



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**DAPOLI EDUCATION SOCIETY'S DAPOLI URBAN BANK
SENIOR SCIENCE COLLEGE**

UDAY NAGAR ROAD, DAPOLI DIST- RATNAGIRI

415712

www.dubsscdapoli.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Dapoli tehsil is identified as geographically hilly, rural area. Dapoli Education Society's Dapoli Urban Bank Senior Science College was established in 1996 (17.752893, 73.190048) The institution is affiliated to Mumbai University, Mumbai (Maharashtra) and recognized under section 2(f) and 12(b) of the UGC act 1956. The Dapoli Education Society is one of the oldest educational organizations in this region and has done pioneering work in the field of education, particularly for the socially and economically backward sections of society.

College is situated in culturally enriched but economically backward and geographically hilly region. An institute where quality education can be provided to the aspirants of the region was the dire need of north tahasils of the district. Taking this into account, Dapoli Education Society has started this institute with the goals & objectives of spreading higher education quantitatively and qualitatively in Dapoli tahasil & its vicinity.

The institute is providing courses which are so selected or designed that they should meet the needs and requirements of the region. All the curricular, Extra-curricular, Co-curricular activities are made student centric for their overall personality development with inbuilt moral values so as to face the challenges of changing global scenario, which is the prime component of vision and mission of the institute and also perfectly align with tradition of our parent society.

Vision

To provide quality higher education, the prime element of regional and national development and to embed moral & ethical virtues in order to develop the local youth to prove themselves globally.

Mission

1. To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
2. To endow the students through participation in curricular, co-curricular, extracurricular and extension activities.
3. To inculcate values based on real life education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The Management consists of veteran educationists committed to the institution's mottoes. Over hundred years' experience in educating students from diverse backgrounds.
2. Clearly stated humanist vision and objectives guiding the activities of the College

3. Excellent research atmosphere with **21** Major/Minor research projects have been undertaken in last six years.
4. Quality research work with **38** publications in UGC approved journals.
5. A 3 acre, green and clean pollution-free campus in the heart of Dapoli town with excellent facilities.
6. 2 National and one state level seminars/workshops organized in six years.
7. Rich library with nearly books with access to e-resources
8. Sound, transparent and well-structured accounting system
9. Social involvement instinctively drives faculty and students of the college to respond to social issues in the society.
10. Wide Academic linkages with **50** collaborative activities in quality related activities, research and faculty exchange.
11. Effective mentoring system

Institutional Weakness

1. Collaborative projects are Needs to be strengthened.
2. Placement facility doesn't cover all outgoing students
3. The college is dependent on the income from tuition fees and struggles to build adequate reserves. However, the college growth has been carefully calibrated to the funds available, ensuring a sustained momentum while ensuring a prudent use of the available resources. This weakness has been mitigated by a robust fund-raising campaign by management over the years to meet the capital expenditures of the college.

Institutional Opportunity

1. Scope for preparing national and international sportspersons
2. Scope for initiating more number of community development programs
3. Scope for undertaking more number of quality initiatives
4. Opportunity to have more number of faculty and student exchange programs
5. Scope for starting unconventional but vocational courses in fields such as media studies, agricultural product management, music, environment conservation
6. Scope for enhancing inter-disciplinary approach in teaching learning and research
7. Strengthening the linkages with industry
8. Sustained participation in the neighbourhood community
9. Soft skills training to all students
10. Scope for providing better placement assistance facilities

Institutional Challenge

Too much reliance on government grants creates inflexibility

2. Rising cost of education

3. Increasing preference for professional education
5. Continuously upgrading technological tools of education

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College offers undergraduate and postgraduate education in Commerce and Science subjects. There are 7 undergraduate, 8 postgraduate and 2 Ph.D. courses. In addition, the College offers 7 skill oriented certificate courses of 6 month duration.

The curricula for these courses are designed by the affiliating university. But the faculty members of the College contribute to this process as members of Board of Studies or by sharing their inputs with the members of the BoS in their respective subjects. Consultative workshops on restructuring of syllabi are organized by the University in which faculty members of the College actively participate and give their inputs. Faculty members design the syllabus for the skill oriented certificate courses offered by the College. College ensures effective curriculum delivery through well-planned academic calendar, formal /informal continuous evaluation and monitoring the overall teaching learning process.

Since the last re-accreditation, college introduced the B.Com. Program (2012-2013); the Ph.D. programme in Zoology (2013-14); B.Sc. Physics (2016-17); the M.Sc. By Research Programme in Organic Chemistry (2016-17); the M.Sc. By papers Programme in Analytical Chemistry (2016-17); certificate courses in Physics (2014-2015); Botany, Zoology, Microbiology, Commerce (2015-2016) & Chemistry (2017-2018)

Over the last five years, 316 students have benefited from skill oriented certificate courses offered by the College, 48 students have undertaken field projects. Feedback on syllabi is collected from parents, alumni, students, employers and teachers and analysed. The report is uploaded to College website. Along with this the Academic Audit conducted which provides the basis for planning the introduction of new programs.

Teaching-learning and Evaluation

Student's enrolment in the institute is ensured with complete transparency, equity and as per the rules established. Institute takes special efforts to assess the learning levels and organizes various programs for students coming from diverse educational, socioeconomic backgrounds and different localities. The average enrolment percentage in relation to sanctioned strength is quite high. The number of students admitted from reserve categories is very high.

The average students to teacher ratio is 18:1. Student centric innovative and creative teaching methods are used for enhancing learning experiences of students. 100% of the teachers are using ICT tools and resources in their teaching. The effectiveness of the teaching, learning and evaluation process is ensured by teaching plans and daily dairies. Average percentage of full time teachers against sanctioned posts during the last five years is about 80%. The expertise faculties are invited as guest lecturers from other institutions. The college encourages and support faculty members to undertake and publish research. The average percentage of full time teachers with Ph. D, during the last six years is 17.44%. The institution adheres to the academic calendar for conduct of all Examinations of UG and P.G. classes. Mechanism of examination related grievances is

transparent, time bond and efficient. PO, PSO and CO for all the programmes are stated, displayed on the college website and evaluated for understanding the area where learning has happened and where it has to be improved.

Research, Innovations and Extension

Seven teachers have Ph.D. degree, twelve have M.Phil and six faculties are pursuing Ph.D degree. Research Committee has been constituted in the institution. Botany and Zoology Department of institution are recognized as the Research Center where four teachers are recognized as Ph.D. Guide. Three students have completed Ph.D. Degree and four students are registered.

Thirty eight research papers have been published in journals listed by UGC and One teacher has received one patent. Twenty one minor researchs project have been sanctioned by university and UGC. The articles of many others teachers have appeared in regional language newspapers and journals.

Various college activities such as NSS, DLLE, Science Association, WDC, Nature Club have done commendable achievements. Students from NSS and DLLE are selected as Best Volunteers by Mumbai University and in Udan Festival.

Water Storage Models in Courtesy with Jalvardhini Pratishthan, Thane, inculcate values of 'Water Conservation'. The activities of Science Association are in line with institution's motto 'To Spread Science Education in ruler area' through programme like 'Vidyan Jagar.' Activities of WDC contributes significantly in women empowerment. Activities of nature club and academic departments plays vital role in creating environment awareness. Various projects undertaken by DLLE and NSS helps to understand and resolve the community problems.

MOUs and Linkages with different organisations helps in sharing resourses and serves as knowledge pools for faculties and students in the areas of academics, research as well as in extension activities. IQAC of college has signed MoU with 39 educational institutes in maharashtra which helps in sharing quality initiatives.

Infrastructure and Learning Resources

The College is well equipped to facilitate all the teaching and learning processes efficiently. The campus is spread across 07 acre campus with 13 classrooms, 17 laboratories, 49 computers, 11 ICT based classrooms and 1 seminar hall. Botanical garden with 18000 sq. feet area is enriched with many endangered species. Ladies hostel of accomoating capacity 40 is available.

Facilities for administrative processes are in addition to this. The College also has adequate facilities for sports, games and cultural activities. Two play grounds to cater to various sports. Budget allocated for infrastructure augmentation by the College in the last five years is approximately more than 60 percent of overall budget excluding salary. The library has 8664 books with student to book ratio 1: 12 and 22 e-resources which provides more than 31,42,045 titles. In addition, it has rare books, manuscripts and special collections which are of great historical significance. The College library has also turned digital with KOHA library management system, e-resources such as e-journals and databases.

Total budget allocated for purchase of books and journals during the last five years is averagely 2.5 Lakhs each

year. Average number of teachers and students using library is 63 per day. College also has adequate computers. Student-computer ratio for the academic year: 2017-18 is 1:15. Internet leased line with bandwidth of 10 mbps is used by the College. Expenditure incurred on maintenance of physical facilities and academic support facilities during the last five years is averagely 3.5 percent with respect to overall budget.

Student Support and Progression

College has healthy environment and provides maximum support services for the holistic development and progression of students.

Over the last five years 622 students out of 3090, have benefited by Government scholarships and freeships and about, students are given scholarships and endowment prizes by the institution.

The Institution provides a number of capability enhancement schemes such as Guidance for Competitive Examinations, Career Counselling, Remedial Coaching Classes, Bridge Courses, Yoga Meditation and Personal counselling. 337 students have benefited from guidance for competitive examinations and 751 students have benefited by career counselling offered by the institution during the last five years. 508 students have benefitted from Yoga and meditation during the last five years.

Placement assistance is provided by the placement cell formally and by informal means.

Percentage of student progression to higher education in the 2016-17 batch is 23.05 %.

During the last six years, 16 students have been awarded by medals and certificates for their outstanding performance in sports activities at state, national and international level. sports and cultural activities / competitions have been organised by the College in the last five years.

The College has an active Student Council. Student representatives are present on some of the Academic and Administrative College committees such as IQAC, College Development Committee Women Development Cell, Admission Committee, Stake holder committee NSS Department, Library advisory Committee etc.

College organize alumni meets periodically.

Governance, Leadership and Management

Institute has visionary leadership which evident from establishment of the institute. The institute is started with specific goals and objectives and marching ahead with vision and mission documents. Object oriented disseminative but participative approach is key factor of governance. Apex management tries to involve all stakeholders in planning and execution of the policy. Grievance free relationship between all the stakeholders is praiseworthy to note.

Strategy of day to day functioning to growth of the institute is developed which is perfectly in line with vision document and goals and objective of the institute and also incorporating consensus of all the stake holders. Framed strategy is deployed with time to time introspection.

Faculties are always encouraged to enhance their education, to undertake research projects, present and publish

papers. Motivated to participate in conferences by providing seed money for them. Total Rs. 51667 is spent on registration fee of conferences. 18 teachers have participated in orientation, refresher, short term courses and 7 programs were arranged for professional development of teaching and non-teaching staff. Defined salary structure with specified increment for contractual staff and also have staff welfare schemes.

There is planned policy to generate resources under various heads and also its transparent and judicial utilization. Every financial activity is audited and modern Talley software is used for financial management.

IQAC plays pivotal role to develop and sustain the quality culture. It institutionalised 7 different quality practices and measured their outcomes. IQAC has developed perspective plan of development and executing with introspection.

Institutional Values and Best Practices

The institution has conducted 22 gender equity promotion programmes. The institutes show gender sensitivity by providing facilities like safety and security counselling, common rooms for girls and boys students. 26% Percentage of the annual power requirement of the institution met by the renewable energy sources. 94% percentage of annual lighting power requirement met through LED bulbs. The institute has a well solid, liquid and e-waste management system, rain water harvesting trenches.

The institutes has adopted green practices like use of bicycle, public transport, pedestrian friendly roads, paperless office and motivating clean and plastic free campus. The institute also cultivate the green landscaping with trees, herbes and shrub plants.

The average percentage of expenditure on green initiatives and waste management excluding salary components is about 1% percentage reflects a good sign of environmental consciousness. The green audit report of campus includes green landscaping with tree and shrubs. The institute has excellent facilities for differently abled staff and students. In last six years the college has conducted different activities for local community.

The institutes had 28 activities conducted for promotion of universal and national values, observance of fundamental duties in last six years. The institute offer a course on human values and professional ethics. It is incorporated in syllabus designed by University of Mumbai. The institute regularly organizes the Birth /Death anniversaries of great Indians personalities. The institute also mention the complete transparency in financial, academic and administrations. Vidnyan Jagar and Women Empowerment are two best practices from among several.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DAPOLI EDUCATION SOCIETY'S DAPOLI URBAN BANK SENIOR SCIENCE COLLEGE
Address	Uday Nagar Road, Dapoli Dist- Ratnagiri
City	Dapoli
State	Maharashtra
Pin	415712
Website	www.dubsscdapoli.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sandesh Pandurang Jagdale	02358-283256	9420527310	-	dubssc@gmail.com
IQAC Coordinator	Ghanasham Bhikaji Sathe	02358-283048	7798304064	-	gbsathe47@gmail.com

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 minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1996

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

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	17-09-2008	View Document
12B of UGC	17-09-2008	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Uday Nagar Road, Dapoli Dist- Ratnagiri	Rural	7	4487.75

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	BSc,Chemistry	36	XII	English	360	341
UG	BSc,Botany	36	XII	English	360	189
UG	BSc,Zoology	36	XII	English	360	157
UG	BSc,Physics	36	XII	English	360	48
UG	BSc,Microbiology	36	XII	English	105	64
UG	BSc,Computer Science	36	XII	English	72	48
UG	BCom,Commerce	36	XII	English	360	173
PG	MSc,Chemistry	24	BSc	English	44	43
PG	MSc,Chemistry	24	BSc	English	80	61
PG	MSc,Chemistry	36	BSc	English	5	0
PG	MSc,Botany	36	BSc	English	7	0
PG	MSc,Botany	24	BSc	English	40	16
PG	MSc,Zoology	24	BSc	English	40	18
Doctoral (Ph.D)	PhD or DPhil,Botany	60	PG	English	8	2
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	PG	English	6	2

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				0				13			
Recruited	1	0	0	1	0	0	0	0	8	2	0	10
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	11	20	0	31
Yet to Recruit	0				0				5			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	9	3	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	11	1	0	12
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	5	0	0	6
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	11	18	0	29

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	19	8	0	27

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	222	0	0	0	222
	Female	371	0	0	0	371
	Others	0	0	0	0	0
PG	Male	58	0	0	0	58
	Female	80	0	0	0	80
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	13	17	18	30
	Female	8	12	15	10
	Others	0	0	0	0
ST	Male	1	0	3	6
	Female	1	0	1	1
	Others	0	0	0	0
OBC	Male	73	90	102	170
	Female	74	98	110	46
	Others	0	0	0	0
General	Male	104	149	157	236
	Female	131	177	206	180
	Others	0	0	0	0
Others	Male	14	11	19	34
	Female	11	9	11	7
	Others	0	0	0	0
Total		430	563	642	720

3. Extended Profile

3.1 Program

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

Response: 15

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	15	14	14	14

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
735	720	642	563	430

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
151	151	149	142	142

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
243	202	169	158	107

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
41	39	33	31	28
File Description	Document			
Institutional Data in Prescribed Format	View Document			

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

2017-18	2016-17	2015-16	2014-15	2013-14
50	45	46	42	35
File Description	Document			
Institutional data in prescribed format	View Document			

3.4 Institution

Total number of classrooms and seminar halls

Response: 13

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
72.52	83.69	64.95	61.90	61.19

Number of computers

Response: 49

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is affiliated to the University of Mumbai. The Board of Studies (BoS) of the affiliating university designs the syllabi. University uploads the revised syllabi on the University Website. Workshops on the revised syllabi were conducted and suggestions from teachers were conveyed to the BOS member and implemented in the syllabus.

Our faculty updates the library contents from time to time in accordance with change in syllabus. College prepares an academic calendar and the time table. Syllabi are assigned to the concerned faculty prior to the commencement of the semester. Faculty prepare his/her month wise teaching plans according to prescribed syllabus. Every faculty maintains teacher's diary. Day-to-day functioning of each department is monitored by respective HODs. Vice principal and the principal monitor and review the overall functioning. The heads of departments (HODs) ensure effective implementation of curriculum. The principal supervises it and if necessary, gives instructions for improvement.

For effective implementation of the curriculum, supportive curricular activities like seminars, guest lectures, project work, group discussion, home assignments, industrial tours, study tours, workshops, etc. are conducted. The students of Life Sciences visit various places of botanical and zoological interest to understand flora, fauna and their application in agricultural industries. These activities help in effective operationalization of curriculum.

Feedback from the stakeholders is an important tool in enriching the curriculum. There is a formal mechanism to obtain feedback from students and stakeholders on curriculum.

Feedback on syllabus is collected from the students, parents, and analyzed. The suggestions were discussed in meeting of CDC and appropriate suggestions conveyed to the respective BOS. Also the feedback collected from students for teachers were analyzed by the IQAC and needful points are discussed with the respective teacher.

A question bank based on the syllabus is prepared by the concerned teachers and is provided to the students during the semester. This helps the students to prepare for their examinations.

Sets of previous question papers are available to the students on college website.

Need based bridge and remedial courses are planned by the respective departments.

