and open source). (Hardware)

• Raspberry pi 3 kit

• No. of kits: 03 ordered in 2017-18 by the Computer Science Department.

•No. of kits: 05 ordered in 2018-19 by the Information Technology Department.

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

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

Response: 39.65

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

Response: 131

File Description	Document
Upload supporting document	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)
4	[View Document](#)
5	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 23.06

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)

2021-22	2020-21	2019-20	2018-19	2017-18
6.97	5.81	14.06	7.03	24.09

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 24.54

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1814	850	943	975	1105

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2 *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: B. 3 of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 13.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
810	116	1348	521	319

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4 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: B. Any 3 of the above

File Description	Document
Upload supporting document	[View Document](#)

5.2 Student Progression

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

Response: 16.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	212	238	150	186

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

2021-22	2020-21	2019-20	2018-19	2017-18
1395	1381	1325	863	1076

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 9.15

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
05	08	02	00	00

5.2.2.2 **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**

2021-22	2020-21	2019-20	2018-19	2017-18
45	39	28	31	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

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

Response: 101

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	23	35	41

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 11.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	22	13	16

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

Currently, there is no officially established Alumni Association.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The college aims to provide affordable quality education to students living in Vasai and adjoining tribal areas, with special focus on girl students and students belonging to socio-economically underprivileged groups. The primary objective of the college is to seek exceptionally promising students of all backgrounds, without any form of discrimination, and to provide education and adequate opportunities for growth. The institution attempts to inculcate in students proper mental discipline and provide a social experience which is able to nurture their multifaceted natural capacities and talents. The institute has a Knowledge Resource Centre which allocates budget to various departments to invest in relevant books and literature. Students' usage of books is tracked and deserving students are awarded "Best User Award" as an incentive to encourage optimal usage. Over time, an increase is observed in the resources available in the Knowledge Resource Centre. Teachers also provide and guide project-work of students to inculcate in them the ability to not only learn, but also express their knowledge in formal academic structure. The details of the project can be referred from Criterion 1.3.2.

In addition to the University-guided academic course curriculum, all-round development of the students is ensured by providing training in co-curricular and extra-curricular activities. Marathi Vangmay Mandal (Marathi Literary Association) is a body managed by students with appropriate guidance from their teachers. Similar is BITS, an intercollegiate fest sponsored by the management. It is organised and run by the student body of the Self-Financed Courses. Industrial tours are encouraged to expose students to diverse learning experiences related to academia as well as other social skills.

The operational structure of the institute has been designed conducive to this objective. Decentralisation of activities is encouraged and participative management is incorporated at the various levels of the organisational paradigm. The institute is headed by the Principal who is assisted by two Vice Principals. The management has full faith in the teachers in guiding students. Therefore, there is minimum or no interference in teaching activities. During the Covid-19 crisis, the college provided diverse teaching facilities and infrastructure by a tie-up with Google Suite for providing an online learning platform to its students using various Google applications for effective and controlled teaching and learning process. This helped maintaining the regularity of the learning process at the core of the institution.

To extend the participation of teachers in the management of the college, the teachers' staff body is divided into committees with earmarked areas of responsibility towards the functioning of the institution. The IQAC and CDC (earlier known as LMC) work woth the management. Various committees like Admission Committee, Time Table Committee Examination Committee, Cultural Committee, Sports Committee, Campus Development Committee, Special Cell Committee, Research Committee, Women Development Cell , NSS Advisory Committee and DLLE Committee look after the curricular, co-curricular and extra-curricular pursuits of the institute for the ultimate benefit of the students. Thus, the role of the teachers towards the learning experience of students expands beyond classrooms.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The Principal functions along with the IQAC and College Development Committee (CDC) to maintain and improve the operational quality of the college. Under their guidance, the Registrar, Vice Principals, Academic Departments, Co-Curricular and Extra-Curricular Committees, Examination Committee, and the Library attend to the various functions and aspects of the institute. The Registrar heads the Office and Clerical Staff. The Academic Departments are divided into faculties of Science, Arts and Commerce and Self-Financed Courses. Extra-Curricular activities are conducted by Cultural and Sports Committees. The Examination Committee includes an Unfair Means Committee for regulating examinations. The Library has a Librarian, Assistant Librarian and other staff. In this manner, the entire operational structure of the college is constructed and divided between the teaching and non-teaching staff members. This allows for greater specialisation and optimal distribution of roles and responsibilities.

