



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI. GOPINATH MAHADEO VEDAK PRATISHTHAN'S
G. M. VEDAK COLLEGE OF SCIENCE, TALA**

SHRI. GOPINATH MAHADEO VEDAK PRATISHTHANS G. M. VEDAK
COLLEGE OF SCIENCE, INDAPUR ROAD, TALA DIST. RAIGAD

402111

www.gmvcs.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The G. M. Vedak College of Science, established in 2009 Tala, Raigad District of Maharashtra by Shri. Gopinath Mahadev Vedak Pratishthan, operates with the motto "????????? ?????? ??????????" Serving the tribal and hilly regions of Tala Tahsil. College offers three traditional programs at the undergraduate level: B.Sc. (Chemistry, Physics, Zoology), B.Sc. in Information Technology (IT), and B.Sc. in Computer Science (CS). These programs cater to the educational needs of students from rural areas, many of them belong to peasant and fishing communities and are often the first in their families to pursue higher education in science. By providing access to quality education in these critical fields, college plays a crucial role in transforming the lives of these students and their families.

In addition to offering these diverse programs, college is committed to upholding equal opportunity for all students. It adheres to the Government's Reservation Policy, ensuring that students from backward classes have access to higher education.

By addressing the unique challenges faced by rural students and fostering an inclusive learning environment, the college not only promotes educational equity but also contributes to the socio-economic development of the region.

College has successfully implemented the recommendations from the NAAC team during the first accreditation cycle. This led to the introduction of postgraduate courses in Organic Chemistry in 2018 and Information Technology in 2021. These programs were initiated to provide advanced education and specialized knowledge in these critical fields, aligning with the college's mission to enhance educational opportunities for rural students.

In addition to expanding its postgraduate offerings, the college recognized the importance of fostering research and innovation. To further support the academic advancement of students and contribute to the scientific community, the college established a research centre for Chemistry in 2022. This research centre aims to provide students and faculty with state-of-the-art facilities and resources to conduct cutting-edge research, thereby promoting a culture of inquiry and discovery.

These initiatives reflect the college's commitment to continuous improvement and adaptation to the evolving educational landscape. By implementing these advanced programs and facilities, college prepares them for future challenges and opportunities in their respective fields.

Vision

Spreading the light of knowledge and enlightenment

The vision bestowed by the founder Hon. Dr. Nandkumar Vedak has been the beacon for the past 15 years' journey of the college towards achieving academic excellence; which now matches with the goals determined by NEP 2020 for HEI's.

The vision expects the college to provide multidisciplinary, global skills -based education to students from all the avenues of society. In order to achieve this, college designs a curricula relevant to local, regional and national and global needs, imparting values through awareness for cross cutting issues and developing a sensitive empathetic harmonious citizen.

Mission

To provide superior science education and training that prepare individuals to realize their full potential and will best serve the nation.

The college strives to fulfill the mission. It caters to the needs of students from all socio-economic backgrounds through innovative pedagogy, values-instilling course contents, lab- to- land research, community engagement, awareness regarding cross-cutting issues and employability skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, eminent and proactive management.
- Eco-friendly campus that provides a conducive environment for imparting quality
- Rich infrastructure.
- Highly qualified, experienced and young techno savvy staff.
- State-of-the-Art Laboratories equipped with modern scientific equipment to enhance research thrust both in teachers and students.
- Research Centre in Chemistry
- University of Mumbai recognized Research guides.
- A good number of research papers and articles have been published in Scopus/Web of Science/UGC care list.
- Hostel facility for needy students.
- Well qualified staff with 50% Ph.D. holders.
- Excellent academic results throughout the years.

Institutional Weakness

- Limited transportation facilities for students from remote areas.
- Feeble linkage with industries and local bodies.
- Lack of academic autonomy renders it impossible to restructure curriculum at institutional level in tune with contemporary needs.

- Less number of enrolled students due to higher migration rate.

Institutional Opportunity

- Launch "Visiting Faculty Lecture Scheme" for increasing interaction of students and teachers with teaching faculty from centres of academic excellence.
- To educate students from rural, hilly and tribal areas.
- To increase number of students for aided and un-aided courses.
- College-Society Interaction for sustainable development.
- Scope for professional consultancy.
- Scope to increase industry-academia-community collaborations

Institutional Challenge

- Migration of families to nearby metro cities like Mumbai, Pune hampers student's strength.
- Increase number of students participation in research activities.
- Number of placements to be increased.
- Encouraging students for competitive examinations and higher studies.
- Funding for research activities.
- Getting permission from the Government to fulfill the vacant posts of the teachers and administrative support staff is a significant challenge.
- Receiving grants for research and development activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college works towards the vision of Spreading the light of knowledge and enlightenment through quality education for social transformation by empowering the young generation. It functions within the regulatory framework (CBGS) of the University of Mumbai. The college offers three undergraduates (UG); two Postgraduate (PG) programmes, and a PhD research centre in Chemistry. An efficiently designed and meticulously executed system of curricular planning is geared towards facilitating outcome-based learning.