In this whole process the role of IQAC is significant. At the end of every term review meetings are held.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 8

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	5	0	1	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 23.26

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	0	1	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

offered during last five years

Response: 33.33

1.2.1.1 How many new courses are introduced within the last five years

Response: 5

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 60

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 8.77

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
190	111	4	11	0

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

1.3 Curriculum Enrichment

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

Response:

- **Environment and Sustainability**-Environmental Studies is an integral part of curriculum as a compulsory paper for commerce and science students to create awareness on environmental issues and to build up moral and ethical values among the students community. Nature club activities create environmental awareness among the students. Social responsibility of the students is reflected through their independently organized activities like gathering.
- NSS, organizes various programmes such as rally and tree plantation, water conservation etc.
- One day workshop is arranged on waste management.
- **Human Values and Professional Ethics**- Issues related to Human Rights are included in the syllabi of Foundation Course, Commerce etc. Behavior of the faculty and staff within the campus sets an example for moral and ethical values for students. Student discipline in campus, support sustainable and ethical values, physical and mental healthiness and maturity in shouldering social responsibilities reflects the inculcation of moral and ethical values. Enrichment programmes are organized through various activities like group discussion, lectures organized by various members on Genetically modified crops, RTI Act, joint family, child labor issues.
- The college conducts various programmes on Human Rights .to provide awareness among the students like Voter's Day Programme, Swachh Bharat, and Health Awareness Programmes.
- **Anti- Ragging Committee**: As per the guidelines of UGC and the University, an Anti- Ragging Committee has been constituted to handle the issues pertaining to ragging. The names of the committee members along with their mobile numbers are displayed at different places in the institution. Any student can lodge a complaint without disclosing his/her identity in case of any inconvenient incident.
- **Cross cutting issues**-The entrepreneur skill among the students is developed through DLLE IOP and APY projects as well as lectures. For developing computer literacy in college nonteaching staff, computer science department designs need base course and workshop is conducted for the nonteaching staff.
- **Cross cutting issues relevant to Gender-**
- For searching the problems about the gender, college has carried out the gender audit.
- Women Grievances Committee is formed as per the guidelines of UGC consisting of one coordinator and two members and also one student representative. In our college the incidents of sexual harassment of women students are nil due to the discipline in the campus. Yet this cell interacts with women students at regular intervals to identify any sort of issues existing. The women cell is capable of dealing the cases very confidently with its team.
- For maintaining good health of women students College organizes the medical checkup camp.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 8

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 8

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 6.53

1.3.3.1 Number of students undertaking field projects or internships

Response: 48

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.26

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2	3	2

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 72.17

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
296	326	320	261	197

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
399	399	394	379	359

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 81.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
127	137	133	109	98

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The students enrolled in first year degree course are from diverse educational background. Some of them have obtained their school education from vernacular medium. These students are also from different socio economical background. This diversity makes students slow learner and advanced learner. The primary marker of identifying slow and advanced learners is marks obtain in the qualifying examination. The institution assesses the student's needs in terms of knowledge and skills before the commencement of the programme.

At the beginning of every academic year, the **orientation programme is organized by stakeholder committee** to make students aware of curriculum, co-curricular and extracurricular activities, examinations and method of evaluation.

The admission committee of the college interacts with students and provides guidelines to select elective options suited to their capacity and interests.

The IQAC allot the Students to each teacher under Student-guardian system. During the interacting sessions, the guardian teacher identifies the general abilities, talent, interest, grasping power, social traits, economical background etc. In this process the guardian teacher assesses the socio-psychological and personality traits.

The individual department conducts the lecture under Bridge course to all admitted students to fill up the knowledge gap between previous and present class.

Slow and advanced learners are identified through:

- Performance in previous qualifying examination
- Personal interaction of teacher guardian with the students
- The performance in unit tests, oral questions at the time of lectures and practicals.
- Personal interaction by the faculty

Strategies adopted for slow learners:

- Special attention is given to these students by teachers.
- Organization of bridge course to fill the knowledge gap between last class and present class.
- Remedial coaching is conducted at the end of syllabus.
- Some repetition practicals are arranged.
- Question bank and previous examination question paper sets are provided.
- Solved question papers of previous examinations are provided.

Strategies adopted for advanced learners:

- Additional intellectual inputs by the concerned teachers.
- The additional study materials provided by teachers
- Additional library books are provided by library.
- To improve the performance in the Examination special attention is given.
- Question bank and question paper sets of previous Examination are provided.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio**Response:** 17.93**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0**2.2.3.1 Number of differently abled students on rolls****Response:** 00

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The learning process is made more student-centric through the following ways:

- For making the learning method student centric, lectures are conducted by keeping in mind the levels of students. The seminars, assignments, tutorials, problem practice etc. are given to students for their improvement.
- The Central library with abundant books, Magazines, Periodicals, Journals and internet facility supports the students for independent learning.
- Informative lectures by experts from reputed institution are arranged for students to get better knowledge about various innovative fields.
- Visit to various Industries, academic institutes, Universities and National research institutions helps students to know about recent trends and technologies in the subjects.
- Experiential learning through study tours, field visits, preparation of herbarium sheets, active involvement of students in botanical garden development and maintenance, industrial visits and training and projects.
- Participation of students in laboratory preparations.
- Students are actively involved in preparation of field guide book-lets of native flora and fauna.
- Encouraging students to establish rare and endemic medicinal plant and butterfly garden.
- The organization of co-curricular, extra-curricular and extension activities are ensured, where the faculty members and the students interact informally, promote the collaborative learning.
- The students are encouraged to solve the problems in mathematics, physics, chemistry, biostatistics using graphical techniques and numerical analysis.
- Providing learner space in laboratory worksheets for narrating additional information about the practicals.
- Research projects: The students can undertake a research project
- The college participates in the Avishkar Student Research convention - State level activity organized by office of Chancellor every year. This inculcates and enhances research understanding and presentation of its outcome.
- Through Teacher -student Forum, the students are encouraged to take the research projects, to increase the presentation skills, research attitude. It also enhances the understanding of the particular topic in the subject. Faculty and students present their research projects.
- Students are supported by providing e-books, e-journals and subscription of books from other libraries on demand by the students. We also provide extra borrow card as well as book set to needy students.
- The institution is organizing physics festival, “String Universe” every year by inviting students from adjoining Junior colleges in which the following activities are conducted- lectures are delivered by renowned persons, quiz competitions, night sky observation, astronomical studies, games based on physics principles and demonstration of projects by students.
- Use of sophisticated laboratories to conduct practicals and examinations of skill based add on course.
- MOU with reliable laboratories

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**Response:** 100**2.3.2.1 Number of teachers using ICT****Response:** 41

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 18.38**2.3.3.1 Number of mentors****Response:** 40

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning**Response:**

- The traditional methods of teaching, like lecture method and interactive method, are still popular with the students and teachers but the institution has adopted and encouraged the use of new, innovative methods such as:
- **Demonstrations through films-** To bring in more clarity in learning, the science departments have prepared short films demonstrating some experiments. Before actual learning, the students are shown the film to make them understand the concept more clearly.
- **Audio-visual methods-** Since 7 classrooms and the seminar hall are ICT enabled. The departments have collected films and audio-video clips based on several topics in the syllabus. All the departments regularly use OHPs and LCDs as effective teaching-learning tool.
- **Study Tours, Visit to University departments and Industrial Visits-** As a part of experiential learning students are encouraged to visit various industries, national research institutes, university departments, professional and national laboratories to expose them to high-end instrumentation and research activities of current time in the field of basic and applied sciences and commercial organizations.
- **Classroom Seminars and Presentations -.** It has an internal component which includes project

work/ assignments by the students. The Boards of Studies have given a lot of liberty to the teachers to test the students. Classroom seminar is one such effective method practiced by Botany, Zoology, Physics, Computer Science, Chemistry and Commerce departments.

- **Group Discussions-** Formal Group Discussion activities are organized at departmental level and in Staff-PG Student research forum at institutional level. In this forum topic is presented and after presentation of topic becomes open for discussion.
- As a result of these innovations in teaching -learning practices the interest of students in learning has been enhanced. The interaction of students and teachers is found to be enhanced.

2.4 Teacher Profile and Quality

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

Response: 78.84

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 17.44

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	07	06	05	05

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.98

2.4.3.1 Total experience of full-time teachers

Response: 368

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 34.88

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	4	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.17

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

- The major evaluation reforms of the affiliating Mumbai University are adopted by the institution:
- The introduction of Credit based grading and semester system was implemented simultaneously at both the UG and the PG level, with the following features from 2011-12.
- In continuous internal evaluation 40 % weightage was given and 60 % to the semester end examination (up to 2013 - 14).
- From 2014-15, for UG the university has changed 40-60 pattern to 25-75 pattern. The internal examination consist choice based internal evaluation method viz. active participation in classroom interaction, home assignment, seminar presentation, group discussion, survey, research projects, viva voce, class test, surprise test, etc. The semester end examination is for 75 marks.
- From 2016-17, University has changed the exam pattern for UG as there is no internal examination the semester end exam is for 100 marks.
- For PG, according to university the institution is following 40-60 patterns.
- The declaration of Grade and the Cumulative Grade Point (CGP) by the end of every semester and award of degree on the basis of CGPA of all the semesters
- A specially designed Question Paper Delivery System where the University sends question papers online to be downloaded by the affiliating institutions by using authentic passwords.
- OMR system
- Clubbing of affiliated institutions in clusters wherein the lead institution is responsible for smooth conduct of university examination within the cluster.

Verification and Revaluation:

- As per the affiliating university norms, the facilities like verification, issuing of photo copy of assessed answer book on demand and revaluation are made available to students after declaration of results.

The evaluation reforms initiated by the institution on its own:

- Central assessment programme for F. Y. and S. Y. are strictly followed.
- Development of subject coding system for institution level examinations as per the University pattern.
- Apart from the University guidelines, institution conducts more unit tests, assignments etc. for evaluation as well as for more practice of writing answers.
- To make the examination system more transparent, the student representative is included in college exam committee.
- Paper moderation is practiced for F.Y. as well as S. Y. classes for transparent and accurate assessment.
- The CCTV system is effectively used for ensuring transparency in examination system proper vigilance and to check unfair means during examination.
- Providing Code numbers to the question papers for secrecy

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

- The examination pattern and system is implemented as per the guidelines of the affiliating University. Complete transparency is maintained during the course. The schedule of internal examination is prepared by considering the academic Calendar of College in the meeting of Examination Committee. Then examination department communicates the schedule of internal examination to the students well in advance.
- In addition to mandatory internal evaluation, each department conducts extra unit tests, assignments, seminars etc. The assessed write ups are returned to the students for further discussion.
- Facility of photocopy of answer book and revaluation facility is provided on demand.
- From academic year 2012-13 the university has changed the pattern of internal assessment from time to time, which is summarized in the following table.

Sr. No.	Academic year	UG		PG	
		Internal *	External	Internal *	External
1	2013-14	40	60	40	60
2	2014-15	25	75	40	60
3	2015-16	25	75	40	60
4	2016-17	25	75	40	60
5	2017-18	25	75	40	60

*unit test – Unit test - conducted in the given semester.

Assignment- One assignment based on curriculum assessed by the teacher concerned.

Projects – survey based as well as laboratory projects are given to students and their project reports are evaluated.

Viva voce – conducted during practical examination and project evaluation

Seminar – Seminar topics are distributed, students prepare synopsis which is evaluated and finally presented by using ICT tools.

Tutorial – based on problems theorems and concepts.

Overall conduct - Overall conduct as responsible student and articulation/ exhibit of leadership qualities in organizing related academic activities.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The college has grievance redressal cell and it is constituted as per **sections 56 read with sub sections (2) b of Maharashtra Public Universities Act 2016**. The management council of the University of Mumbai constitutes the students grievance and redressal committee to deal with the grievances of the students of the university of Mumbai and affiliated college. This cell resolves the grievances of students related to all examination, study and allied matters if any.

The college grievance redressal cell structure:

Convener :	Chairperson Examination
Members :	Heads of all Departments, Co-ordinator of all Chairperson of Unfair means Committee and general s

Power and Functions of the Committee

- 1) To receive the applications from the students and process that further
- 2) To attend to all matters relating to the grievances of the students
- 3) To entertain and consider the grievances of the students. It may hear the students in person.
- 4) To hear both the parties and settle grievances as early as possible
- 5) To provide oral advice to the students when it is sufficient to resolve the grievances.
- 6) To provide advice to the students through correspondence.
- 7) If the committee feels it is necessary to verify the grievances personally it may authorize any member or members of the Committee to visit the concerned establishment and find out the authenticity of the grievances
- 8) The committee shall not deal with sub-judicious cases
- 9) It shall make efforts to settle the disputes amicably whenever possible and report the same to Vice –Chancellor / Principal.
- 10) To prepare and submit the recommendations relating to the redressal of grievances of the students to the Vice-Chancellor / Principal for considerations and for taking such action as he deems fit; the decision

of the Vice-chancellor / Principal on such a report shall be final and binding.

11) To prepare, consolidate and submit to the Vice-Chancellor / Principal a general report regarding the working of the Committee during the previous financial year.

12) To perform such other duties and discharge such other functions for the purpose of effectively implementing these rules as the Vice-Chancellor / Principal may direct.

13) If it feels necessary the Committee may discuss before formulating its recommendations or before settling the disputes.

The college follows the same procedure for the college examinations conducted on behalf of the university.

- The students are required to register complaints in the prescribed format.
- The written complaints are submitted to Convener.
- The committee entertains written complaints.
- The committee then addresses the grievances and communicates to the concerned authority for a suitable action.
- The college helps the students in redressal of grievances related to the University and college examinations providing institutional support for follow up actions.

If the grievances are about university examinations then students can apply to Grievance Committee of University.

<http://archive.mu.ac.in/sgrcrules.pdf>

<http://mu.ac.in/portal/students-grievances-redrassal-committee-sgrc/>

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

IQAC of the college prepares the academic calendar well in advance at the time of commencement of academic year. The calendar outlines the schedule of semesters, class work, internal and external examination, Co-curricular and extra-curricular activities.

As per the academic calendar, the Examination Committee prepares the schedule of internal and other examinations, paper setting, central assessment programme and submission of results.

The commencement dates of internal examinations are displayed on student notice board as well as on college website. The examination committee according to the schedule of internal examination mentioned in academic calendar gives instructions about paper setting, conduct of examination, assessment and result preparations in time.

The performance of the students is assessed on continuous basis according to the guidelines given by Mumbai University. As per the University norms unit test, assignment, project, seminars, group discussion, Viva-voce, etc are organized. In spite of that the student's overall performance is also considered.

The result of internal examination is prepared and submitted to examination committee. The result sheet of internal examination is submitted online to the University. The result of internal examination is not disclosed prior to the declaration of final result of that semester examination. The records of internal marks of college examinations are kept in custody of examination department. The result is declared within 45 days from the date of last paper. The results are declared as per schedule mentioned in academic calendar.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of communication:

Program outcomes, program specific outcomes and course outcomes for some programs offered by the institution are prepared by Board of Studies of University. During the workshop on revised syllabus, the same are discussed by teachers and are given in the syllabus copy. The syllabus is published on website of University, which is accessible to all the students and teachers. The same is placed on college website for students, parents and teachers.

In case of some subjects offered by institution, Program outcomes, program specific outcomes and course outcomes are prepared by the concerned department and published on college website.

The Program outcomes of the programmes offered by institution are given in the college prospectus.

In the beginning of every semester, course outcomes are discussed in the class.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**Response:**

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are as mentioned below:

Method of assessment of POs / PSOs:

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods include internal and external evaluations or observations of student's knowledge or skills against measurable course outcomes. Throughout the semester the faculty records the performance of each student on each course outcome. Average attainment in direct method = University Examination (75/60%) + Internal assessment (25/40%).

Indirect assessment strategy is implemented by conducting Alumni Survey.

2.6.3 Average pass percentage of Students

Response: 84.52

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 202

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 239

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process**

Response: 3.73

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 11

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.2	0.6	6.8	0.4	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.2

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.93

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

Response: 14

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 75

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Our college is located in educationally backward and socio economically weaker area of the state. Harsh geographic conditions and lack of adequate infrastructural and support facility are the hurdles for the growth and development of the peoples in this area. It is our prime element of social consciousness to create and develop environment conducive for creation and transfer of knowledge.

Being an alone science college of the region, we decided to create scientific temperament in the peoples of the region through activity based creation and transfer of knowledge. In this regard we marched ahead with following steps of activities.

◦ Science Association:

It has been constituted in order to transfer of scientific knowledge, It works on objective 'To increase scientific literacy among the students and peoples of Dapoli and nearby rural areas.' The activities carried out are as under

- Lectures / slide shows / demonstrations on Scientific Subject.
- Various competition for High school students of tahasil.
- Talk Shows on current scientific events
- Academic Assistance for students appearing for various competitive examinations in science and mathematics

One of the prime activities of Science Association is **VidnyanJagar**: This is the science fair based on the theme 'To reveal and understand scientific principle through laboratory experiments' organizes every year for schools and citizens of Dapoli tahasil. During this event exhibition of scientific experiments, exhibits are arranged in which students and citizens will observe exhibit, perform experiments and reveal the scientific principles.