Teaching and non-teaching staff appointments are in accordance with rules laid out by the Mumbai University and regulations of the Government of Maharashtra.

Such organisational structure has allowed the college to appropriately adapt to the unforeseen changes brought by the Covid-19 pandemic and consequent lockdown. Under the restrictions of this pandemic, a strategic plan was developed and deployed without delay in the routine continuance of admission, teaching-learning, examinations and results crucial for the student body. The institute made immediate arrangements for facilitating online admissions of the UG and PG courses with the services provided by Softpro. To aid the students with this, a helpline was prepared for resolving students' queries and grievances. An Online Admission Manual was uploaded to the college website for guiding students in the online admission process. The online admission facility allowed online payment of fees. The instalment payment structure, which the college earlier allowed for economically weak students, was extended to those whose financial status was adversely impacted by the pandemic. This ensured the smooth procedure of the admission process in accordance with the Covid-19 norms levied.

Lectures during the lockdown period were conducted through online mode to ensure uninterrupted learning. Class-wise WhatsApp groups were created by teachers for students for sharing online lecture links, notices as well as for taking up the students' queries throughout the year. This allowed unbroken communication between the students and teachers despite the physical distancing. The college used Google Suite as an online learning platform using Google Classroom, Google Calendar and Google Meet applications for effective and controlled teaching and learning process. This has helped teachers and students to have interactive learning sessions online. The OSM room, established as per University Guidelines and earlier used for online assessment was utilised for conducting online exams.

Examinations were conducted through online mode, adopting a pattern of Multiple Choice questions. These exams were systematically conducted with proper regulation and monitoring with the aid of the services of TeachUs Application. Whatsapp groups were useful in communicating the details and procedure of examination to students.

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

6.2.2 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
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Provisions for welfare measures for the teaching and non-teaching staff were there from the past. A Personal Library Fund of ? 10,000 was provided for teachers buying books for themselves. Half of the payment of bills for books was given by the management. This was discontinued as the library buys books that the teachers need. Presently, the management gives advance payment to its staff as per individual requirements in case of any delay by the government.

The institute has set in place a system of Self Appraisal for assessing the performance of the teaching staff since the year 2019-20. These are to be filled and submitted with relevant details regarding academic growth, achievements and remarks of the teacher. This allows a holistic appraisal of the teacher, considering their teaching, self learning, professional development and contributions to their academic community. The form records basic details of teachers, including their area of specialisation, date of joining the college and honours conferred, if any. Thereafter, details pertaining to their teaching are collected. It views the teacher in the role of an educator. This includes the number of lectures, tutorials and practicals conducted during the academic year, reading list provided to students to encourage self learning, punctuality to routine duties and participation in the various activities relating to paper setting, assessment

and other teaching related activities.

The next portion of the assessment form focuses on innovations in various areas of teaching, learning and assessment introduced by the teachers in their regular course work. Teachers are encouraged to experiment with new ways of teaching to draw the interest of students to the subject matter beyond their curriculum.

The subsequent portion of the form collects details of the initiatives taken by the teachers to further their professional competence and develop their skill set. Information is collected regarding any workshops, orientation programmes, seminars, or other courses organised by any professional body, attended by the teacher. Teachers are encouraged to ceaselessly pursue professional development. They are provided with financial support for these endeavours with the firm belief that enhancement in the quality of the teaching staff of an institution is an inherent prerequisite for value educational pursuits.

The form continues further along the same path, focusing on the teachers' role as academicians. It collects details of the teachers' contributions towards research and growth of their field. It includes details of mentorship given for M.Phil and PhD candidates, research papers published, and other participation in the scholarly circles. Details of their publications can be referred from Criterion 3.3.1.

The form then evaluates teachers as members of society. It calls for descriptive details of social work and community contributions and undertakings made by the teachers. The form concludes with observations and evaluations by the Head of Department or the Principal, regarding the details filled by the individual teachers.

In this manner a comprehensive evaluation of the teachers, viewed in different roles, is obtained by the institution to properly assess evolution in the quality of the staff employed.