As an affiliated college, the university designs the curriculum. We are following the curriculum and guidelines set by the university. The other curriculum enrichment activities undertaken by the college include projects, field visits, industrial visits, enrolment of students in certificate courses, invited talks, and workshops by eminent resource persons. Efforts are being made in various curricula to bridge the gaps by designing certificate courses. In the last five years, the college has conducted more than 16 certificate courses, with a student participation rate of 36.53%.

MOUs with academic institutes, local bodies and organizations ensure that these courses stay relevant to the demands of the knowledge economy.

The IQAC monitors the various components of curricular planning. It frames the institutional academic calendar, provides guidelines for setting up departmental action plans and ensures the smooth conduct of open

courses that foster interdisciplinary learning. Teaching plans and work diaries maintained by the faculty and effective supervision by the course advisors help achieve a systematic curriculum delivery.

Faculty attends all the curriculum revision and course design workshops organized by the University of Mumbai and participates actively in the syllabus restructuring. They are represented by key University bodies, like the Board of Studies (BOS).

Feedback System:

Feedback on curriculum is a crucial mechanism for design and revision of the curricula of all subjects for adaptation of changing needs and trends. College collects feedback on curriculum from students, teachers, employers, parents, and alumni every academic year both in online mode. Feedback from stakeholders guides in the setting of learning outcomes and content of the syllabi. Feedback is incorporated in frequent upgradation of course content and same will be forwarded to BOS, University of Mumbai.

Teaching-learning and Evaluation

Student Enrollment:

College ensures the admission process is efficient, transparent, in tune with University norms and Government policies for the inclusion of socially and economically disadvantaged groups. From the academic year 2018 to 2022, the average enrolment percentage (first-year) of seats filled was 60.94%.

Teacher Profile and Quality:

- Faculty recruitment system prioritises merit, resulting in a team of qualified and competent faculty, with 69.15% of full-time faculty possessing NET/SET/Ph.D. qualifications. A student-teacher ratio of 25: 1 ensures a close connection between teaching faculty and learners and adequate mentoring support.
- College has introduced the evaluation of teachers by its stakeholders.

Teaching Learning Process:

- To make the teaching-learning process student-centric through experiential, participative learning, group research projects, and other cooperative modes of learning.
- College put efforts into adopting innovative ideas, acquiring new skills, and implementing new techniques under the supervision of IQAC.
- College imparts a scientific temper and nurtures critical thinking by encouraging students to participate in various scientific conventions like AVISHKAR. The teaching-learning process is enhanced with field visits and excursion tours.
- The principal, head of departments, and IQAC monitor the teaching-learning process and suggest improvisation. Our highly qualified staff is always engaged in improving their innate qualities by attending various training programmes, apart from those mandatory.
- College evaluates student performance and learning outcomes at the semester-end examination, and the achievers/rankers are timely felicitated. College pays attention to slow learners/ failed students by providing extra classes.

Evaluative Process and Reforms:

- Outcome-based education practiced in institution with a clear articulation of the learning outcomes noticeably strengthens the commitment to providing quality education.
- Dissemination of programme outcomes, POs, and COs is meticulously done through the college website, elaborate handouts, department notice boards, and orientation sessions at the beginning of every semester. All these are done to acclimatize each stakeholder to the OBE. Outcome attainment is appraised through direct and indirect quantitative and qualitative assessment methods.
- Mapping attainment of COs, PSOs and POs is done, which prepared by the faculty to understand and design outcome-based curriculum. The IQAC reviews the richness, relevance and aptness of the outcomes to give inputs for their further enrichment.

Research, Innovations and Extension

Promoting research-based learning is an important part of the college's academic endeavours. The college constituted a research committee to imbibe a research culture. The college receives funding for two minor research projects and one major project, while several research papers have been published in national and international peer-reviewed journals and conferences. Our faculty members are inculcating scientific thinking in students by guiding them in the Avishkar Research Convention and promoting scientific activities among students through Science Open Day. Our faculties are also engaged in collaborative research and consulting activities.