◦ DES – INSPIRE Camp

DES-INSPIRE INTERNSHIP CAMP is organised every year with due logistic and monitory support of Dapoli Education Society for students of 11th Science standard on parallel theme of DST-INSPIRE. Department of Science and Technology (DST), Govt. of India has initiated various schemes under INSPIRE (Innovation in Science Pursuit for Inspired Research) program of [DST](#) to attract and retain large number of students in basic science and to promote research One of the schemes is to organize

workshops for 11thstd students. The workshops are intended to expose students to the excitement and methods of science, research and innovation, just prior to the time when they make their career decisions (normally after 12th std). This camp is become helpful for 11th Science students of Dapoli and adjoining area.

◦ Incubation Center

We have started incubation center with name 'Center for Innovations & conversion of knowledge into wealth.' This center is started with aim to assist upcoming entrepreneurs by providing them knowledge assistance and create new entrepreneurs and nurture budding entrepreneurs of the region.

The center is working on following vision and mission statements

Vision of Cente: - To Reduce the gap between education & its applications.

Mission Statement: -

- To educate the students with necessary soft skills.
- To motivate the young talent of kokan to opt for entrepreneurship as one of the valid choice of career.
- To organize 'Entrepreneurship Awareness & Development Training Programs'
- To appreciate, facilitate & recognize achievements of micro, tiny & small enterprises
- To appreciate, facilitate & recognize innovative projects

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 11

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	2	2

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

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

Response: 4

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

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

Response: 0.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	8	5	7

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

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

Response: 0.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	9	0	4	4

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

There are mainly following extension activities

1.National Service Scheme

2. Department of Lifelong Learning and Extension (DLLE)

3. Culture Department

4.Science Association

5. Nature Club

6. Women Development Cell (WDC)

7. Disaster Management Group (DMG)

through which extension work of institute is held

Following are common values developed in students due to above activities

- Participation, courage and communication skill etc.,
- Self-control
- Co-operation, time consciousness, good manner, rational consciousness, obedience, regularity and sincerity.
- Unity in diversity.
- Self- discipline, self realization and control of senses
- Sportsmanship, team spirit and tolerance.
- 7. Control of speech.
- Cultural and moral values.

Values inculcating in students due to NSS , DLLE and WDC are:

- Students are enable to understand the community in which they work;
- They understand themselves in relation to their community;
- Students identify the needs and problems of the community and involve them in problem solving process;
- Students develop among themselves a sense of social and civic responsibility;
- Students utilize their knowledge in finding practical solutions to individual and community problems;
- Students develop competence required for group-living and sharing of responsibilities;
- They gain skills in mobilizing community participation;
- They acquire leadership qualities and democratic attitude;
- Students develop capacity to meet emergencies and national disasters;
- They practice national integration and social harmony.

Values inculcating due to Culture Department and Science Association

- To develop awareness about the harmful consequences of complicated situations and behavior.
- To avoid peer pressures
- To provide opportunities to express their own values and attitudes.
- To make them think critically and take right decision on problematic issues and to understand what values are, identify and share some of their values.
- To make the students examine the relationship between values and behavior, wants and needs.
- To learn that the way one spends one's time and resources indicates what one's values are.
- Spirit of enquiry and scientific temper

Through DMG imparting values in students are as follows

- Be truthful, upright and obedient
- Be punctual and well disciplined at all times

- Be human, cultured and compassionate
- Be respectful to your instructors, parents and fellow cadets.
- Be open and transparent in personal conduct.
- Be loyal and faithful to the organization you serve
- Always protect the weak.
- Spread the message of national integration.
- Promote social causes.

Nature club is benefitted to students in following aspect.

- Students become more enthusiastic and engaged in learning.
- Students to make connections and apply their learning in the real world, ecological and environmental issues.
- It promotes tolerance of different points of view and different cultures in Nature.
- Taking a class outside or bringing nature indoors provides an excellent backdrop or context for interdisciplinary learning.
- By exposing students to nature and allowing them to learn and play outside, which leads to develop sensitivity, appreciation, and respect for the environment.
- Healthy lifestyles are encourage
- Responsible action is taken to better the environment
- Students and teachers repo are empowered.

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

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	1

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 77

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	16	14	15	10

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 15.59

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	142	0	240

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 4

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 3

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution has adequate facilities for teaching and learning as per the minimum specified requirements by statutory bodies like classrooms, seminar hall, laboratories, computing equipment, instruments, apparatus and ICT facilities.

Building No.1 (MAIN BUILDING)

Sr. No.	Title	Area in Sq.Mtr.	
GROUND FLOOR			
1.	Class Room No.1	32.60	
2.	Class Room No.2	42.53	
3.	Laboratory 1(Chemistry)	134.00	
4.	Laboratory 2(Chemistry)	24.00	
5.	Laboratory 3 (Chemistry)	82.875	
6.	Laboratory 4 (Soil Testing)	24.00	
FIRST FLOOR			
7	Class Room No.3	32.80	
8.	Class Room No.4	15.05	
9	Class Room No.5	15.05	
10	Laboratory 5 (Botany)	41.80	
11	Laboratory 6(Botany)	108.00	
12	Laboratory 7(Zoology)	50.00	
13	Laboratory 8 (Zoology)	30.00	
14	Laboratory 9 (Zoology)	34.60	
15	Laboratory 10 (Microbiology)	58.52	
16	Laboratory 11(Comp. Science)	31.77	
17	Laboratory 12 (Physics)	33.53	
18	Laboratory 13 (Physics)	69.67	
19	Laboratory 14 (Physics)	22.94	
20	Laboratory 15 (Comp. Science) OSM	26.75	
SECOND FLOOR			
21.	Class Room No.6	79.0	
22.	Class Room No.7	148.00	
23.	Class Room No.8	35.67	
24.	Class Room No.9	70.60	
25.	Class Room No.10	27.00	
26.	Class Room No.11	20.50	
27.	Class Room No.12	47.20	

28.	Class Room No. 13	45.15	
29.	Laboratory 16 (Chemistry)	61.78	
30.	Laboratory 17 (Chemistry)	41.80	

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Garden Area

Sr. No.	Title	Area in Sq.Mtr.
31.	Botanical Garden	1672.25
32.	Butterfly and Insect Garden	111.48

Building No.5 (LIBRARY BUILDING)

Sr. No.	Title	Area in Sq.Mtr.
33.	Library	179.67
34	Seminar Hall	179.67

List of major instruments

No.	Name	Make	No.
1	Potentiometer	Equiptronics	7
2	PH Meter	Equiptronics	9
3	Conductivity meter	Equiptronics	7
4	colorimeter	Equiptronics	8
5	spectrophotometer	Equiptronics	1
6	spectrophotometer	Elico	5
7	spectrophotometer	Systronic	1
8	U.V., Visible Double beam Spectrophotometer	Systronic	1
9	Muffle Furnace		2
10	Incubator best quality		4
11	Oven		5
12	Ice Maker		1
13	Distillation unit (Still) 10 ltr.		1
14	Water bath 6 hole		2
15	Vertical Electrophoresis		2
16	Horizontal Electrophoresis		2

17	U.V. Trans illuminator		1	
18	O.H.P.		4	
19	Laminar air flow		1	
20	Centrifuge machine (Remi)		2	
21	Leica stereo microscope		1	
22	Microtome rotary Bestow	Besto	2	
23	homogenizer		1	
24	turbidity meter	Equiptronics	1	
25	centrifuge machine (5250RPM)	Remi	1	
26	Electronic balance(0.001m)	Contech	5	
27	Mini rotary shaker 425 x 425mm		1	
28	Autoclave		2	
29	Trinocular Microscope	Micron	1	
30	Travelling Microscope		5	
31	Spectrometer 6"		4	
32	C.R.O.		4	
33	Regulated Power supply		2	
34	Function generator		5	
35	Single glass distillation unit	borossil	2	
36	Compound microscope		115	
37	Goniometer		1	
38	Lee's disk complete app		1	
39	optical bench	Besto	1	
40	newton's ring microscope		1	
41	V.T.V.M.		10	
42	Ballestic galvanometer		2	
43	Monocular research microscope		1	
44	Hot plate		1	
45	A.A.S. 52/76 Double beam	Elico	1	

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LCD Projector Models and No. of LCD Projectors

- 1.Dell 1210S- 01
- 2.Dell 1450 - 03
- 3.Dell 1410X -05
- 4.Canon – 01

File Description	Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities**Response:**

The institution has adequate facilities for sports, games and cultural activities. As the college is in two shifts, play grounds, indoor sports facility is available from 7.30 am onwards; gymnasium is available from

early morning for all stake holders. For cultural activities class rooms are made available according to requirement for practice after college academic schedule. Kokane auditorium of Dapoli education society is available for cultural activities of college. This auditorium is having 700 seating capacity with 7050.00 sq. ft. area.

Following data include specification about area/size, year of establishment and user rate.

- College gymnasium is not only available for college students but is also made available for stake holders and citizens of Dapoli on demand.

Building No.4 GYMNASIUM, GUEST ROOM, VARIOUS OFFICES

Sr. No.	Title	Area in Sq.ft.	Area in Sq.Mtr.	Year of establishment	User Ra
1.	Gymnasium	570.00	52.95	2011	40/Day
2.	NSS Office	120.00	11.14	2011	10/Day
3.	Indoor Sports	120.00	11.14	2011	50/Day
4.	Sports Office	120.00	11.14	2011	05/Day

- Playground 1 is equipped with one Kho-Kho, one Kabaddi, one Volleyball court. Additional space is utilized for long jump, high jump, hammer throw, shot put, Langadi and other athletic events.
- Playground 2 is equipped with 100 meter, 200 meter running track which is also utilized for kho-kho, kabaddi and other athletic event throughout the year.

Play Ground

Sr. No.	Title	Area in Sq.ft.	Area in Sq.Mtr.	Year of establishment	U
1.	Play Ground No.1	25000.00	2322.576	2010	50
2.	Play Ground No.2	50000.00	4645.152	2012	50

- Seminar hall is made available for cultural events organized by college students and for cultural event practice sessions according to availability and requirement.

Building No.5 (LIBRARY BUILDING)

Sr. No.	Title	Area in Sq.ft.	Area in Sq.Mtr.	Year of establishment	User Ra
1.	Seminar Hall	1934.00	179.67	2014	25/ day

- College play grounds are frequently utilized by sports groups, organization and schools from Dapoli to conduct zonal, state level competitions.
- Jolly sports club hall and taluka sports centre which is near to college is made available for indoor sports events.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 84.62

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 64.6

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
32.42	56.72	59.99	25.99	46.61

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The library is partially computerized with KOHA, open source library management software with 3.14

versions. Computerized bibliographic information of books like title, author, publisher, edition, price, and supplier is generated with the help of this software along with details of book lending. OPAC (Online Public Access Catalogue) is a catalogue created by the library to search database of Library holdings with the help of open source library software KOHA. One can search the book by its Author name, Title, Subject. This software has capacity to generate history of book lending of every user. The record of book circulation is generated manually as well as digitally.

Six computers are kept open for accession of e-resources. Subscription of N-list Program provides 6000+ e-journals and 31, 35,000+ e-books. Teachers and PG students have access to

E-Content with the help of login id and password provided by service provider. User can get remote access to these e-resources by the help of login Id and Password.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Details of manuscript

Sr. No.	Title of manuscript	Publisher	Author	No. of copies	Y
1	Shringar Lata.pdf	Unknown	Sarveshwar Trivedi	1	U
2	Kalash Sthapan Prayog.pdf	Unknown	Unknown	1	U
3	Tripinda Shraddha Vidhi in Garud Puran.pdf	Unknown	Unknown	1	U
4	Vivah Karma.pdf	Unknown	Unknown	1	U
5	Yati Sanskar Vidhi.pdf	Unknown	Unknown	1	U


Details of rare books

Sr. No.	Title of manuscript	Publisher	Author	No. of copies	Year
13	Narsihama Puran.pdf	Unknown	Unknown	1	U
14	Padma Puran.pdf	Unknown	Unknown	1	U
15	Skanda Puran.pdf	Unknown	Unknown	1	U
16	Shiv Puran.pdf	Unknown	Unknown	1	U
17	Vaivat Puran.pdf	Unknown	Unknown	1	U
18	Vaman Puran.pdf	Unknown	Unknown	1	U
19	Varaha Puran.pdf	Unknown	Unknown	1	U
20	Vishnu Puran.pdf	Unknown	Unknown	1	U
21	Atharva Ved 1.pdf	Unknown	Unknown	1	U
22	Atharva Ved 2.pdf	Pt. Shriram Sharma Acharya(ed.)	Brahmavarchas, Haridwar	1	5th
23	Rig Ved.pdf	Unknown	Unknown	1	U
24	Sam Ved.pdf	Unknown	Unknown	1	U
25	Yajur Ved.pdf	Unknown	Unknown	1	U

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Details of special reports

Name of Book	Publisher	Author	No. of Copies	P
Kakodkar Committee Report on Higher Education on Quality Enhancement	. Atul Publications, Kolhapur	Sudhakar Mankar(ed	1	20
Takawale Committee Report on Reorganisation of Universities & Higher education structures	. Atul Publications, Kolhapur	Sudhakar Mankar(ed	1	20
Nigvekar Committee Report on Transforming Maharashtra Universities Act	Atul Publications, Kolhapur	Sudhakar Mankar(ed	1	20

Aggarwal Committee Report on Reforms in examination system of Universities	Atul Publications, Kolhapur	Sudhakar Mankar(ed	1	20
				
File Description		Document		
Link for Additional Information		View Document		

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above**

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2.1

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.64	1.39	2.01	2.71	1.75

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 8.12

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 63

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Wi-Fi and Internet Updation

Academic Year 2012-13 and 2013-14

Institution and administrative office was mainly depending on a Broadband Connection of 1.5MBps distributed via Local Area Network Consisting of Modem and Switches.

Academic Year 2015-16

Using the same internet broadband connection 7 Wi-Fi routers (having connection speed up to 72MBPS) were made available for using internet with Wireless Protected Access (using PSK-pre shared key) having connection speed of 72MBPS).

Academic Year 2016-17

In the academic year 2016-17, considering the increasing demand of internet, institution has additionally taken 6MBPS connection from private provider. The old connection of 1.5 MBPS was dedicated for administrative office.

Academic Year 2017-18

In academic year 2017-18 restructured local area connection to hybrid structure consisting of 2 switches and 9 Wi-Fi routers. Rather than 6MBPS connection, 10MBPS wireless connection was adopted by institution.

Currently institution has 2 internet connections

1. Broadband connection dedicated to administrative office.
2. 10MBPS connection for institution distributed via LAN and Wi-Fi routers.

4.3.2 Student - Computer ratio

Response: 15

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 4.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.66	5.77	3.06	2.73	1.46

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Policy details of systems and procedures

- For the systematic utilization and maintenance of college infrastructure various committees and departments play important role.
- Peon, assistant, attendant reports the problem related with the maintenance to head of committee or department
- Overview and decision of maintenance by respective committee in meeting.
- Major maintenance task reported to the principal for approval by head of committee/ department..
- Head Clerk of college office makes financial provision either from the college or from Dapoli Education Society and arranges internal or external agency / person to solve the problem.

Library

Librarian is the responsible person for the all activities in the library like purchase, book lending, stock keeping and maintenance of library infrastructure. Library advisory committee guide librarian time to time.

Sports & Gymnasium Facilities:

Head of Sports Committee is the responsible person for utilization and the maintenance of all infrastructure & equipment. Any Sports activity as well as utilization of any type of sports infrastructure and accessories will be done after prior permission of the same.

Computers and ICT Facilities:

Head of Computer Science Department is the responsible person for all electronic equipment's and networking in the college campus. Maintenance of all existing infrastructure is solely decided by Head of Computer Science Department.

Cultural Activities:

Head of the cultural department is responsible person for utilization and maintenance of all cultural properties. Financial provision made from fund of a college reserved for such things in a budgetary provision.

DLLE & NSS

Programme officer of DLLE and NSS are the responsible persons for maintenance and utilization of all infrastructure made available for these activities. Utilization of any equipment and accessories will not be made without prior permission of Programme Officer of NSS Department inside and outside the campus.

Classroom, Seminar Hall, Meeting Room:

Common Infrastructural Units like class rooms, seminar hall and meeting room etc. are in a possession of

college office. Head Clerk of the college office is responsible for utilization and maintenance of this infrastructure. Cleaning and regular maintenance of this infrastructure is carried out through office peons. Regarding any type of maintenance care taking office, staff, peons have to report to the head clerk.

Laboratories and staff room

Laboratory Assistant is responsible person for maintenance and utilization of laboratory equipments, apparatus and infrastructure. Regular cleaning and maintenance is carried out through laboratory attendant. Laboratory Assistant reports major tasks of maintenance to head of respective departments.

Canteen

Canteen facility infrastructure is kept in a possession of canteen contractor. College canteen advisory committee time to time monitor activities and maintenance and reports to principal office. Principal orders canteen contractor to make changes regarding hygiene, quality, maintenance and utilization of canteen infrastructure accordingly.

Girls Hostel

Girl's hostel infrastructure is in a possession of rector, Hostel warden and hostel superintendent controls and monitor utilization and maintenance of hostel infrastructure through hostel attendant.