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

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

Response: 19.09

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	20	36	26

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	59	61	64	66

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The institution receives funds and other resources from the government for welfare measures and remuneration. It applies these funds received towards creating value for the students and for the Aided and Self-Financed staff employed by the institution. Of the funds received, certain funds were earmarked by the government for particular uses, and they were applied towards the same. The institution has developed

rule based strategies for the mobilisation and usage of these monetary and other resources in the most beneficial manner for the students. These strategies are regulated by proper rules, with supervision and internal checks placed at all necessary points in the process. A robust internal control system, supported further by regularly audited financial statements ensures that the funds are not wasted or misused at any point of operation.

Some funds are allocated towards Tuition Fee scholarships to nurture the development of students determined by their merit. This step has been taken pursuant to the objectives of the institution to seek and encourage the intellectually gifted students to develop their abilities. For the students coming from economically and socially backward backgrounds, facilities like Book Banks are set up. This step is taken towards providing equal opportunities and facilities for all students irrespective of their financial and social status. This helps create equality of access and opportunities for growth of the students with no grounds of discrimination. Certain funds are utilised for development and enrichment of the college infrastructure available for the students. Some portions of the government grant are disbursed for the benefit of teaching and non-teaching staff of the Aided and Self-Financed departments.

The University of Mumbai provides some funds for remuneration for examinations. These are paid accordingly, as per the participation of the teaching and non-teaching staff in conducting exams. Similarly, funds received from Mumbai University specified for remuneration for practicals are paid to the teaching and laboratory staff involved in conducting practicals. The non teaching staff are paid remuneration for assistance during exams from the funds received by the institution.

In this manner, the teaching and non-teaching staff are provided remuneration from the funds received as per their participation in various teaching related activities in the functioning of the institution.

The institution conducts internal and external audits annually of the financial records of the Aided and Self-Financed departments. In addition to being crucial for verifying the appropriate application of funds that the college is endowed with, such an audit is also a statutory requirement. The Internal Audit is conducted by R.G. Divekar and the Statutory Audit is carried out by M.R. Padhye & Co. These audits are performed regularly on an annual basis and the audit reports are issued accordingly. For the year 2021-22, the Internal Auditor's Report and a covering letter from M.R. Padhye & Co. for the external audit is received at the time of submission.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC has been an institutional committee contributing increasingly towards quality enhancement of the various core and peripheral activities of the college. It meets regularly to draw plans for the year and the beyond. The role of IQAC has become indispensable in the pursuit of the institution in providing quality education to the students since its primary concern has been developing methods and procedures to ensure growing competency in academic, administrative and financial activities of the institution.

Towards this end, an important measure undertaken by the IQAC has been guiding the staff of the institution towards their career advancements and helping those eligible for promotions according to the guidelines provided by the UGC under the Career Advancement Scheme.

To maintain institutional quality, MIS is used to develop and maintain institutional databases. The IQAC ensures that the diverse activities of the institution are enhanced and integrated as well as standard procedures are incorporated. It provides a sound basis for decision-making, supported by a comprehensive system for documentation and internal communication. For this purpose, the IQAC has taken measures towards implementation of infrastructural amenities that facilitate the automation of office services. This shall further augment the value of the scaffolding provided by the office activities for the teaching-learning process. It shall also act as the basis for the framework for keeping pace with the technological evolution in the functional activities of the institution.

The IQAC has established a system for students to provide feedback on quality-related institutional processes. Towards this end, the IQAC conducted a Student Satisfaction Survey during the academic year 2019-20 and 2020-21. The results of the survey were analyzed and submitted to the Principal.

During the pandemic and the consequent lockdown, the IQAC formulated the transformation of the offline processes of education into online ones by way of outsourcing contracts with various service providers. Additionally, the teachers were provided with adequate training for conducting online lectures; the infrastructure requisite for the same, including WiFi access at various locations in the campus was also established. The IQAC conducted an online seminar on Right to Information and syllabus workshops and further encouraged departments to conduct workshops for students as this would act as a means for expanding the horizons of the students beyond the purview of the curriculum. During the lockdown, online activities like webinars and quiz competitions were arranged, the latter of which witnessed the participation of over a thousand students from the University of Mumbai.

For smooth functioning in the online mode of education, systematic arrangements were made. Class Co-ordinators were assigned, who also fulfilled the role of being mentors to the students for pervasive guidance to the students within such unanticipated circumstances.

The IQAC is thus capable of steering the college towards accepting the guidelines of the new NEP and helping the college evolve into a model of all round education.