The Research and Development Cell has adopted a multi-pronged strategy to enhance the research achievements of the institution, resulting in a notable increase in research output. There have been 63 publications, including 28 in Scopus/Web of Science/UGC CARE listed journals, 19 indexed papers in peer-reviewed journals, 03 book publications, and 16 book chapters. Two Indian patents registered in the subject of zoology. The Department of Chemistry has been recognized as a Research Centre by the University of Mumbai. Ten faculty members have doctoral degrees, and three serve as research guides. Funded projects worth Rs 32.68 lakhs have been successfully completed.

The college has 23 active MoUs with academic institutes and local bodies, strengthening the research aspirations of students. The college has organised national conferences, webinars, and hands-on training programmes to nurture a campus culture of research and innovation. The National Service Scheme (NSS) and the Department of Lifelong Learning and Extension (DLLE) conduct various extension activities to augment the quality of life in the community and encourage meaningful student participation in nation-building.

Infrastructure and Learning Resources

Physical Facilities:

- The college is situated in rural, hilly, lush green campus spread across 10.04 acres. Total built up area is 5190.27 sq.mt.
- The college has ample infrastructure to foster an environment conducive to effective teaching and learning.
- We have 14 classrooms, 01 seminar hall, girl's hostel (capacity 50), boy's hostel (capacity 120), health centre, indoor sports facility, canteen, 08 laboratories including research laboratory with state-of-the-art

instrumentation.

- Drinking water facilities with RO water purifiers and coolers.

Library - Learning Resource:

Library spreads over 128.13 sq.mt. It has a collection of 3449 books, 20 periodicals, 72 CDs, 04 newspapers, dissertations and question banks. library recently subscribed to DELNET database, facilitating access to 3127344+ journals, 3126572+ eBooks and 3126744 journals via the NDL.

IT Infrastructure:

- The college boasts state-of-the-art ICT facilities designed to facilitate a technology-enabled learning environment.
- The college boasts a total of 55 computers and 03 projectors on campus, with 48 computers designated for student use and the remaining available for office and departmental use.
- Free Wi-Fi facilities provided by 4 routers, extends throughout the campus, ensuring seamless internet access with sufficient bandwidth of 100 Mbps.

Student Support and Progression

Student Support:

- The college has mentoring committee, placement cell, grievance Redressal cell and welfare measures to support students.
- The college has a strong orientation towards student support and holistic development of student community. Student Support Centre provides the framework for the effective conduct of student support programmes. The College is committed to student's welfare at every stage.
- **Academic Support** is provided to Slow and advanced learners through carrier guidance cell, scholarship cell, and competitive examination guidance cell; whereas Psychological Support through active mentors and counselling centre.
- **Financial Aid:** Scholarships and Bus Pass help are available to support underprivileged students. During the last five years, 15,097 i.e. 59.45% of total admitted students were benefited by scholarships and free ships.
- Student representatives are selected to each statutory cell to assure a healthy academic environment. Class representative is responsible for creating an environmentally conscious culture within the College. The College has formed Placement and Career Guidance Cell. The cells like Anti-ragging, Grievances, ICC and WDC of our College resolves the student's issues
- Internal Complaints Committee, Anti-Ragging Committee and Students Grievance Redressal Committee deal with sexual harassment and ragging.

Student Progression & Placement:

- About 99 students were placed in government & non-government agencies and 82 students were progressed to higher education.

Student Participation and Activities:

- Students' representation on various college committees, statutory bodies (IQAC, ICC, Anti Ragging) in decision making process has replaced the absence of student council in our college.
- The average number of cultural and sports programmes in which students of the college are participated is 20 for the assessment period.
- 12 awards/medals have achieved by the students in sports/cultural activities at university/state/national/international level including Gold medal for the sports activity.

Alumni Engagement:

- College has formal alumni association and yet not registered.
- Alumni members visit the college regularly and interact with the present students to share their experiences, successes and failure.

Governance, Leadership and Management

Institutional Vision and Leadership:

- Our college is governed by vision, mission and objectives. The Management along with Principal and IQAC ensures the implementation of vision, mission and objectives at every stage.
- The institution operates efficiently through its well-defined policies and administrative framework, promoting inclusive governance with active participation from teachers and students in administrative and academic decisions.
- The Governing Body is responsible for policy-making and strategic planning, while the administrative hierarchy ensures decentralized administration and participatory decision-making.
- The College Development Committee, which includes the Principal, faculty heads, and staff representatives, ensures transparent and sound decision-making in academic matters.
- Faculty recruitment follows an efficient, equitable, merit-based, and transparent process in accordance with University of Mumbai Service Rules, UGC, and university regulations.