Two peons are appointed to take care various gardens and plants in the college campus

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 18.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	163	132	119	108

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.63

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	16	17	14

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 32.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
278	309	195	116	132

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0**5.1.5.1 Number of students attending VET year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 27.37**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
33	49	55	49	45

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 23.05**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 56

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 10.38**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	02	02	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	12	14	10

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	04	10	00

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

- Institution is having an active student council.
- Members of student council include representation on different committees like cultural committee, NSS department, Sport committee, representatives of reserve categories are nominated by the institutional head and class rank holders.
- Every year students are informed through a notice regarding the formation of Students' Council under Section 40(2) (b) of the Maharashtra Universities Act, 1994. This notification is circulated class wise and displayed on the college notice boards.
- the students council actively participates in all institution events including gathering.
- The notification is issued with the signature of the Principal declaring the names of the students nominated on Students' Council at College Level.

- The last date to receive the nomination forms for the election of “General Secretary” at the college level is declared by notice.
- In the meeting, chaired by institutional head, the “secretary” is elected under section 40 (3) at college level and is then nominated on University Students’ Council.
- **Various academic and administrative bodies that have student representatives on them is as follows**

Academic Committees	No. of student Representative	Administrative Committee	No. of Representative	
Science Association	02	Internal Quality Assurance Cell (IQAC)	01	
Vidyarthi Kalyan Manch	01	College Development Committee	01	
Examination Committee	01	Admission Committee	02	
Library advisory Committee	02	Stake holder committee	02	
Nature club	02	Student Council	15	
Staff forum	01	Women Development Cell (WDC)	02	
Vangmaya mandal	01	Students Grievance Redressal Cell	01	
		Anti- ragging Committee	01	
		Cultural Department	02	
		NSS Department	02	
		NSS advisory committee	02	
		DLLE	02	
		Canteen advisory committee	01	
		Annual magazine Bahar	01	
		Girls hostel committee	02	
		College discipline committee	All student member	

- The student representatives play an active role in planning and implementation of the programmes.
- **The activities include-**
 - Student council members are involved in the preparation of the college academic calendar, Time table, departmental timetable,
 - Preparation of examination time table.
 - communication of welfare schemes to the students and providing optimum benefit to the needy students,
 - Planning and implementation of various NSS regular activities and special residential camping programmes,
 - Conduct of various activities of DLLE.
 - Planning for discipline in college premises and in girl’s hostel.
 - Organization of programmes of WDC in the campus.
 - Planning and management of Vidnyan Jagar and Inspire camp activity.
 - Entire planning and management of annual youth festival and its execution in well-disciplined manner.
 - Conduct of the selection rounds of various cultural competitions to participate in intercollegiate cultural competitions organized by the Student’s development department of Mumbai University.
 - Organizations of field visits and study tours.
 - Suggestion and recommendations of the different menu for the college canteen.
 - Planning and organization of sport activities.

- Maintenance of the College Gymnasium.
- Maintenance of the disciplines in the college premises.
- Preparation and Celebration of days of national importance as well as death and birth anniversaries of national leaders.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 7.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	06	13	06	06

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- The institution has formal registered Alumni association named '**Dapoli Urban Bank Senior Science college Maji Vidyarthi Sangh,**' Dapoli. (Applied for registration)
- It is an administrative committee of fifteen members.
- **It is registered with following objectives,**
 - To unite all ex-students of the Dapoli Urban Bank Senior Science college, Dapoli
 - To provide financial assistance to the institution to conduct cultural, academic, sports and social activities.
 - To organize and implement welfare activities and schemes for existing students of the institution.

- To organize cultural , social programmes and to provide financial assistance to the ex-students,
- To plan and organize get together of alumni.
- To arrange visiting lectures of ex-students and eminent speakers for the present students.
- To organize training programmes and workshops in the institution.
- To implement various schemes for the underdeveloped people of the society.
- To plan various schemes for educationally backward people and to provide help to the economically backward and promising students.
- To provide adult education, to open play group and nursery, primary and high schools to make the entire community literate.
- To provide computer and technical education to the students.
- To arrange different programmes like water literacy, plant conservation, blind belief eradication exhibitions, gathering at ground level members of the community to provide science education and to inculcate scientific approach among themselves.
- To provide assistance for the programmes organised by the government.

Alumni contributes significantly to the development of the institution through financial and non-financial means.

- The institution seeks advice on the academic and co-academic growth of the institution.
- The institution conducts meetings with alumni executive committee and involves them in planning, execution and review of academic and developmental activities.
- Some of the alumni are members of the IQAC and CDC of the college and they make their valuable contributions to overall progress of the institution.
- The alumni and the former staff are formally invited to attend every important function hosted by the college.
- The institution network and collaborate with alumni as follows -
 - Alumni associations meetings.
 - Alumni meet.
 - Executive council meetings.
 - Social ceremonies.
 - Seminars and workshops.
 - Extension activities.
 - Field and Industrial visits.
 - Invited talks and lectures.
- To offer financial support to the development of the institution, the Alumni Association named 'Dapoli Urban Bank Senior Science college ' Mazi Vidyarthi Sangh,' Dapoli has joint bank account in Bank of Maharashtra ,at Dapoli Branch. The bank account No, is.....This account is operated by the signatures of two persons.

As on today, Alumni association has contributed 27,500/- Rs. to the development of the institution.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)**? 5 Lakhs****4 Lakhs - 5 Lakhs****3 Lakhs - 4 Lakhs****1 Lakh - 3 Lakhs****Response: ? 5 Lakhs**

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response: 8****5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

- **Vision:** -To provide quality higher education, the prime element of regional and national development and to embed moral & ethical virtues in order to develop the students to prove themselves globally.
- **Mission Statements:-**
 1. To equip and empower students with relevant knowledge, competence and creativity to face global challenges.
 2. To endow the students through participation in curricular, co-curricular, extracurricular and extension activities.
 3. To inculcate values based on real life education.

The College is located in the rural and geographically hilly and educationally and economically backward area but still it is culturally, ethically and intellectually rich. Primarily the geographic location and harsh climatic and economic conditions were crucial hurdles to cross, to initiate the higher education for the students of this area. Due to which though intellectual and academic potential possessed by the students of the area had to stop the education in various levels which impeded educational growth in this area and hence region became educationally backward. Considering this need of this region the institute has stated with vision and is marching ahead with mission statements which are in line with intellectual potential and educational needs of this region. Majority of the students are from rural areas and from economically and socially weaker or minority sections of the society Majority of the students are girls. The College is catering to their needs. As a result, higher education has become accessible to educationally deprived section of the region. Since the establishment of our College, there has been discernible change in quality of life in this area. Visionary leadership identifies the educational need and established this institute with set of vision and mission documents and is progressing ahead in accordance with perspective plans which are developed and introspected time to time.

The College has started various academic programs and courses to deliberate need base education. In the College, Academic Cells, Co and Extra Curricular Committees have been established for smooth functioning planning and execution. The nature of all these are participative and performance is strictly adherent to vision and mission statements.

The Academic and Administrative policies and reforms have been planned and executed in tune with the vision and mission statements of the college. Care is taken that all stakeholder should represent in management and governance activities and are cognizant of the work expected from them. Disseminative but participative governance at every step from top managing level to bottom executive level is a key of work culture of the institute. Teachers and important stake holder play pivotal role in all the activities. All decision making bodies such as CDC, IQAC etc. have teacher representatives, the governing council of management is represented by principal as an academic person.

Institute has visionary management and leadership which set definite vision and mission documents and function with participative and decentralized governance involving all the stakeholders. Decision framing bodies have teacher representatives and all policies are strictly developed in line with vision and mission statement.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institute practices Participative style of Management seeking active participation of all the stakeholders in the planning and execution of it. The College has a well-planned, hierarchic organizational structure, with the functions and powers of functionaries clearly spelt out and accepted. The institutional policy is to allow total autonomy in teaching methods & administrative tasks, co-curricular activities etc.

Almost all the activities are carried out by Administrative and Academic Committees formed among the faculty wherein other stakeholders like students' parents and alumni are also involved. Decentralization ensures wider deliberations on the issues and maximizes acceptance. The participative decision-making ensures total participation of all concerned.

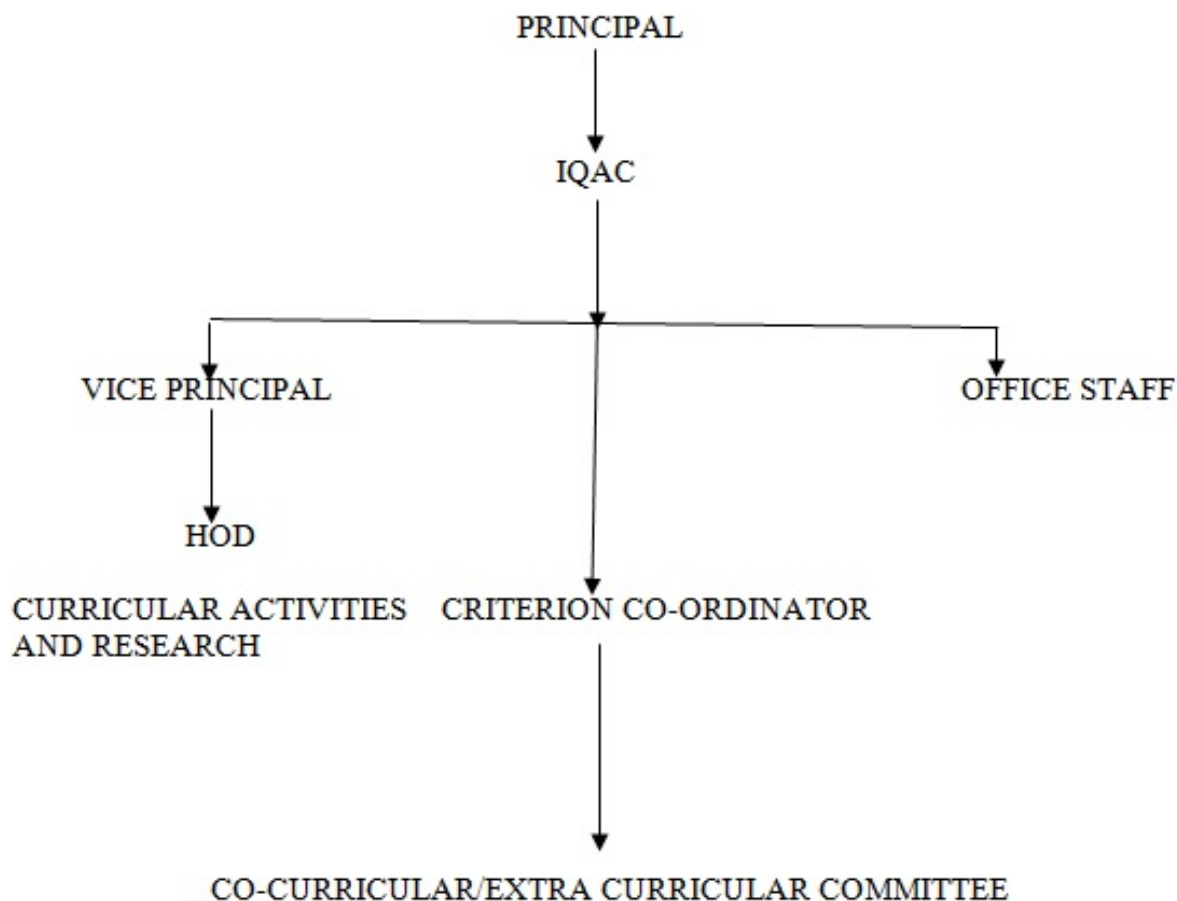
The de-centralization of administration has ensured the improved participation of the faculty and students.

Decentralization and Participative Management in Institutional Governance:

Institute has setup governance hierarchy with following objectives

- Effective utilization of human resource in curricular, co-curricular, research, extension and other activities
- Well directed efforts of planning of activities and their execution
- Object oriented efforts to achieve the goals of higher education.
- Dissemination and participative governance including participation of all the stakeholders
- Develops leadership at every level
- Inculcate managerial virtues among the students.
- To approach towards maximum fulfillments of various expectations of the stakeholder.

The hierarchical structure of Disseminative but Participative Governance in the institute is as follows



Participative Nature:

- Representation of all the stake holders in various committees including Student
- Stake Holders are involved in policy discussions
- In IQAC External members as a evaluators, student member involvement
- Time to Time meeting with Alumni and welcome of their suggestions
- Students are given representation in execution as well as decision framing of student related activities
- Structured Feedback from student & its analysis mechanism is present for Principal, Office Administration, Supporting Staff, Library, teaching staff.
- Time to Time Parents meetings are conducted

Out Comes

- Object Oriented Approach Hence No Deviations From Goals and Objectives hence more planned governance
- All Round Conduct of Activities
- Self-Audit of Criteria at Various Level (Criterion Committee, IQAC, Principal, Management)
- Self-Introspection of criterion and self-assessment
- Healthy Competitions of activities
- Participative Involvement : Self Motive

- Role of Higher Management Is to Co-ordinate the Activities and Provide Logistic and Moral Support
- External Evaluation System from third Eye
- NAAC Assessment preparation becomes easy.
- Convenient Hierarchy and hence Time Saving
- Leadership at various Levels:

Level	Responsibilities	
Governing Council of Dapoli Education Society	Final Decision making authority	
CDC	Responsible authority of overall conduct of institute	
Principal	Overall Administrator	
IQAC	Policy Developing Forum involving alumni, external peers.	
Vice Principal	Academic Administrator	
Criterion Coordinator	Leader of particular criterion with activity committees under his vision	
Activity Coordinator	Responsibility of particular activity	
Head of Department	Overall Administrator of Department	
General Secretary and Student Council	Student Representatives in college functioning	

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Perspective plan for five years (2013 to 2018) is initially prepared after considering the suggestions and aspirations of all the stakeholders like students, teachers, management, parents and alumni in the Academics, Infrastructure, Research, Co and Extra-Curricular Activities, Extension Activities, welfare scheme and Collaborations. Then draft of it is put for the discussion in IQAC meeting, where any modification and alteration suggested in the draft is incorporated and revised draft is put in front of C.D.C. for one more discussion and final approval. C.D.C. is decision making statutory body where plan is discussed and recommended along with assignment of executing person or committee to the Governing Body. Perspective plan for 5 years 2013-2018 is prepared and the approved in CDC meeting dated 26 September 2013.

Time to time execution of planned activities is introspected. If any deficiencies or any time delay are observed then it is compensated. All kind of materialistic logistic and other support is extended by parent body i.e. Dapoli Education Society. Action on Perspective plan and its proper execution at various levels is executed in each of the meetings of IQAC and CDC. The Final Compliance report of 5 year perspective plan is presented in CDC meeting 29 September 2017.

The Detail about planned activities and their execution with its time of implementation is observed in perspective plan and its compliance report respectively.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Hierarchy of Management:

Governing Body of Dapoli Education Society:

The Governing Body of the Dapoli Education Society controls finance and approves schemes of developments which are finalized in the meetings of CDC.

College Development Committee (CDC):

CDC includes members of all the stakeholders' management, principal, IQAC coordinator, representatives of teachers, non-teaching staff, students and alumni.

It is the policy making and executive body which monitors the entire academic and administrative functioning of the college on behalf of Governing body of Dapoli Education Society. This body accepts, approves and executes recommendation made by IQAC with required changes if necessary. It initiates the welfare schemes for employees. The other role of this body is to keep certain proposals regarding academic and administrative matters in front of IQAC for opinion. This level of management takes care of appointment of adequate and qualified teachers as well as non-teaching and office staff. It also looks after to provide necessary infrastructure for the college in concern with Governing body of Dapoli Education Society.

Second Level Management include

IQAC:

IQAC is formulated in our college as per guidelines of NAAC. This Committee includes representation of all the stakeholders. This is a forum where perspective plan and quality policies about academics, research and co and extracurricular activities have been finalized and are translated to lower management level and are monitored. The policy decisions are communicated to CDC. All the members express their views and opinions to develop perspective plan of the college.

Principal:

The Principal is the regulating and controlling authority of the institution, the administrative and operating decisions are taken jointly in consensus with the respective functionaries and authorities pertaining to admissions, infrastructure, academics, research, finance, industry linkage, student support, grievances of staff and students, quality maintenance and sustenance, teaching–learning process etc.

Vice Principal:

Vice Principal monitor all the academic and research activities regularly and also share administrative responsibilities in absence of principal

Third Level Management includes**Heads of Departments:**

The HODs occupy an important position in the general governance and administration of academic activities. These are the backbones of execution of academic administration.

Criterion Coordinators:

NAAC Assessment criterion wise committees have been formulated headed by criterion coordinator. This make possible to develop the policy and its deployment through various sub committees of co and extra-curricular activities.

Committees for Co-Curricular and Extra-Curricular Activities:

The committees design and carry out various activities that are in accordance with the policy of criterion committee and with goals of the institution.

Institute follows Service rules, procedures, recruitment and promotional policies laid down by University of Mumbai, Government of Maharashtra and UGC.