6.5.2 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 initiatives with other institution(s)/ membership of international networks**

3. **Participation in NIRF**

4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: C. Any 2 of the above

File Description	Document
Institutional data in the prescribed format	[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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Our college has been celebrating various days and festivals to inculcate the values ??of freedom, equality, fraternity, and humanity among its staff and students. Keeping the mind that India is a pluralistic country, the institution celebrates important days and festivals to maintain the peaceful fabric of the nation.

The college has contributed to establishing gender equity from the beginning. It has consistently had high number of girl students, thus nurturing the equality principle among girls and boys. The college organises lectures and workshops to ignite an egalitarian approach to the comprehensive development of students. The institution has succeeded to some extent in eliminating traditional misgivings about women by encouraging girls to participate in sports and cultural programmes.

Lectures like "Protective Laws for Women" are arranged to orient the students, especially girls and lady staff members of the college. This programme was organised under Gender initiatives to create awareness among the girls' students and lady staff. The speaker briefly explained various laws for the protection of women. Gender audit has been done to understand the magnanimity of girl students and women staff's problems in the college and initiated corrective measures to address the findings of the report and made sincere efforts to minimise the gender gap.

The institution celebrates Independence Day to inculcate values of freedom and to remember the contribution of those who fought for and laid down their lives for freedom. Freedom has always been a valuable thing. It is at the cost of the sacrifice of millions of known and unknown martyrs. On the occasion of Republic Day, the NCC organises cultural programmes to spread the value of nationalistic sensibility and patriotic fervour among students. Folk dance, songs, mono acting, and street play make the students aware of about the heterogeneous fabric of society and imbibe the value of Indian citizenship for the future of the nation.

Many martyrs sacrificed their lives for the sake of Mother India and it is the duty of all of us to remember their contribution. The institution celebrates India's great leaders' birth and death anniversaries regularly. To commemorate the golden legacy of the nation and pass it on to students, the college celebrates the birth/death anniversary of Annasheb Vartak, Dr Babasaheb Ambedkar, Mahatma Jyotiba Phule, Savitribai Phule, Mahatma Gandhi, Chhatrapati Shivaji Maharaj, Netaji Bose and others.

The institution celebrates Diwali, the festival of lights with all the staff members to promote a sense of association and important co-existence. This also develops cordial relations between the management and staff.

Cultivate Yoga habits among the students and the college staff is the main intention behind the celebration of Yoga Day every year. It is an important initiative to take care of the mental and spiritual peace of individuals. One of our teachers guides the staff and students along with other members of the Yoga group

he belongs to. This serves as a role model to students and is thus, an important initiative towards the care of their physical, mental and spiritual health.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution has been providing an inclusive environment to establish harmony towards culture, language and community. It sensitises constitutional obligations and values and subsequently makes the students aware of their responsibilities as a citizen.

In the flow of globalisation, regional languages are under threat.. Therefore, the college celebrates Marathi Day on 27th of February every year to underline the importance of the Marathi language. Students participate actively and take the oath to learn the state's official language and other languages.

The system of democracy gives voice to the majority and minority communities equally, Yet, minorities should not feel segregated. Therefore, the college celebrates Minority Day to make them aware of the constitutional safeguards for them. Strengthening the composite culture of society is the main purpose behind the organisation.

In a democracy, voters decide their representatives. To introduce universal suffrage to our students who would be eligible voters soon, the college celebrates Voter's Day. It is an attempt to make them capable of asserting their voting right in the interest of democracy.

India became a sovereign, socialist, secular, democratic republic after the execution of the Indian constitution. The college takes every possible step to uphold the constitutional values. Therefore, it celebrates Constitutional Day every year on 26th November. Through this programme, the college propagates the constitutional values for a brighter India. The celebration of Constitutional Day acquaints students to abiding by the Indian Constitution, respecting its ideals and institutions, the National Flag and the National Anthem.

World Tribal Day is celebrated every year on 9th August to understand the status quo of tribal people in the globalised world. The flow of globalization has been threatening their culture, language and domicile. This is an attempt to instil a sense of understanding in others about tribal culture and what could be done in the best possible way to preserve it. This programme has great importance as Palghar is the tribal district.

Reading culture has deteriorated with the arrival of the internet and social media. There is a need to preserve the reading culture. One good initiative of the college is that through *Vachan Prerna Day,* the college attempts to cultivate reading among the students.