Strategy Development and Deployment:

As per UGC's norms and regulations, college has clearly defined organizational structure and procedures.

The college adopts effective administration including active participation of all stakeholders in decision making.

The Principal distributes duties among IQAC Co-ordinator, Controller of Examination, Coordinators of PG programs, conveners of various committees, Teaching-staff, non-teaching and supporting staff.

Faculty Empowerment Strategies:

42 faculty members attended online/offline FDP.

workshops on Stress and Anger Management for teaching and non-teaching staff

The college emphasizes staff welfare with a robust performance appraisal system, career development opportunities, and comprehensive welfare measures, including accommodation, medical services, and

professional development.

Financial Management and Resource Mobilization:

Various financial audits for transparency in the economic transactions

Implementation of e-governance in areas of planning and administration, admission, examination, and finance

IQAC initiatives:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance practices. It implements quality enhancement strategies in areas such as curriculum planning, teaching-learning, research, extension, and student support. Regular reviews and assessments are conducted with the involvement of all stakeholders.

- Enhancing quality culture in the college
- Curriculum Development and Review process.
- Encouraging research and innovation activities.
- Conducts quality audits

Evaluation of teachers-performance by PBAS.

Institutional Values and Best Practices

Gender Equity:

- The institution has consistently demonstrated a strong commitment to promoting gender equity, human rights, and environmental sustainability, facilitating the social and economic empowerment of the local community.
- It prioritizes gender equity within the sustainable development agenda through a Gender Equity Policy and a Gender-Inclusive Curriculum.
- A gender audit is conducted to evaluate whether institutional policies and practices align with the goal of gender equity.
- The institution takes a proactive stand against all forms of gender-based violence by conducting awareness campaigns, self-defence training, and capacity-building workshops.
- Measures like CCTV surveillance and the active functioning of units and committees, such as the Women Development Cell (WDC), Internal Complaints Committee (ICC), Grievance Redressal Cell, and Anti-Ragging Cell collectively ensure the safety and well-being of women on campus.
- The institution has formulated an environmental policy to promote Green Campus initiatives. Green audits, energy audits, and environmental audits are conducted through an external authorized agency.

Environmental Consciousness & Sustainability:

Utilization of electricity is reduced by using eco-friendly low electricity consuming devices and LED lights.

Waste Management:

Bio-degradable waste is recycled in 'Vermi-composting Unit'. Plastic waste is disposed for recycling. E-waste management is done by external agency. Maintenance of laboratories and library is taken due care. Hazardous chemicals are diluted while using in Labs.

Environmental Promotional Activities and Quality Audits

We conduct activities like Plastic free campus Campaign, Use of Cloth Bags, Tree Plantation environmental, green and energy audits are conducted meticulously and actions are taken according to recommendations of external agencies.

Inclusive Environment:

College website displays code of conduct for students, teachers and administrative staff. Harmony and tolerance to diversity was inculcated by organizing national festivals, celebration of special days, Observation of weeks, birth and death anniversaries of national heroes. Further, programs on national integrity, fundamental rights, universal moral values, and Indian Constitution awareness were organized by all departments

The institution also promotes universal values, communal harmony, and tolerance towards cultural, regional, and linguistic diversities through appropriate forums.

Best practices:

- 1. Reform in Seating Arrangement System During Examinations.**
- 2. Admissions Process.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI. GOPINATH MAHADEO VEDAK PRATISHTHAN'S G. M. VEDAK COLLEGE OF SCIENCE, TALA
Address	Shri. Gopinath Mahadeo Vedak Pratishthans G. M. Vedak College of Science, Indapur Road, Tala Dist. Raigad
City	TALA
State	Maharashtra
Pin	402111
Website	www.gmvcs.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Deore Jaydeep Valmik	02140-297397	7738087040	-	gmvcstala@gmail.com
IQAC / CIQA coordinator	Jamdar Sujeet Vishwanathra o	02140-269008	9096299410	-	gmv.iqac2017@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shri. Gopinath Mahadeo Vedak Pratishthans G. M. Vedak College of Science, Indapur Road, Tala Dist. Raigad	Rural	10.4	5000