Grievance Redressal Mechanism: To solve grievances of different types at various levels following committees are constituted in the college

- **Grievance Redressal Committee:** To solve grievances of teaching non-teaching and office staff
- **Anti-ragging Committee:** This committee looks after any complaints pertaining to ragging,
- **Internal Complaint Committee:** This committee takes care of grievances of girl students' female staff.
- **Student Grievance Committee:** This committee redresses the student grievances.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Every constituted statutory body and executing working committees are functioning from policy framing to its execution as per their capacities and work together with co-ordination. In the hierarchy IQAC and CDC are policy framing statutory bodies of the institutions while Co and extra-curricular, extension and research committees etc. are executing working committees. IQAC and CDC develop policy and forecast roadmap of upcoming developments which is in line with vision and in accordance with academic growth and its requirement. IQAC suggestions are resolved it into policy document in the CDC and its execution responsibilities are assigned. As per guidelines of CDC through IQAC, working executive committees complete the task assigned. Role of Principal is pivotal and guiding through entire mechanism

Major Resolutions Decisions and action taken, completion reported in minute form as follows

Sr. No.	Name of Body or Committee	Resolution/Decision/Action Completion
1.	CDC	<ul style="list-style-type: none"> ◦ To start B.Sc. Physics ◦ To Add more number of Classrooms ◦ To Host intercollegiate cultural competitions elimination round ◦ To initiate INSPIRE INTERNSHIP CAMP ◦ To arrange teacher training program in association with Rambhau Mhalgi Prabodhini ◦ To start Soil Testing Laboratory and start collaborative activity of soil testing in association with state agriculture department which mobilizes the funds for the college
2.	IQAC	<ul style="list-style-type: none"> ◦ Suggested CDC to make resolution to start more P.G. Courses ◦ Suggested CDC to increase number of classrooms, increase area of canteen and restructure administrative block principal and Vice Principal Cabin ◦ Suggested CDC to improve IT infrastructure of the institute
3	All Academic Departments	<ul style="list-style-type: none"> ◦ Yearly Academic planning ◦ Syllabus distribution ◦ Teaching Plans ◦ Planning of workshop conference (if conducted by concerns)
4	Examination	<ul style="list-style-type: none"> ◦ Preparation of schedule of examination ◦ Conduct of examination ◦ Arrangement of CAP ◦ Declaration of Results of college examinations
5	Research	<ul style="list-style-type: none"> ◦ To guide for preparation and submission of Research Projects ◦ To initiate to start incubation center ◦ To mobilize efforts to improve number of publications ◦ To conduct interviews for research students for degree of Ph.D.
6	Executive Working Committees <ul style="list-style-type: none"> ◦ NSS ◦ DLLE ◦ Science Association ◦ WDC ◦ Nature Club ◦ Employment Cell ◦ Magazine ◦ Women empowerment cell 	<ul style="list-style-type: none"> ◦ Yearly Report

	<ul style="list-style-type: none"> ◦ Cultural ◦ Sports ◦ Canteen ◦ Campus Development ◦ Youth Festival ◦ Student welfare committee ◦ Maitri Gut (B.C.Cell) 	
7	<ul style="list-style-type: none"> • Library 	<ul style="list-style-type: none"> ◦ Policy of Book and Journal Purchase ◦ Other Activities and their outcomes

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Management and administration of the institute is of the opinion that healthy work culture resides in physically and psychologically healthy human resource. With this prime aim different welfare schemes are made available to teaching and non teaching staff and also provide recreation activities to upkeep the staff physically and mentally. These welfare schemes are designed in such a way that they will take care of financial help to needy staff, conducive environment for professional progress, motivation to academic upgrade, health of the employee etc. Staff Development Programs for the staff are conducted from time to time.

Welfare Schemes for Teaching and non-teaching staff

- A 'Credit co-operative society of teaching and non-teaching staff' is operative in the A. G. High School to assist the college employees to get financial support in case of emergencies or as and when needed. All teaching and non teaching staff members are regular members of the society. The society accepts deposits, monthly installments and provides loan up to 15,00,000/- to its members for ordinary purposes like home construction, vehicle purchase, wedding, medical treatment etc. It also provides an emergency loan up to Rs. 1,00,000/-
- The non-teaching staff has been made conversant with computers by giving them special training at IT center of the college.
- Safety workshop is arranged for the laboratory staff
- Free multigym facility for all teaching and non-teaching staff
- Periodic organization of Recreation programs for teaching and non-teaching staff and their families
- Provision of advances from management in case of medical emergency

- All kinds of logistic, material and administrative support to teachers to undertake and complete research projects
- Liberal leave policy and adjustable work responsibilities to teachers enrolled for Ph.D.
- Liberal leave policy and adjustable work responsibilities to non-teaching staff that are doing their academic upgradation.
- Liberal leave policy and adjustable work responsibilities to teachers and non-teaching staff who are engaged in social activities cultural programs and sport events.
- Availability of sports facilities and multigym facilities to family members of the staff.
- Structured salary with well-designed promotional policy for un-aided teaching and non-teaching staff.
- Unaided teaching and non-teaching staff is covered under pradhan mantri veema yojana , premium of it is paid by the institute.
- Staffs members have their meal in separate dining room in cafeteria.
- All teaching and non-teaching staff can avail of advances in emergency as against their salary
- Unaided staff members are offered same structure of vacation and leave policies.
- Teacher training program in association with Rambhau Mhalgi Prabodhini
- To organize Fire workshop for laboratory staff
- Health checkup camp for women staff.

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

Response: 20.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	8	12	3	4

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

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

Response: 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	3	1	1

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 11.93

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	9	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal of performance at end of every academic year gives chance to every employee to introspect him

or herself. It is an opportunity to employer to identify strong and weak working areas of individual employee and also to that particular employee. Depending on appraisal outcome individual can be advised with constructive suggestion to improve his or her performance. We have practise of appraisal system for teacher, non-teaching staff, office staff, librarian and Principal

Appraisal System for Teachers and Librarian:

Self-Appraisal by teaching staff in terms of API indicator format is mandatory. The teacher is required to fill up API form of his/ her self-evaluation in terms of API points every year. Self API point is claimed by individual teacher for teaching learning process, innovations in teaching learning, examination work, administrative responsibilities, co-curricular and extra-curricular activities, research project undertaken during the year. It also requires the teacher to state the papers published, paper presented in conferences and seminars, participation in refresher courses short term course and orientation programmes. After verification of factual things and documents, IQAC verifies the self-claim API and give suggestions to individual teacher and librarian.

The students evaluate each teacher every year, thereby evaluating their teaching abilities and performance. For this purpose, Students have to fill up individual 'Feedback' forms for each teacher. The questions are based on various parameters like punctuality, discipline, usage innovative teaching aids, percentage of interactive sessions conducted, explanation and understanding by the students, additional information beyond syllabus, availability and accessibility, counselling etc.

Librarian is evaluated by students for communication mechanism of new arrivals, display of any important notices, maintenance and upkeep of library, help provided to search e-resources etc.

Appraisal System for Lab Assistant and Attendant:

At the end every academic year appraisal form of individual lab assistant and attendant is filled by head of concern department in consultation with teachers of that department and submitted to IQAC for further processing. IQAC collects feedback of students about laboratory staff in general. After meticulous scrutiny of the forms collected from students and appraisal form given by H.O.D. IQAC advices certain suggestions to individual and interact with individual if necessary.

Appraisal System for Office Staff and Peons:

At the end every academic year appraisal form of individual office employ is filled by in charge of administrative office and submitted to IQAC for further processing. IQAC collects feedback of students about office administration and about office staff in general. After meticulous scrutiny of the forms collected from students and appraisal form given by office in-charge. IQAC advices certain suggestions to individual and interact with individual if necessary.

Appraisal of Principal:

The Principal is evaluated every year by most beneficiary stake holder i.e students, Principal is evaluated their administrative abilities and performance. For this purpose, Students have to fill up individual 'Feedback' forms for principal. The questions are based on various parameters like availability and accessibility for student, discipline, implementation of innovative ideas, readiness to solve any problem or grievances etc.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Every year internal as well as external audit of the institution is carried out. Khochare and Associates a chartered accountant firm is appointed for internal auditing. Assessment of grant component is carried out by Joint Director, higher education Konkan region panel. Internal audit is carried out yearly. At the end of every financial year balance sheet, income expenditure statement, assets and liabilities statement are prepared and are audited by auditors.

Utmost care is taken during finance mobilisation and its utilisation so that no any audit point should not be raised. But if some objection is found to auditor it is corrected with the help of internal auditor as per his advice.

Year wise summary of internal auditor and audit objections if any

Financial Year	Name of Auditor	Audit Objections	Settling Mechanism
2013-14	Khochare and Associates	Nil	N/A
2014-15	Khochare and Associates	Nil	N/A
2015-16	Khochare and Associates	Nil	N/A
2016-17	Khochare and Associates	Nil	N/A
2017-18	Khochare and Associates	Nil	N/A

- Audit of NSS activities is carried out separately.
- Audit of any funds generated through alumni and other philanthropic persons is carried out separately.
- Fund mobilised from UGC and other funding agencies for specific purposes are audited separately

File Description	Document
Any additional information	View Document

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

Response: 11.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.01	1.55	1.34	1.65	1.945

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Institute and parent management Dapoli Education Society jointly carry out efforts to mobilize the resources to run the institute progressively in long run. Initially perspective plan was developed, according to which budget for each activity is finalized and for the same resources are identified and mobilized. Resources required are of two types one is permanent and continuous, second one is incidental for specific reason. Institute has its own strategy to mobilize the funds, as a part of this strategy perspective plan has been incorporated the establishment of soil testing laboratory and to initiate its functioning in collaboration with state government agriculture department. Institute and Management jointly appeal to alumni to donate generously funds for infrastructural reforms going in the college and the result of it is positive and fund is generated at management office.

List of Resources

- Grant in aid
- Fee from self-finance courses
- Fee from grant in aid courses
- Funds generated from soil consultancy
- Donations from philanthropic persons
- Financial assistance from alumni
- Grant received from UGC under different schemes
- Grant received from state government under different schemes
- Funds from parent organization Dapoli Education Society

Optimum Utilization of Financial Resources:

Received funds from philanthropies are utilized for the purpose for which it is received. Use of fees and grants received are meticulous and their purpose is specific. Each and every receipt is audited against

purpose of receipt. All expenditure is made from the receipt collected under same head. If any additional funds are required, they are provided by Dapoli education society to compensate deficiency.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC is set up in the college as per norms laid down by NAAC for initiating and maintaining quality culture. Implementation of quality culture is a herculean task and alignment of all stakeholders in streamline action plan with well-directed motive requires initiation of even small but important steps. In the post accreditation phase initially we identify our strengths and also weak areas and then channelize efforts to overcome weaknesses and strength changes into power. For the same many quality initiatives are practiced within institution.

Few previous practices are modified while few practices are completely changed. Some of the quality steps as Bridge courses are formalized, playing national anthem in the institute, skill based add on courses have been designed and started, more efforts are initiated to maintain and enhance performances in sports and cultural, inculcation of research aptitude among students etc. But IQAC initiated two activities which are worth to mention are as under which significantly develop quality culture and to measure in terms of its outcomes.

1. Restructuring of teacher's Daily Diary:

Maintaining of daily diary by teachers was old practice of the institute, but it was a just record of lecture and practical conduct by the teacher. After thorough thought in IQAC it is now made comprehensive for an individual teacher. Following are the key features of restructured of diary.

- Diary is complete document of teachers performance of the year at different fronts
- It has become authentic document for PBAS of teachers and its scrutiny for API calculation
- It spells assigned academic and other responsibilities
- It records daily work in terms of teaching, research, administration and other activities performed by teacher
- Semester wise teaching plan can be recorded.
- It is a record of leave enjoyed and spells compensation of academic loss.
- It involves space to write examination related responsibilities.
- Separate column for use of teaching aids
- Teacher records administrative responsibilities and co, extracurricular and research activities
- Details mention by teacher should confirm regularly by H.O.D. and monthly by principal
- At the end of year PBAS form is filled in the printed proforma.

Outcome:

This practice is happily accepted by every teacher and maintains the diary daily. This diary was

appreciated by university committee members during CAS interview of teachers of our college.

2. Academic Audit:

Quality environment developed in the college functioning should be assessed by its outcome. It is necessary to checkup the developed quality practices results in fruitful outcome or it will be required modifying or changing. In this context IQAC after detail discussion come to conclusion that after periodic interval there will be an assessment of college functioning in terms of its academic, research, co as well as extra-curricular activities, extension activities etc. It is finalized in IQAC that academic audit of the institute is carried out twice in five year NAAC assessment period. For this audit renowned academic persons are called as an assessor for academic audit.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Entire academic activities are carried out for effective learning of the students. Effectiveness and outcome of the teaching learning process is periodically reviewed in the college. IQAC has established a methodology for periodic review of teaching learning process. Learning of the student is depending on several factors related to student. Most decisive factors for effective learning in order to achieve learning outcomes are Student's ability to learn, structure & methodologies of teaching learning process and psychology and mental condition of student due to socio economic background, environment for learning at home. Considering these aspects pertaining to student's learning process IQAC has designed following two methods for reviewing the structure methodology of operation and learning outcomes.

1.Method to review Student's ability to learn, structure & methodologies of teaching learning process

Marks in qualifying examination and marks in mid-year semester examinations are the indicators of the student's ability of learning. From these, slow and advanced learners are identified. For slow learners remedial lectures are arranged to cope up them with average students and advance learners are provided with more learning materials and informal extra coaching. This is practiced twice in an academic year. Slow learners are also provided counselling sessions to improve their academic performance. This method really helps to identify learning abilities of the students.

Teaching structure and methodology of individual teacher can be reviewed through student's feedback form. This form includes questions about structure and methodology of teaching learning process. Students give points on 4 point scale to these questions and also quote their verbal comments on the process. After meticulous evaluation of these forms, structure and methodologies of teaching learning process can be

analyzed.

2.Method to review psychology and mental condition of student due to socio economic background, environment for learning at home.

Second important factor which decides the outcome of teaching learning process is psychology and mental condition of student due to socio economic background, environment for learning at home. For the same teacher guardian system has been established by IQAC. Each teacher is assigned a group of not more than 15 students. For those students teacher plays a fatherly role and takes care of each individual problem arising due to different situations at home and at also various socio economic background of individual student. Guardian teacher is a counselor for those students and tries to resolve any agitated or depressed state of mind of the student due to any family problems or economic crunches. Guardian teacher is bridge between IQAC and student for assessment of students' performance and reasons of low outcome if any.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	2	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

After receiving grade card of NAAC second cycle, perspective plan is prepared after considering the aspirations of the all stake holders and suggestions of NAAC peer team. This plan spells about growth and improvements in Academics, Infrastructure, Research, Co and Extra-Curricular Activities, Extension Activities, welfare scheme and Collaborations. As per this plan following improvements have been made

- **Academic: -**
 - Commerce faculty has been started.
 - Started Physics subject at T.Y.B.Sc. Level
 - Started skills based add on courses.
 - Increased number of Teachers with M.Phil and Ph.D. as highest qualification
- **Infrastructural: -**
 - Added Classrooms required for increased academic growth.
 - Enhanced IT infrastructure.
 - Increased area of Physics and Computer Science Laboratories,
 - Renovated and altered in administrative block.
 - Restructured Principal and Vice Principal Cabins.
 - Constructed new building of canteen with separate and specious dinning facility for teachers and students
 - Constructed Seminar Hall.
 - Developed multi-gym facility.
 - Improved indoor and outdoor game facilities.
 - Carried Beautification of college campus.
 - Built up of guest house in the college campus.
 - Upgradation of botanical garden

- **Research: -**
 - Number of research project sanctioned for teacher is increased
 - Increased number of publications.
 - Students are participated and secured prizes in Avishkar – State level Student Research Convention.
 - Developed incubation center for budding entrepreneurs
- **Co and Extra-Curricular Activities: -**
 - Organized intercollegiate cultural competitions elimination round on behalf of Mumbai University
 - Hosted sports activities of intercollegiate level
 - Hosted Avishkar Student research convention elimination round
 - Participation and achievements in the sports are more than previous assessment period.
- **Extension Activities: -**
 - More outreach and extension activities conducted
 - Disaster Management group is started in the college.
 - N.S.S. Volunteers and program officer are awarded by university of Mumbai.
 - N.S.S. Volunteers and Program Officers are awarded in various national level camps.
 - Conducting INSPIRE INTERNSHIP CAMP every year.
 - Continue and enriched the activity 'Vidnyan Jagar'
 - Physics department organizes physics fest for every year.
- **Welfare Scheme: -**
 - Developed structure salary framework for unaided staff.
 - Arranged teacher training program in association with Rambhau Mhalgi Prabodhini
 - Organize Fire workshop for laboratory staff in association with Excel Industries Ltd.
 - Carried out computer literacy drive for attendants and peons.
 - Covered all the students and unaided staff under insurance cover.
 - Conducted more programs for women empowerment and health and hygiene of girls
- **Collaborations: -**
 - Started Soil Testing Laboratory and started collaborative activity of soil testing in association with State Agriculture Department which mobilizes the funds for the college
 - Increased collaborations with other educational institutes
 - Developed MOU with industries, private Labs, Health Centers etc.
- **Library**
 - Increased number of books in the library
 - Subscribed for more number of journals
 - Subscribed for more e-resource
 - Added new periodicals and magazines
 - Arranged stake in student friendly way.
 - Added number of computers for students in the library.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 20

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	4	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

- **“Women Empowerment”** is one of the best practices of our institution and its main motto or aim is to enlighten and empower all our women stakeholders by giving them optimum opportunities and platform for their progress.
- We take deliberate efforts to sensitize women in general and society in particular about the gender issues as well as to create a mental climate for ensuring gender equity and fully aware and of the countless psycho-social pressures which are deeply embedded in attitudes, practices and behavior patterns across the world and adversely impact the wellbeing of women.
- Being a rural college, more than sixty five percent of the students’ strength is shared by girls. Most of these girl students reside in adjoining villages and make up and down for college education.
- For enhancing women's economic status, skill development programmes are organized on behalf of Women Development Cell, NSS and other departments to ensure employability.
- The successful and eminent women were invited to deliver the lectures regarding Career

Development, Health related issues, Gender equality and their rights and duties to motivate and inspire the girl stakeholders.