On the 14th of July, the college commemorates the death anniversary of Padmshree Shri. Annasaheb Vartak as Prerna Din (Inspiration Day). All department heads present the blueprint for the upcoming academic year's programmes. On this day, the college invites experts from different walks of life to orient the staff and students.

Striving towards excellence in all spheres of life, developing a scientific temper, the spirit of common brotherhood, humanism and the spirit of inquiry among the students are the main objectives behind the celebration of the various days. The college takes utmost care of the comprehensive development of students to make them responsible citizens in all senses.

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

7.2 Best Practices

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

Response:

Best Practice-1

Reuse of Waste Papers/ Printed Papers

Objectives of the Practice:

1. To cultivate the principle of optimum use of paper among the staff and the students.

2. To nurture environmental consciousness and adopt a sustainable approach for a better future.

3.   To emphasise on the fact that natural resources are limited and they have to be utilized in a diligent manner.

The Context:

There are many one-sided printed papers whose validity has been finished or faulty one-sided printed papers. The institution has taken the initiative to reuse all these papers for daily use. It is a small step to instil the principle of sustainability not only among the office staff but also students and teachers. The available natural resources are going to be exhausted in thenear future, therefore, care must be taken to use all the natural resources in a diligent manner.

The Practice:

The institution has instructed all office staff to make minimum use of paper. One-sided printed paper whose validity has been finished or the faulty one-sided printed paper is made use of daily for casual jot-downs or to give simple instructions to students. Standing instructions have been given to use digital copies for keeping the record wherever possible. Our admission portal supports only uploading the students' documents in digital copy and these are verified physically later by the admission committee . Only minimum and important documents are taken in hard copy; the rest of the documents are taken in soft copy.

Office staff are encouraged to use digital media for office correspondence as far as possible. The college office, teaching faculty and non-teaching staff deliberately use two sides of the paper for printing and xeroxing. Only important correspondence on letterheads are printed single side. Our Examination Department usually prints two-sided question papers with appropriate font and line spacing. The

Examination Department takes care to publish only required question papers. College students are also made aware of the minimum use of paper.

Evidence of Success:

This is a small attempt to save paper and save trees. The institution is happy that all college staff try to save papers. The students also learned the importance of natural resources. So, they use paper only if there is a need. The college Management feels good that they have been doing something to save trees and the environment.

Problems Encountered and Resources Required:

Initially many staff and students did not pay attention to this important initiative; gradually they realized the importance and relevance of this small step and understood that it is required to save Mother Earth. The college staff and students are using papers very carefully and still, there is lots of work which has to be done through papers. Significantly, the requirement of paper for examination is heavy, but it is necessary. If the university administration should decide to take 50% of examinations of students online, then there would be a little help to save papers and consequently, trees.

Best Practice -2

Contract of Canteen to Shramik Mahila Sangh, an NGO of women

Objectives of the Practice:

1. To extend social responsibility towards poor and socially disadvantaged people.

2. To promote women's empowerment for conclusive social growth.

3. To create a gender-inclusive environment in the institution.

The Context:

Even in the 21st century, women are considered the subordinate part of society; male domination is prevalent in every walk of life. The institution decided to give the contract to run the college canteen to Shramik Mahila Sangh (a group of women) to ensure social responsibility. This NGo employs poor women. It is a small step to extend helping hands to all those women by giving a contract to them to run the college canteen.

The Practice:

All the staff of the canteen are poor and needy women. They prefer to cook Indian dishes to avoid the side effects of western fast food. They do not use taste enhancers or preservatives in the food. They prepare all the delicious dishes freshly. All the management and accounting is done by the women themselves. It is a good practice to incorporate women's resources into the real workforce. The institution realizes that comprehensive development of society is impossible by keeping half of the population in the lurch. Therefore, by every measure, the institution has initiated efforts to bring gender equity and this is a small step in that direction.

Evidence of Success:

We can surely say that those women associated in the canteen are the direct beneficiaries. All the college staff and students are also the beneficiaries in form of getting delicious Indian food so they can keep their health fit and fine.

Problems Encountered and Resources Required:

Shramik Mahila Sangh is managing the college canteen very effectively. But they face business competition. Many students go outside the college premises for fast food because the College Canteen Committee restricts junk food inside the canteen.