- Equality, freedom and right to contribute the fulcrums which drive the activities of WDC. In this light, following practices are exercised.
- **Safety and security**

Health Check-up camps:

- Most of the girl students belong to the socio economically backward class and their health and hygiene is a matter of prime concern for us. Being a rural area, access to the expert doctors is not easy and also unaffordable. We have witnessed that many girl students suffer from anemia which affects their academic and co-curricular performance. Gross ignorance and lack of awareness about woman's health is a social tendency everywhere.
- The WDC is having a joint venture with the Walawalkar Multi-speciality Charitable Hospital, Dervan & Dapoli Homoeopathic medical college, Dapoli. Camps for hemoglobin and general checkup are organized and suffering students are treated under specialist. Treatment for minor problems is executed with help of local doctors associated with the college.
- To improve physical and mental health of the girl student and also to keep them ready for self defense following activities are conducted regularly
- **Yoga Training and Self-Defense**

Self-defense training programmes. Martial arts techniques like Judo, Karate and Taekwondo etc.

Counseling

- **Counseling programmes:** Varied lectures are arranged pertaining to welfare of women. In order to widen the vision of girls students various activities and programs are arranged
- **Promoting for Higher Education:**
 - Through counseling in junior colleges, conducting inspire camp, personal contacts, parent meetings, counseling against early marriages, financial help. These measures have increased enrollment of girl students.
 - Hostel facility to boost the girl students to have comfortable access.

Common room-

Specious common room is provided for girl students, equipped with sanitary pad vending machine and facilities personal health and hygiene. Girl common room is attached with toilet, bathroom, changing room.

7.1.3 Alternate Energy initiatives such as:

- 1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 26.14

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 3213

7.1.3.2 Total annual power requirement (in KWH)

Response: 12290

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 94.21

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 4912.32

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5214.25

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid& Liquid Waste Management

Bio Composting:

- **The Context**
- A large amount of floral waste and dry leaves was being collected from the college campus. This was being disposed off as bio-degradable waste. This helped to convert waste into a nutrient rich manure which could be used as a fertilizer for providing the basic nutrients like NPK for the growth

of plants.

- **The Practice:**

- In the institution the bio-composting process is carried out by making a bed of broken pieces of brick and baggase which was laid as a support structure for microbes to grow and as the initial source of energy (carbon source) for microbes. On the top of this bed, layers of floral waste was laid, followed by spraying of dilute suspension bio-culture after every 4 to 5 layers. On a day to day basis floral waste is added to the pit and a schedule of watering, mixing and addition of dilute bio-culture is being done on a regular basis.

- **E-waste collection:**

- An identity dedicated to recycle all such electronic waste which was used in college. E-waste deals with removal of all the hazardous material and use the recyclable materials like plastic etc back in industry.
- E-waste, is all the electronic and electrical appliances which have been used and no more in a condition to be used for which they were intended to.
- E-waste as well as the recycling process of e-waste that is carried out to recover the valuable materials out of it can be dangerous, as it pollutes the environment, if the process is not carried out properly.
- E-waste is comprised of the materials like lead, mercury and brominated flame retardants, to name a few which are hazardous in nature. So, it causes a lot of pollution in the environment when e-waste is getting recycled.

- **Process-**

- Notice regarding collection of E-waste was circulated in the college for all the students and staff members.
- Information regarding e-waste was provided to the students which included components of e-waste, its collection, separation and disposal.
- Two items were collected from each of the students and staff member and where deposited in college office and waste was further transferred to the company.
- The waste mainly consisted of Small and The Big electronic items like Computer peripherals like Pen drive, External Drives, USB, Chargers, Cables, Mini fans, CPU, Monitors, keyboards, Speakers, Remote etc. was collected in eco-bins kept in one room.
- Once collected all the waste was taken to special recycling centres in a proper way and processed by listed policy. Dangerous chemical like Phosphorus from Mobile screens and other such materials are removed and disposed accordingly and other helpful recyclable things like Metals (Aluminium and Copper from wire extracts etc) and Plastics are kept aside for reuse.
- The materials were transported to authorised factory premises.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- **Contour Trenches**

- College has constructed Contour trenches for rainwater harvesting. Which are constructed on hill slopes. The trenches break the slope at intervals and reduce the velocity of surface runoff. The water retained in the trench will help in conserving the soil moisture and ground water recharge.

- The size of the contour trench depends on the soil depth and normally we have constructed 30 to 45 cm depth and 100 cm width. The trenches may be continuous or interrupted and should be constructed along the contours.
- **Countour bund**
 - College has also constructed a counter buds for rain water harvesting and improving soil moisture in watershed for long duration.
 - The constructing bunds on the sloping ground all along the contour of equal elevation.
 - Flowing water is intercepted before it attains the erosive velocity by keeping suitable spacing between bunds.
- **Roof top rain water harvesting**
 - Roof top rain water harvesting system is installed in college building to recharge the well. Rain water is collected and is used a distilled water in Chemistry lab.
- **Trenches with recharge well**
 - The large quantities of roof water or surface runoff is available within a very short period of heavy rainfall, the use of trench/ pits is made to store the water in a filter media and subsequently recharge to ground water through old constructed recharge wells.
 - Recharge well size 30x17 feet is constructed to a depth at least 50 to 55 feet below the water level. well assembly is designed with slotted pipe against the shallow and deeper area.
 - A lateral trench was constructed 1 To 1.5 m width and 5 to 10 m length.
 - The single recharge well is constructed. The trench can be decided on the basis of water availability and local vertical permeability of the rocks.
 - The trench is backfilled with boulders, gravels and coarse sand to act as a filter media for the recharge wells.
 - Rain water is allowed to seep and store in ground tanks. The special tanks are designed by “Jalvardhini Pratisthan” Mumbai by using mesh fibres, jute, coconut coir, banana fibres etc. in order to store the rainwater. This water is then stored for a long time to be used in botanical garden. The ferro-cement technology is accepted throughout the world.
 - As rain water is considered as a “Gain Tool, Recharge, Retention and reuse of Rainwater through rain water harvesting is considerably important.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Say No To Plastic Drive (plastic free campus)

- The 'Say-No-To-Plastic' campaign was arranged by students in order to bring awareness among the local people about the harmful effects of plastic, which all the volunteers of Social Outreach attended. It was followed by street plays and alternative about plastic were explained. Also, there were counters where a making paper bag was taught to people and where alternatives to plastic were displayed.

Sr No	Activities	Year	No of Stud
1	Making of paper bags	26-27 Dec 2014	138
2	Plastic Awareness	19th Dec 2015	78
3	Lecture on plastic as Environment harm	2013-2014	69

- Ride your Bicycle to college**
- No vehicle day is celebrated every year, students and staff members arrive to college using their bicycle or by walk. Creating an initiative to avoid pollution and misuse of fossil fuel thus creating awareness among local people to make use of public transport.

Event	Year	Date
No vehicle Days & cleanliness days		
	2013-14	22th Dec.2013
	2014-15	19thJan.2015
	2015-16	24thDec 2015
	2016-17	21st Dec 2016
	2017-18	18thdec2017 &21stdec2017

- Our college celebrates bicycle day also to save environment. This is a brainier activity. Using bicycle to commute is another great mode of green transportation.
- Riding a bicycle instead of driving a car enormously contributes to ridding the atmosphere of green house gasses.

Although walking is a great green transportation mode, a bicycle has far reaching benefits because it's faster, plus it's in itself a form of workout.

- **Public transport-**
- Our institute provides student with concession on travelling passes for Maharashtra state transportation services .
- **Green landscaping with trees and plants:**
- College pays more attention to upkeep of a campus and also to maintain greenery in the campus.
- Initiative of green landscaping is carried out by college.
- Students clean up the college campus along with collection of dry waste and dumping it in compost pit. Staff members along with students planted number of tress along the college campus thus creating a green belt.

Programme	Year	Type of plants
Tree plantation		Endemic plants
	2013-14	
	2014-15	Endangered plant
	2015-16	
	2016-17	Threatened plant
	2017-18	Medicinal plant
		Spices and condiment

- **Paperless office-**
- Institute is circulating official notices through networking e.g -WhatsApp groups, E.mail or college website.
- The Different softwares are used for examination works.
- Biometric use to record the attendance of college staff.
- Student are enrolled through online application form

College also provides Transfer certificate, bonafied certificate through the office software.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.32

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.47	2.79	0.63	0.12	0.045

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 30

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	6	6	6

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 57

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	12	11	11	7

File Description**Document**

Any additional information

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff****Response:** Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website**Response:** Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	4	4	2

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

- The institute organizes National festival and birth / death anniversaries of the great Indian personalities.
- During Republic day and Independent day the college organizes flag hoisting and march of disaster management group in the college Premises.
- Our college celebrates National festivals such as 15th August Independent day, 26th January Republic day and 2nd October Mahatma Gandhi birth Anniversary.
- Thoughts of great Indian personalities sowed into the young minds through the exhibitions, Lectures and programmes conducted on the same days.
- The Disaster Management Group (DMG) of college are organized the pared and “Yad Karo Qurbani” programme at the time of the Independent day and Republic day.
- On the Savitribai Phule Birth anniversary college organizes the lectures of success women for motivations to the students to achievement of their goals.
- The head of the institute provides information related to different occasion.
- Every Academic year our Institute organizes the National festivals birth/death anniversaries of the great Indian personalities is given in the following table.

Sr. No.	National day and Birth /Date	Student	a
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	death anniversary		participated No.	
1	Savitribai Phule Birth anniversary	03 January	167	
2	Jijaumasaheb Birth anniversary	12 January	153	
3	Netaji Subash Chandra Bose Birth anniversary	23 January	157	
4	Chatrapati Shivaji Maharaj Birth anniversary	19 February	180	
5	Yashwantrao Chavan Birth anniversary	12 March	150	
6	Shahid Din	23 March	560	
7	Mahatma Jyotiba Phule Birth anniversary	11 April	150	
8	Dr. Babasaheb Ambedkar Birth anniversary	14 April	197	
10	Antiterrorism and antiviolence day.	21 May	145	
11	Maharana Pratap Singh Birth anniversary	28 May	120	
12	Ahilya Devi Holakar Birth anniversary	31 May	160	
13	Rajarshi Shahu Maharaj Birth anniversary	26 June	176	
14	Vasantrao Naik Annniversary	1 July	146	
15	Lokmanya Bal Gangadhar Tilak Birth anniversary	23 July	164	
16	Sahityarattanya Annabhausahe Birth anniversary	1 August	160	
17	Kranti Sigh Nana Patil Birth anniversary	3 August	120	
18	Sadbhawana day	20 August	700	
19	Pundit Dindayal Upadhyay Birth anniversary	25 September	123	
20	Mahatma Gandhi Birth anniversary	2 October	178	
21	Lal Bahadur Shastri Birth anniversary	2 October	145	
22	Maharshi Valmiki Birth anniversary	5 October	124	
23	Dr. A.P.J. Abdul Kalam Birth anniversary	15 October	178	
24	Indira Gandhi Death anniversary and National sankkalpp day	31 October	154	
25	Vallabhabhai Patel Birth anniversary and National Unity day	31 October	159	

26	Pandit Nehru Jayanti	14 November	156	
27	Indira Gandhi Indira Gandhi and National Integrity day.	19 November	150	
28	Constitution day	26 November	180	
File Description		Document		
Any additional information		View Document		

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Academic Transparency

- Academic calendar is prepared at the start of semester, in which include the various teaching plan, plan of co- curricular and extracurricular activities and is made available to students and staff.
- The academic calendar includes the most probable dates for all activities to be conducted in the academic year like theory exam, internal exam, sports, youth festival etc.
- Each Department provide the Departmental activity which is mention on departmental Notice board.
- Institute is not biased on any student.
- Each department submit assessment, result to the administration within prescribed period.

Administrative Transparency

- Institute's general admission to various classes will start immediately after the declaration of the results of the relevant board/ college/ university examination as per the notification from authorities.
- Admission is as per merit and other norms as laid down by the University and Government from time to time.
- The Principal reserves the right to amend/ modify the guidelines regarding admission as and when such amendments/ modification are received from the Government/ University or the Management as the case may be. This will be notified on the College Notice Board and college website at the time of admission.
- Institute provides course objectives, outlines and schedules at commencement of academic period also exam fees, time table, exam related criteria or any other workshop information are provided to the student by circulating/displaying notices on college website.
- Institute display information about various college and government scholarship ,regarding form and criteria on user prospectus, notice board and website.
- **Financial Transparency**
- Whenever admission of the U.G or P.G Science and commerce start the prescribed fees or deposits etc. accepted in the form of DD/ Bank pay order or by cash.
- The students or parents are ensured by stamped receipt immediately after any payment is made.
- The rules relating to refund of fees after cancellation of admission as per the university of Mumbai circular no. UG/412.

- This institute also provide various workshops to the other colleges/students, at that time the registration fee was taken and the participants were ensured by the stamped receipt.
- Those students fulfil the criteria of college and government scholarship, they get amount of scholarship in their bank account.
- **Auxiliary Function**
- Institute has arranged various programs like Alumni get together, gathering, days celebration, parent meeting, parent counselling in which every students allow participated in various programs and functions.
- During Alumni get together past students were ensured by giving information about infrastructure, success stories, college results, progress, performance, future plans of college.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE-I

1. Title of the Practice:- Extension Activity 'Vidnyan Jagar'

- To inculcate scientific temper among citizens and reveals facts through science
- Enhance interest in the science among students in order to retain quality human resource

1. Objectives of the Practice

Objectives of Practice:

- Development of scientific temper among students and citizens.
- Organization of quiz, model, essay, poster competitions for school and college students.
- To arrange scientific lectures slide shows etc. for society
- To arrange exhibition of scientific experiments in which nearby school students avail laboratory space and college students who works as a volunteer can understand the basic concept through experiential learning.
- Organization of DES-INSPIRE Camp for 11th std students with main intention to expose them to the excitement and methods of science, research and innovation in order to attract and retain them in the field of basic science.

1. The Context

- College is situated in the educationally backward area. Schools in the vicinity lack laboratory facilities. College organise exhibition of the experiments based on school science syllabus. During the visit students get hands on exposure to innovative, informative, interactive and interest creating experiments and also learn scientific principles and laws. This exhibition is open to all citizens.

- To attract and retain quality human resource in the field of basic science and research is an important issue of the present days. To address this problem we are targeting students of 11th science classes of junior colleges in Dapoli and adjoining tehsils. Every year college organise DES-INSPIRE camp on parallel theme of DST-INSPIRE on its own cost. It is intended to expose the students to the excitement and methods of science, research and innovation, just prior to the time when they make their career decisions in the field of basic science and research.

1. The Practice

Vidnyan Jagar is yearly practice under which following activities are conducted

- **‘Vidnyan Jagar’ Exhibition**

This exhibition is organized on the theme ‘To reveal and understand scientific principle through laboratory experiments.’ College students demonstrate each experiment and exhibit during exhibition. This helps the students to understand basic principles and concepts of the subject through experiential learning. Students of invited schools perform experiments and see exhibits mentioned in their science syllabus. Local peoples who are visiting the exhibition understand basic scientific terms and themes.

- **Model, Essay and Poster competition for students**

Model, essay and poster competitions were organized for school students of Dapoli. Model competition is based on scientific principle whereas essay and poster competitions are based on different scientific topics.

Quiz Competition

Interschool and inter junior college quiz competition are organized. Single team of every school and junior college participate in the quiz. Winner and runner up team was rewarded with prizes.

- **Organization of lectures and Hands on sessions**

Lectures and slide shows are arranged in order to translate recent developments in the science and also to prepare scientifically literate human resource. Eminent personalities are called for lectures and also for hands on sessions.

DES - INSPIRE:

DES-INSPIRE INTERNSHIP CAMP is organised every year with due logistic and monitory support of Dapoli Education Society (DES) for students of 11th Science standard. The activity is based on theme of DST-INSPIRE (Innovation in Science Pursuit for Inspired Research) to attract and retain large number of students in basic science and to promote research in basic science. This camp includes lectures of eminent educationalist & researchers, practical sessions, hands on sessions like making of scientific models / toys etc. Resource persons for lectures and hands on sessions are invited from reputed institutes. Some of them are listed below. Students of 11th science from junior colleges located in Dapoli, Khed and Mandangad tehsils are benefited by this activity.