Basically, women cook the food as per the order,and therefore, it is a little bit time-consuming. One who gives an order has to wait for some time. Therefore, some students and staff feel going to the canteen is time-consuming. But in the end, those who are used to having the indigenous taste of food do not complain.

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

7.3 Institutional Distinctiveness

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

Response:

Most of the people residing in and around Vasai are from the lower middle class or the working class. Being aware of this, our college has been providing reachable and affordable education to all sections of society since its inception. Therefore, it has adopted some mechanisms to address this issue.

A) Cash Prizes for meritorious students

The college offers cash prizes to toppers in the different subjects to motivate their love of learning. Even though it is a small amount, it works as a catalyst to accelerate their learning process.

The college felicitates scholar students with different prizes, such as:

1)   Hon. R.M. Choudhari prize is given to those students of third-year BA students who secure the first rank in the subjects of Marathi, Rural Development, Economics, History, Hindi, Computer Science,

Physics and Chemistry.

2) Hon. Hari Laxman Kelkar prize is given to students who secure the first rank in the subjects of English, Accountancy and Mathematics.

3) Late. C.R. Rajani prize is given to students who secure overall first rank in Arts, Commerce, and Science.

4) Late. Damodar Jagu Patil Prize is given to students who receive the first rank in the third year for the B.A. programmes of Marathi and Rural Development.

5) Smt. Rajani Keshav Joshi Memorial Prize is given to the student who receives the first rank in the subject of Marathi literature.

All qualified students are felicitated during the Annual Prize Distribution where they receive the cash amount, trophy and certificates.

B) College has a Student-Aid Fund for students in need of financial aid

A deep sense of social commitment has resulted in the college having a Student-Aid Fund for students who are financially poor irrespective of caste or religion. What is special about this fund is that it is non-refundable. The college calls for applications from students with their economic status. The list of students is shortlisted by the committee, and these students are called for an interview. After the interview, the committee finalises the list of those students who deserve the fund, and after that, a certain amount has been given to them.

C) College offers the facility of instalment of payments

Those students who are socially disadvantaged get government facilities in the form of fee concessions and scholarships. Students from socially mobilised groups are poor and cannot afford to pay fees on a one-time basis and often drop out of the system. The college sympathises with such students and developed mechanisms to address this issue. It offers the facility of instalment of payment to these students. The institution's uniqueness is that students can pay a minimum of Rs. 500 (Rupees Five Hundred) to ensure their admission; they are allowed to pay the rest through instalments.

D) Some college teachers collect money to pay a fee for poor or orphan students

Whenever our teaching and non-teaching staff gets to know of any orphan and extremely poor students who are unable to pay even a minimum amount of Rs. 500 as fees, they individually or collectively pay the fees and help the students concerned financially. No record is kept because such an action is done out of love and concern.

E) Creation of Sahitya Katta (Literary Corner)

Sahitya Katta is a platform started on our college campus. It is an open place in a corner of the campus under two huge trees where teachers and students come together to discuss various socio-, economic-, political, literary and linguistic issues. This is a golden opportunity for all college students interested in learning in natural surroundings. It instils humanistic sensibilities among all students of different streams.

F) Women's education has been prioritised to ensure sufficient participation of women in the mainstream

The institution has prioritised education for girls by providing a promising and favourable atmosphere for them. Girl studentsare provided with Girls' Rooms, a spacious separate reading room in the library. For emergency purposes, a vending machine for sanitary napkins has been installed in the washroom enclosure. The college ensures a lady supervisor is there in the reading room to take care of the needs of girl students. The college campus has operationalised CCTV cameras to maintain the overall security of the campus and especially the girls.

G) Institution tries to cultivate reading culture by promoting Departmental Library

The institution encourages departments to develop a departmental library to cultivate not just a reading culture among the students, but also make notes by themselves. The departmental faculty can introduce important books for academic purposes to students. The Departments of English, Marathi, Economics, Mathematics and Information Technology maintain a departmental library. The rest of the departments are gradually following suit.

Over the period of 50 years, the institution has developed its uniqueness by creating Vartakites, a sobriquet used by students and alumni. It is the collective efforts of the Vidyavardhini family to create not only teachers, politicians, university officials, industrialists and bankers but also responsible citizens in every sense. We can proudly say that our students are working in different capacities and contributing to national development.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

The college has always encouraged local culture and heritage. The paintings in our auditorium, the sahitya katta (katta in Marathi means a meeting place under a tree), the Departments of Marathi and Economics have been created by our students (former and present). Students of History are taken for field trips to ancient sites in Vasai to acquaint them with the local heritage. If it is the flowering season, we welcome our guests with handmade bouquets made from flowers from our garden.

The college has made attempts to be self-sufficient and eco-friendly. A section of the garden near the Department of Botany grows plants required for practicals, thereby making the Botany lab self-sustaining. Two wells provide water for maintaining the garden and the toilets in the main building reducing the dependence on municipal water. The Department of Chemistry harvests rainwater. The students' washrooms in the main building have automatic taps which help reduce water consumption and wastage. Students and staff switch off lights, fans and other electrical appliances when they leave the rooms to avoid wastage. The new building in the campus has large windows for better light and ventilation, and decreases the reliance on fans or lights. The college provides ceramic cups for serving tea and coffee daily. The office staff also makes efforts to reduce waste by re-using one-side used paper for rough work or printing. Waste paper and e-waste are sold to recyclers.

Our students may not excel in academics regularly, but the prizes won by them in cultural activities and sports every year are worthy of mention. Among our teachers are trained yoga practitioners and a teacher and trained singers. The college encourages teachers to pursue research and further enrich their knowledge and contribute to the academic community at large. It allows teachers to go on FIP or on lien if they so desire. Our teacher-researchers are provided space at the library and laboratories for their research. The library also provides books and literature required by the teacher-researchers in their endeavours.

Concluding Remarks :

The foundations of the college have been an example of satya, dharma, prem, shanti and ahimsa. The emphasis then and now has always been placed on creating a platform that would provide value education to all those who are to bear the responsibility of the society and to nurture their capability of bringing forth desirable change and growth in society, devoid of all grounds of prejudice and discrimination. The lamp of learning, lit by the visionaries and visualised in our logo, has continued to burn till today, with their spirit and vision inherited by their succeeding generations, thus maintaining a continuous tradition of the intense desire to create social change with education. Pursuing their rich legacy, from a time when teachers from the college had to go from home to home appealing to parents to send their children to this college, today, as a result of the commitment of the management and the dedication of the staff, the college has become one of the most sought after colleges in the region.

Our college is prepared and equipped to face the new changes in education and employability. Earlier, the Vidyavardhini Trust expanded its services to establish a Polytechnic, and as time passed, a top-class Engineering College in the campus. This will certainly help in the future when the University allows for the integration of humanities and science with STEM with the implementation of the new National Education Policy. The concept of integration of multiple disciplines has been a part of the vision of the Vidyavardhini

Trust for many years. Steps towards such integration have already been made, as evidenced by the assignment of the work of developing our Junior College website to a group of the VCET (Vidyavardhini College of Engineering & Technology) students guided by their teacher. Vocational courses are already in place in the college, albeit at the Junior College level. These can be introduced at the Senior College level as soon as there is more infrastructure available for which the management is already working on by increasing one storey of the new building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 3110 Answer after DVV Verification: 0 Remark : Input edited as per the supporting documents.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of students admitted year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
5194	4854	4537	4184	4401 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2067	1868	1853	1821	1912 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
5536	5594	5607	5530	5400 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1978	2008	2009	2003	1996	 Remark : Input edited as per the supporting documents.
2.1.2	**Percentage of seats filled against seats reserved for various 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: 	2021-22	2020-21	2019-20	2018-19	2017-18
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2439	2248	2091	2095	2298

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1012	885	864	937	1031

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2874	2905	2913	2873	2806

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1028	1044	1045	1042	1038

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	02	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	02	00	00

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	20	18	19	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	20	18	19	20

4.4.1	**Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70.27	80.39	87.25	81.77	79.75

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6.97	5.81	14.06	7.03	24.09

Remark : Input edited as per the supporting documents

5.1.1	**Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years** 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1814	52	943	975	1105

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1814	850	943	975	1105

Remark : Input edited as per the given clarification documents.

5.1.4	**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	05	22	32	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	22	13	16

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	8	14	7	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	59	61	64	66

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	59	61	64	66

Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
5194	4854	4537	4184	4401 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
5194	4854	4537	4184	4401	
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 132 Answer after DVV Verification : 132
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
155.47	91.53	172.14	199.64	164.04 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
53.05	27.81	54.23	54.36	61.86	