Name of Resource Person	Topic	

Professor Vishwas. A. Bapat	Highlights of Recent Research in Biotechnology	
Shivaji University, Kolhapur		
Dr. Raju Pawale	Problem Solving Strategies	
Department of Mathematics		
University of Mumbai		
Dr. Uday Desai	Promotion of Research and Innovation	
Department of Chemistry		
Shivaji University, Kolhapur		
Dr. A.A.Natu	Opportunities in Basic Sciences	
(Founder Director IISER Pune)		
Dr. Apurva Barve	Bacteria for Mandate	
IISER Pune		
Dr. Ashok Rupner	Making of Scientific Models (Hands on Session)	
IISER Pune		
R. D. Kawathekar	Making of Scientific Toys (Hands on Session)	
Pendharkar College Dombivali		

1. Evidence of Success

Success of this practice is measured on following grounds

- 1. Feedback of participating school students:** Formal feedback of exhibition, competition and INSPIRE is collected.
 - Feedback for Exhibition: All visiting students happily submit their feedback as majority of students have never visited the laboratory before. They get chance to perform the experiments which are the part of their curriculum. Also they understand concepts and principles of various science subjects through exhibits and interactive experiments.
 - Feedback for INSPIRE: From feedback it reveals that INSPIRE camp is highly benefited for students. This camp not only enhances their understanding and knowledge, but motivates them to make career in basic science. One of the INSPIRE candidate obtained his career path in basic science after H.S.C. due to motivation through INSPIRE.
- 2. Feedback from School Teachers:** Participant teachers shared that every year their students are excited and eagerly waiting for exhibition and INSPIRE Camp.
- 3. Feedback from Public:** Local public is also curious about exhibition. The exhibition adds new scientific information every year.
- 4. Experience of Organizing Students:** Organising students develop several skills such as leadership, teamwork, public speaking, social communication etc.

1. Problems Encountered and Resources Required

Problems Encountered

- All the activities of this practice are of large scale and hence required more human resource and financial resource. Human resource is available in the form of college students but to mobilize funds for these activities is a herculean task.
- For DES-INSPIRE camp, Dapoli Education Society provide finance but which is not meeting with the expenses incurred.
- All these activities required more man hours and which find difficult to invest by students and faculties in this semester based examination system.
- These are sustained activities and hence every year there is search of new ideas for exhibition and new resource persons for INSPIRE in order to maintain novelty in the activities.

Resources Required

- Enthusiastic Human Resource
- Financial Resource
- Incubation of innovative ideas
- Well Learned Faculty Resource for INSPIRE
- Logistic Support

But till date on overcoming problems and generating resources this activity is successfully and popularly organized every year.

BEST PRACTICE-II

Title of the Practice – Women Empowerment

Objectives of the Practice

- To promote a culture of respect and equality for female gender.
- To create social awareness about the problems of women in general and gender discrimination in particular.
- To encourage and boost confidence of girl students through participation in workshops and Co- and Extra-curricular activities
- To make girl students realize necessity of physical health, composed minds, mental wellness and importance of food and nutrition.
- Women literacy and awareness drive about impacts and alternatives of fire wood.
- To make students aware of sexual harassment.
- To prepare girl students to handle all forms of harassment and ensure their safety in the society.

Context-

‘There is no tool for development more effective than the empowerment of women’ - Kofi Annan

In our college there is significant number of students coming from villages around Dapoli. Most of the girl students are from socio-economic and educationally backward and/or minority community. Some sections of rural society still assume education to girl is wasteful, as they take away the skills acquired to their new families. This forms the basis of poor appreciation of female education and empowerment by parents and society.

Conventionally girls underestimate themselves and their self confidence becomes low. In the battle of life academics as well as various other virtues such as self confidence, firmness about our true feelings and findings, courage, knowledge of social issues etc. are necessary.

Hence, to materialize the objectives, Women Development Cell (WDC) of the college works at institutional level and the NSS unit undertakes programmes of community benefit.

Practices-

1) Facilities in the college with special reference to women stakeholders:

Ladies Hostel for girl students, staff and working women providing basic amenities for living, dining and recreation; Ladies Common Room; Sanitary Napkin Vending Machine etc.

2) Activities conducted By WDC:

Sr. No.	Activity/Practice	Year	Subject/Topic
1.	Open Discussion	2012-13 and 2013-14	<ul style="list-style-type: none"> • Discrimination • Menstrual problems • Dress code • Eve-teasing • General fear about males • Personal and public hygiene etc.
2.	Suggestions and Social awareness	2012-13 and 2013-14	<ul style="list-style-type: none"> • Public display of women related laws at various • Written statement to ST Corporation, Dapoli for reserved seats for women in ST buses. • Letter to Dapoli Nagarpanchayat regarding need for women in the central part of Dapoli city. • An audio-visual short film on fire wood health front of villagers.
3.	Lectures and interactive sessions	2012-13	<ul style="list-style-type: none"> • Mr. Shivajirao Pofale, IPS, Dapoli Police Station <p>Topic: ‘Women abuse: prevention and action against’</p> <ul style="list-style-type: none"> • Mrs. Prajakta Gadre (Black belt holder)

Topic: **self protection.**

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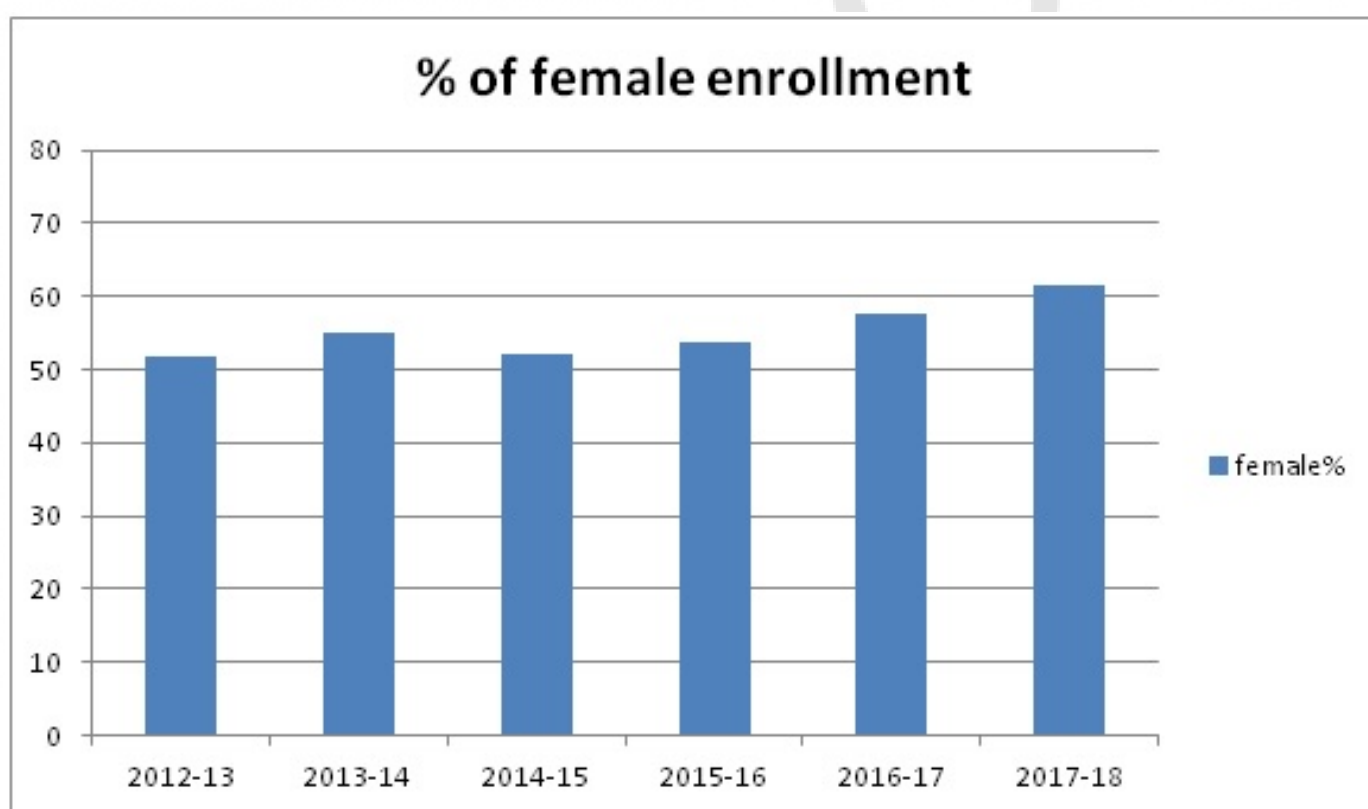
		2013-14	<ul style="list-style-type: none"> • Mr. Vivek Kashikar, A renowned social worker <p>Topic: 'Friendship Day: Naate Maitriche'</p>	
		2014-15	<ul style="list-style-type: none"> • Mrs. Dhanashri Dandekar, (Well known psychologist) <p>Topic: 'Women Empowerment'</p>	
		2015-16	<ul style="list-style-type: none"> • Mr. Uttam Patil, (Varadkar Belose College, Dapoli) <p>Topic: 'Life and foresight of Jijau Masaheb'</p>	
		2016-17	<ul style="list-style-type: none"> • Mrs. Parchure K. R., Convener, ICC, <p>Topic: Vishakha Guidelines and UGC regulations</p> <ul style="list-style-type: none"> • Dr. Manasi Jatkari –(Diet and Nutrition Counsellor) <p>Topic: Diet and Nutrition</p> <ul style="list-style-type: none"> • Mrs. Kranti Jejurkar, Founder, WDC, Univer <p>Topic: 'Gender equality and role of WDC'</p> <ul style="list-style-type: none"> • Dr. Prerana Dahiwalkar, ICS College, Khed <p>Topic: Uncommon story of a Common lady: A journey to a Doctorate</p>	
		2017-18	<ul style="list-style-type: none"> • Miss Swati Sonawane, (B.K.L. Walavalkar H <p>Topic: 'Diet and Problems of adolescent girls'</p>	
4.	Competitions and Presentations	2012-13	<ul style="list-style-type: none"> • Debate competition 	
		2013-14	<ul style="list-style-type: none"> • Poster making and display • Skit play on female foeticide 	
		2014-15	<ul style="list-style-type: none"> • Slogan competition 	
		2015-16 and 2016-17	<ul style="list-style-type: none"> • Poetry recitation 	
5.	Work shops	2014-15	<ul style="list-style-type: none"> • Paper bags making 	
		2015-16	<ul style="list-style-type: none"> • Rajasthani arts and crafts 	
6.	Health check-up camps	2016-17 and 2017-18	<ul style="list-style-type: none"> • In collaboration with Dapoli Homeopathic Medical staff and students 	
		2017-18	<ul style="list-style-type: none"> • Three days residential camp in collaboration with Hospital, Dervan 	

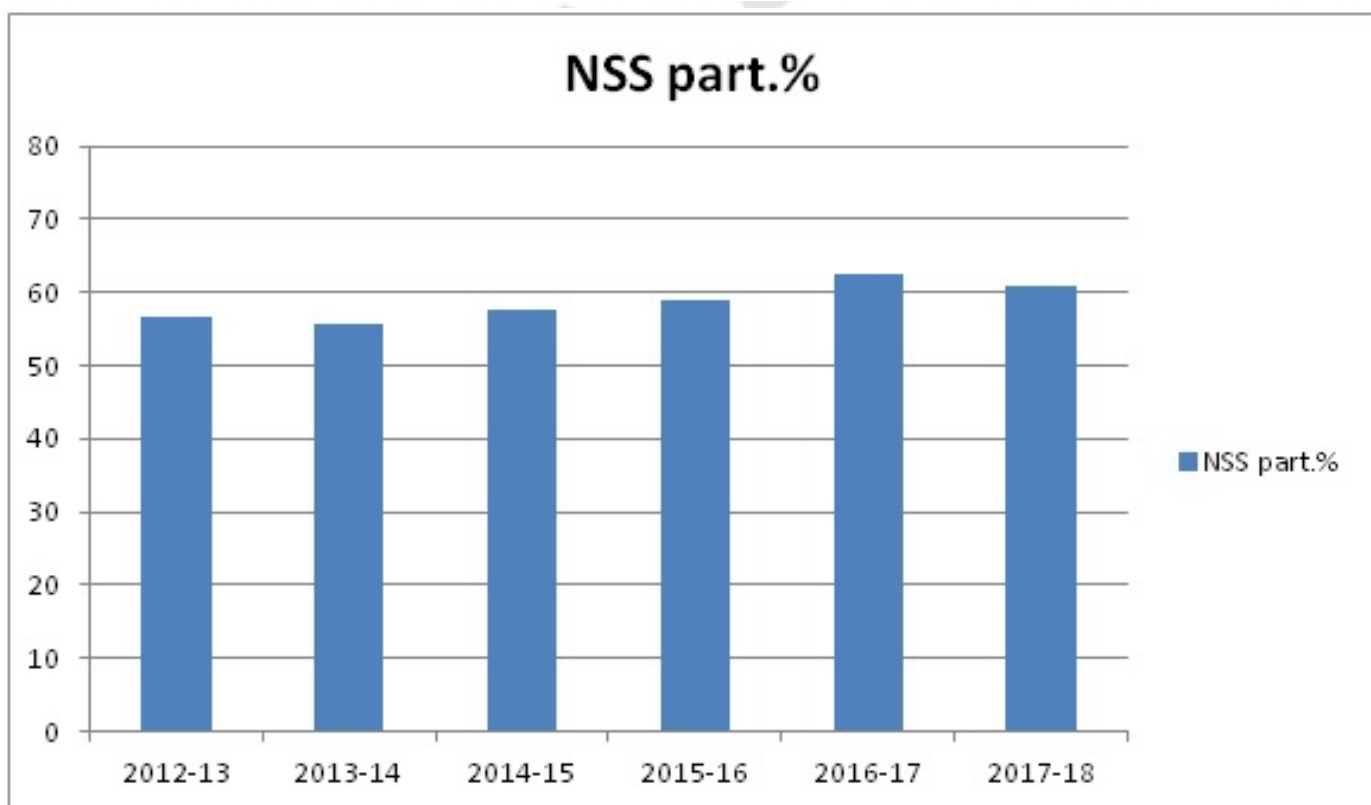
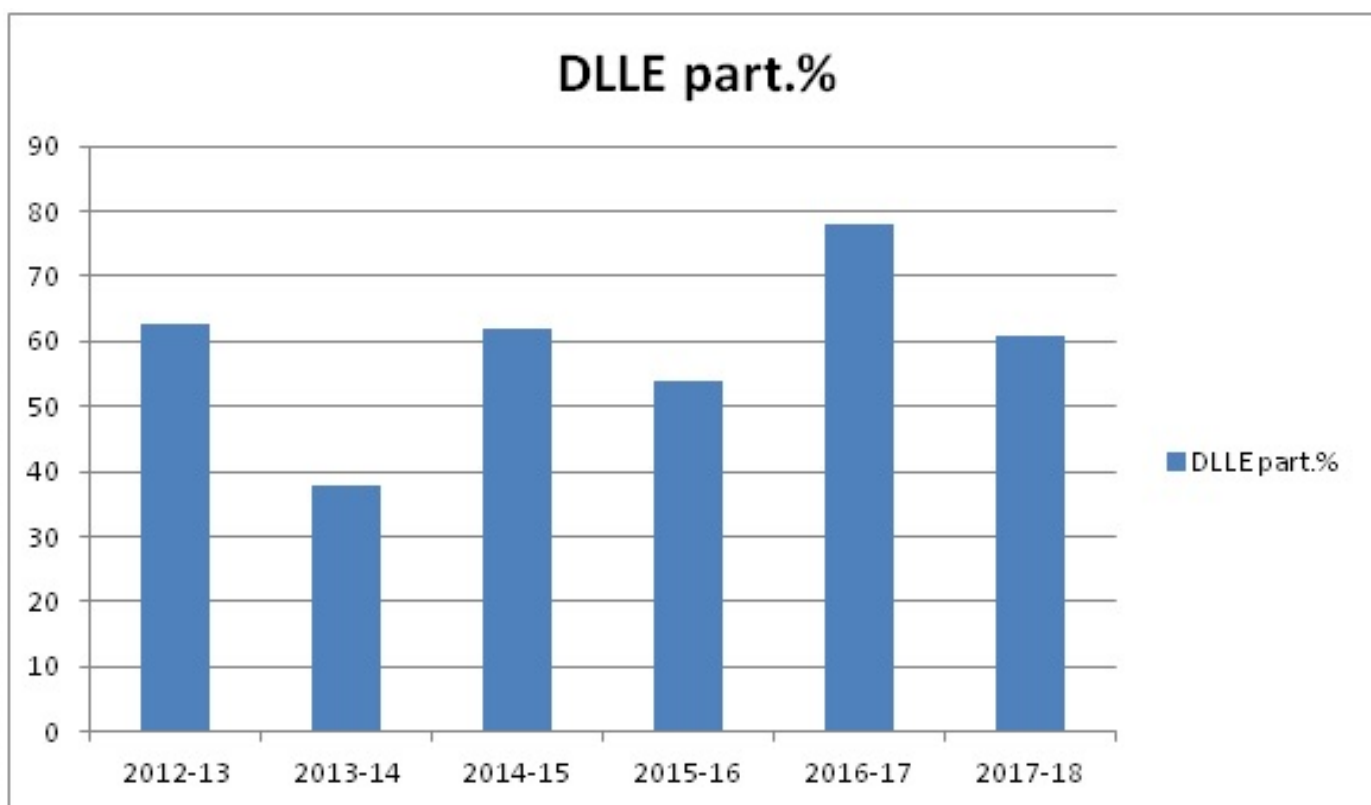
3) Women Empowerment through NSS:

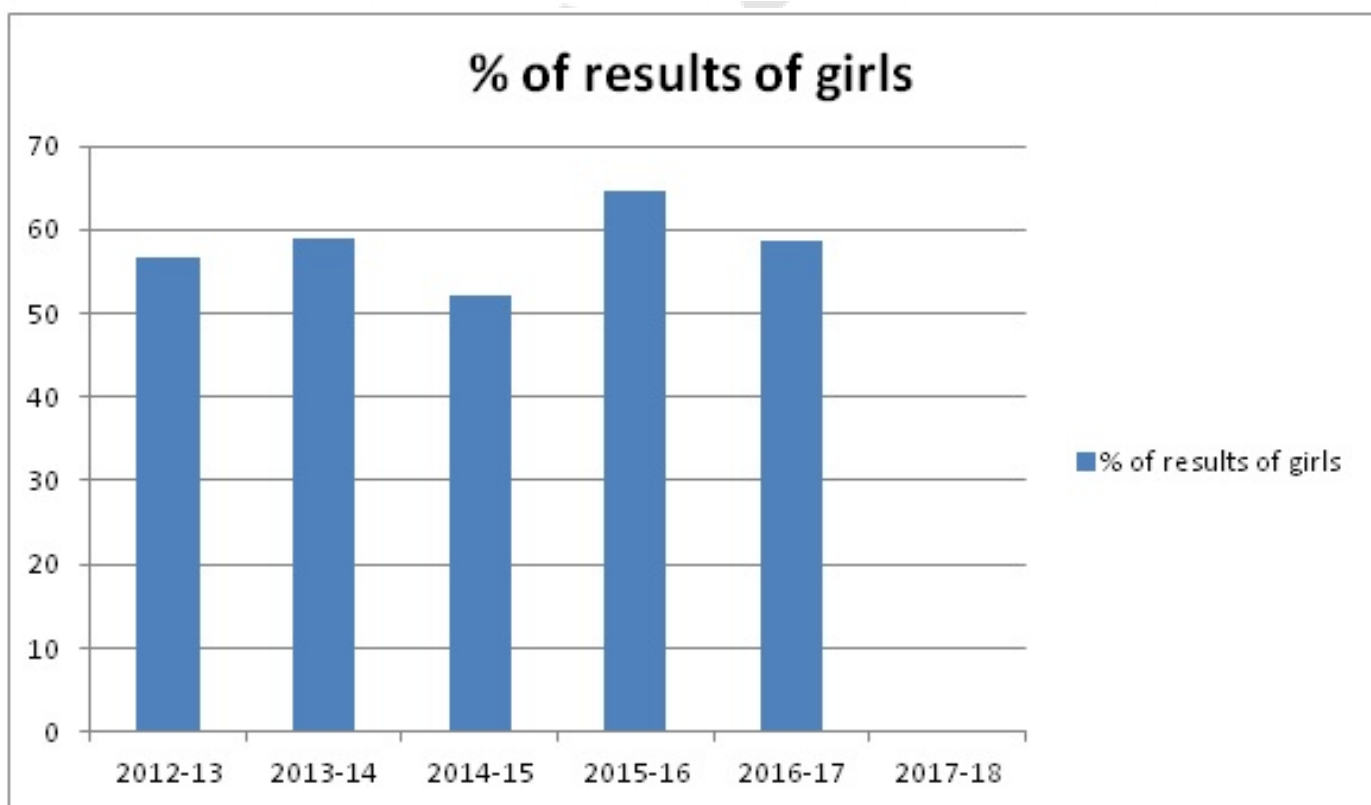
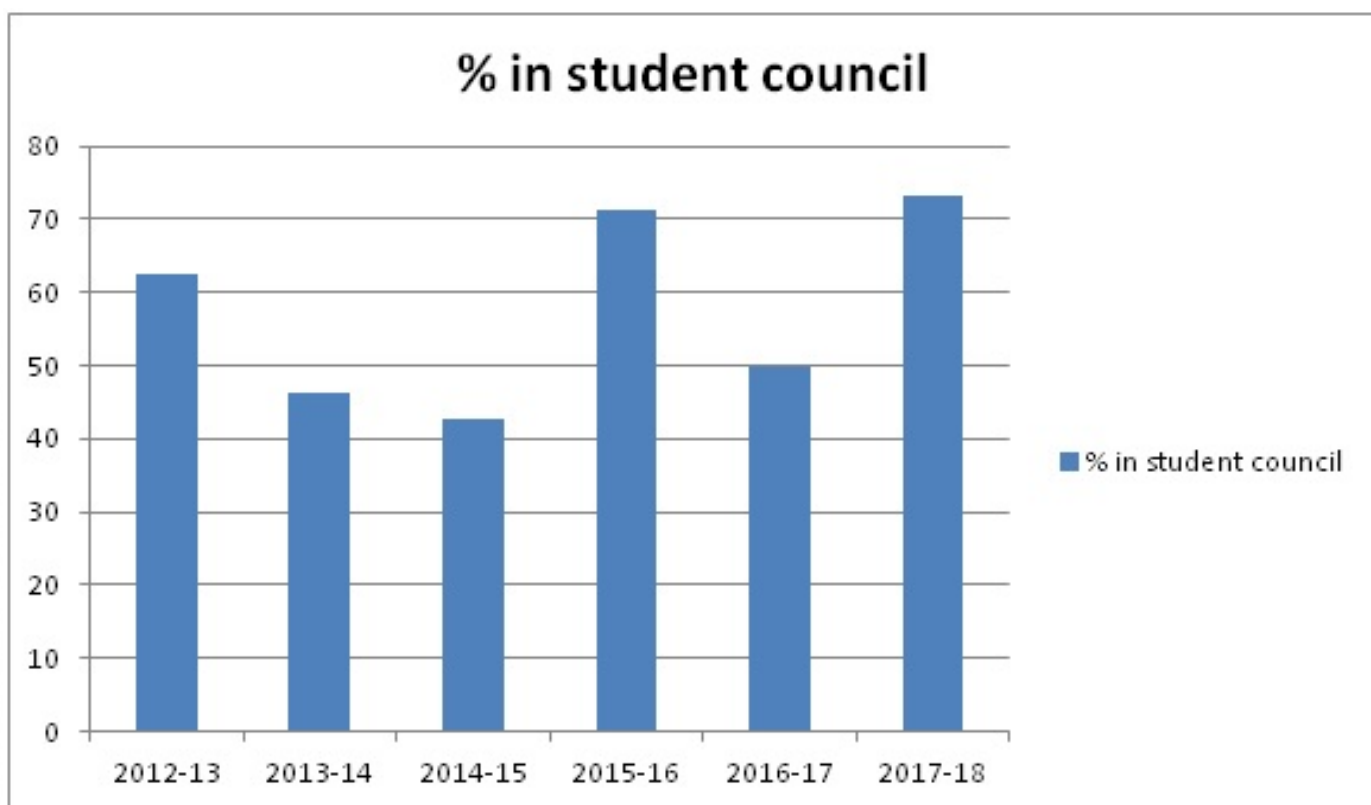
- Women Literacy Drive by 118 NSS Volunteers in adopted village.
- Dental, Eye, Blood group, Haemoglobin and General health check up camps conducted at the adopted village.

Evidence of success

The percentage participation of girl students ranged between 50 to 60 % of the total no. of students under different heads like Enrollment, Academic results, NSS and DLLE activities and the Student Council. It is evident from the graphical representation of the data for last six years.







From the college, 2 lady students out of total 3 students completed their Ph.D. and 4 students are currently registered for Ph. D., out of which two are lady students.

Achievements of girl stake holders-

Year	Name of Student/ Staff	Award/Prize	Competition/ event	Level
2013-14	Aparna Patil	Silver medal	Avishkar Research convention	Univer

2014-15	Aparna Patil	Selection for next level	-,,-	Zonal
	Prajakta Shetye			
2015-16	Dipali Diwan	Selection for next level	-,,-	Zonal
2016-17	Sabiha Parkar	-,,-	-,,-	Zonal
2017-18	Shaikh Tamanna	First Prize	Poster Presentation (Oral)	Natio
2012-13	Shruti Pulekar	Participation	National Youth Exchange Programme, Madurai	Natio
2015 & 2017	Ashwini Remje	1st Rank in Women Kabbadi (2 times)	Maharashtra Inter University Mahotsav	State State Krida
2017	Varsha Dhamane (Sport teacher)	Team Manager of women's Kho-Kho team of University of Mumbai	21st Maharashtra Inter University Mahotsav	State -,,- Krida
2017-18	Trushali Chavan	Technical Official	University of Mumbai Inter-Collegiate Taekwondo (M&W) competition	State
	Poonam Patinge	First Prize	Loknayak Jayprakash Narayan Elocution competition	-,,-
	Anuprita Shinde	Gold medal	Aacharya Atre Swagat Competition	-,,-
2017-18	Sania Naguthane	President of student council	University senate of University of Mumbai	Unive
2015-16	Neha Parkar	Best Debater	48th Youth Festival, Mumbai	-,,-
2016-17	Prof. Gauri Phadake	Ph. D. awarded	University of Mumbai	--

- The facility of newly built washrooms was made available by Dapoli Nagarpanchayat situated in the centre of Dapoli City.
- Women Literacy Drive: 125 women are benefited.

Problems encountered and resources required-

College started various programs under WDC for women empowerment. Women empowerment cannot be achieved without proper view of men stakeholders. To set proper perspective of both men and women, we need to take some programs jointly. But most of male stake holders not interested in such programs as the programs are 'feminine programs' according to them.

The shy and diffident students were reluctant to cross their academic borders affecting good response to awareness programs.

Girl students' impulsiveness in the matter of love and friendship in the adolescent age is the sensitive issue.

There is low response in first interactive session though there were only girls and ladies participated in the session. The girls are not ready to talk about gender sensitive issues freely.

Talking or discussing about menstrual problems to even lady doctor is still taboo for girls.

Participation of girl students in sports is very less.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

SOIL TESTING LABORATORY

Introduction:-

For Dapoli Urban Bank Senior Science College, distinctiveness is a characteristic that differentiates this institution from any other. Distinctiveness does not mean being unique or the absolute best; rather, we pursue distinctiveness to ensure that the college stands out from other institutions in higher education and is known among the best of all those pursuing similar goals. This distinctive characteristic becomes “what the institution is known for” by the general public.

An institution pursues distinctiveness as a way of focusing and offering intellectual energy and its resources wisely for a social cause. Institutional distinctiveness sets a central theme around which excellence is built. Academic circle here recognize our services to government departments’ and farmers in the vicinity. Students gain a training and hands-on knowledge of working with high-end instruments. These services also contribute in central government ambitious mission of providing soil health cards to all farmers.

History:-

In India Fertilizer application and consumption is highly unorganized with wide variations. The NPK ratio, which is the measure of balanced use of fertilizer, shows wide inter-state and inter-crop disparity. Though there has been an impressive growth in the consumption of fertilizers in post green revolution period, their indiscriminate use has been one of the reasons for declining productivity in recent years. Studies and Evaluations have revealed that the lack of adequate soil testing facilities and related advisories have forced the farmers to depend on unreliable sources for advice on the fertilizer requirement, which is one reason for the unbalanced fertilizer use.

Soil test based nutrient management has emerged as a key issue in efforts to increase agricultural productivity and production since optimal use of nutrients, based on soil analysis can improve crop productivity and minimize wastage of these nutrients, thus minimizing impact on environment leading to bias through optimal production. Deficiencies of primary, secondary and micronutrients have been

observed in intensive cultivated areas. Maharashtra is a state with different physiographic and agro-climatic zones. Soils are generally fertile, but some deficient and problematic soils need proper management. These facts clearly demonstrate the utmost need to establish more and more soil testing labs in the State.

To address above issues, college has set-up Micro-analytical Soil testing laboratory where total 13 soil health parameters can be tested. The soil conservation department of Maharashtra state collects samples from farmers and then send to college for analytical testing. In a short span of 5 years the institution has created a niche for itself by achieving success in providing its infrastructural facility supports to government and society in general.

Following parameters are tested in the micro-analytical laboratory

Sr. No.	Name of Parameter	Instrument used	
1	Electrical conductivity	Conductivimeter	
2	PH	PH meter	
3	Iron (Fe)	Atomic Absorption Spectrophotometer (AAS)	
4	Copper (Cu)		
5	Zinc (Zn)		
6	Manganese (Mn)		
7	Organic C	Double Beam Spectrophotometer	
8	Phosphorous (P)		
9	Boron (B)		
10	Sulphur (S)		
11	Potassium (K)	Flame Photometer	
12	Calcium (Ca)		
13	Nitrogen (N)	Automatic Nitrogen Analyser	

Total number of soil health cards distributed to farmers (Year wise)

Year	Total Number of Samples tested	Number of parameters tested	Total number of soil health cards distributed to farmer	
2013-2014	1720	04	--	
2014-2015	2940	09	--	
2015-2016	4199	09	8316	
2016-2017	12453	09	50841	
2017-2018	1027	13	10270	

Teaching and non-teaching staff working on unaided courses are involved in the overall working of this activity. Needy students are also identified and involved as a part of 'earn and learn scheme'. These students are trained and given different assignments related to this activity. Number of staff members and students trained under the scheme 'Earn and Learn'

Year	Total Number of students trained under the schem
2013-2014	--
2014-2015	--
2015-2016	25
2016-2017	32
2017-2018	20

File Description	Document
Link for Additional Information	View Document

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5. CONCLUSION

Additional Information :

AT present college run 15 degree courses and 8 certificate courses. Good results at university examination reflect healthy teaching-learning processes. Teachers undertake research projects. Extension activities of college help to inculcate social and moral ethics in students. Infrastructural growth is augmented as per the requirements. Almost 100% students are placed which is indicative of fulfillment of program outcomes. Good governance and judicious uses of resources helps in keeping positive environment in all stakeholders.

Concluding Remarks :

The management provides financial and infrastructural facilities. It promotes decentralization of administration through the College Development Committee (CDC), Principal, IQAC, Heads of Departments and different activity coordinators. Congenial atmosphere & work culture imbibed in faculty & staff, transparency in administration by erstwhile & present management has resulted in reduced dropout rate increased demand for admission.

So far no case of ragging & harassment is reported due to positive attitude of students. Our achievements with core compliance & life skills through diverse activities extract a sense of belonging and corroborates Vision & Mission of the College.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>8</td><td>1</td><td>0</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>5</td><td>1</td><td>0</td><td>1</td><td>1</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	1	0	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	5	1	0	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	1	0	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	1	0	1	1																	
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 9</p> <p>Answer after DVV Verification: 9</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 368 years</p> <p>Answer after DVV Verification: 368 years</p>																				
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>3.2</td><td>0.6</td><td>6.8</td><td>0.4</td><td>1.5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	3.2	0.6	6.8	0.4	1.5	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
3.2	0.6	6.8	0.4	1.5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

	<table><tr><td>3.2</td><td>0.6</td><td>6.8</td><td>0.4</td><td>0</td></tr></table>	3.2	0.6	6.8	0.4	0															
3.2	0.6	6.8	0.4	0																	
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : NO supporting document provided</p>																				
3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>9</td><td>0</td><td>4</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>9</td><td>0</td><td>4</td><td>4</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	9	0	4	4	2017-18	2016-17	2015-16	2014-15	2013-14	1	9	0	4	4
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	9	0	4	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	9	0	4	4																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>22</td><td>16</td><td>14</td><td>15</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>22</td><td>16</td><td>14</td><td>15</td><td>10</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	22	16	14	15	10	2017-18	2016-17	2015-16	2014-15	2013-14	22	16	14	15	10
2017-18	2016-17	2015-16	2014-15	2013-14																	
22	16	14	15	10																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
22	16	14	15	10																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	1	1	8	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 56 Answer after DVV Verification: 56</p>																									
5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>01</td><td>02</td><td>03</td><td>02</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>01</td><td>02</td><td>02</td><td>02</td><td>0</td></tr></table> <p>5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	01	02	03	02	0	2017-18	2016-17	2015-16	2014-15	2013-14	01	02	02	02	0	2017-18	2016-17	2015-16	2014-15	2013-14
2017-18	2016-17	2015-16	2014-15	2013-14																						
01	02	03	02	0																						
2017-18	2016-17	2015-16	2014-15	2013-14																						
01	02	02	02	0																						
2017-18	2016-17	2015-16	2014-15	2013-14																						
5.3.1	<p>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) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>02</td><td>00</td><td>04</td><td>10</td><td>00</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	02	00	04	10	00															
2017-18	2016-17	2015-16	2014-15	2013-14																						
02	00	04	10	00																						

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	00	04	10	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	3	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	3	1	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5.01	1.5452	1.34	1.65	1.945

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5.01	1.55	1.34	1.65	1.945

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.3	Number of outgoing / final year students year-wise during the last five years				
	Answer before DVV Verification:				
	2017-18	2016-17	2015-16	2014-15	2013-14
	243	202	169	158	127
	Answer After DVV Verification:				

2017-18	2016-17	2015-16	2014-15	2013-14
243	202	169	158	107

2.2 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
128.14	83.85	123.54	84.39	77.74

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
72.52	83.69	64.95	61.90	61.19