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,Computer Science,Computer science	36	HSC Science	English	180	17
UG	BSc,Information Technology,Information Technology	36	HSC Science	English	180	101
UG	BSc,Bsc,	36	HSC Science	English	360	245
PG	MSc,Chemistry,Organic Chemistry	24	B.Sc. Chemistry	English	80	56
PG	MSc,Information Technology,Information Technology	24	B.Sc. Information Technology	English	40	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				19			
Recruited	0	0	0	0	0	0	0	0	11	2	0	13
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				14			
Recruited	0	0	0	0	0	0	0	0	6	8	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	9	2	0	11
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	2	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	5	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	249	0	0	0	249
	Female	114	0	0	0	114
	Others	0	0	0	0	0
PG	Male	47	0	0	0	47
	Female	25	0	0	0	25
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	20	19	20	18
	Female	12	7	9	9
	Others	0	0	0	0
ST	Male	1	1	0	5
	Female	2	1	1	1
	Others	0	0	0	0
OBC	Male	92	100	120	123
	Female	54	45	62	71
	Others	0	0	0	0
General	Male	106	109	117	122
	Female	46	38	31	47
	Others	0	0	0	0
Others	Male	45	54	69	67
	Female	24	24	24	26
	Others	0	0	0	0
Total		402	398	453	489

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Shri. Gopinath Mahadeo Vedak Pratishthan's G. M. Vedak College of Science, Tala Dist. Raigad was established in August 2009 with a motto of "Vidyadhan Sarvadhan Pradhanam". College offers undergraduate programmes such as B.Sc.; B.Sc. IT & CS as well as post graduate programs like M.Sc. (Organic Chemistry); M.Sc. (I. T.) and research center in chemistry. The institution has a conducive and committed educational work-environment for teaching, learning, innovation and research. Our ultimate goal is to give our students an education that changes their lives and gives them the tools they need to do well in academics, work, and their personal lives. We are sure that education has the power to change people and, through them, our society. According to central and state government ordinances, university affiliated colleges are expected to implement NEP 2020. University of Mumbai also given guidelines regarding NEP implementation in all affiliated colleges from the Academic Year 2023-24 for first year PG courses and from Academic year 2024-25 for first year UG courses. So we follow guidelines set by the UGC New Delhi, State Government and University of Mumbai while designing our curriculum. As affiliated colleges are not having liberty for syllabus framing we follow the baskets of various subjects provided by University of Mumbai. To ensure smooth implementation of the NEP, we formed a NEP committee as per the guidelines of University of Mumbai and appointed NEP coordinator. Principal & NEP coordinators attended various meetings and workshops for implementations of NEP-2020. In order to provide holistic academic growth among students, an interdisciplinary curriculum has been proposed by the university, which gives students the freedom to choose their preferred options from the range of programmes offered by the college. All the courses offered are Choice-Based Credit System (CBCS). All programmes are designed in such a way that students get maximum flexibility to choose elective courses. All Undergraduate (UG) and Post-graduate (PG) programmes have been restructured to provide multidisciplinary options. The curriculum has been revised to incorporate holistic and multidisciplinary Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs) to align with the vision and mission of NEP. . Open

	<p>electives and value-added courses are made available to students of all faculties. In addition to their regular studies, our students participate in Community Engagement Programmes (CEP) to learn about the challenges faced by society. As the best practice for implementing NEP 2020, we conducted the School Connect Programme for 12th grade students from nearby colleges to tutor them about the National Education Policy (NEP) and its various aspects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Under the National Education Policy-2020, the Government of India intends to empower students across the nation with the “Academic Bank of Credits” (ABC) system, fulfilling their thirst for knowledge by providing academic flexibility to choose and modify their educational paths, link diverse disciplines, and assist them in acquiring the proper foundations and building blocks for their ambitions. . The “Academic Bank of Credits” (ABC) is an educational digital platform created to facilitate students’ seamless mobility between or within degree granting Higher Education Institutions (HEIs) through a formal system of credit recognition, accumulation, transfers, and redemption to promote distributed and flexible teaching and learning. During the induction program, first year students are introduced to the concept of ABC, where they are informed about basics such as what ABC is, how it works, its importance, and how they can utilize it to their advantage. Our college has made it mandatory to enter the ABC ID during the submission of admission forms.</p>
<p>3. Skill development:</p>	<p>Skill Enhancement Course: In the frame work of NEP 2020 designed by university of Mumbai every subject has incorporated SEC in their programme. Value-Based Education: In order to inculcate positive human values, along with extension and social outreach activities various courses in curricula and value education course like Indian constitution and Good Governance, environmental studies etc. are made mandatory. On-the-Job Training (OJT), Field Projects (FP),: As per the National Education Policy, Post Graduate students are required to complete activities like OJT, FP, to gain practical exposure and interact with different segments of society, fostering critical thinking and problem-solving skills.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>Marathi, Hindi, and English are adopted as the daily</p>

system (teaching in Indian Language, culture, using online course):	study and teaching language in the classroom so that students can understand and apply the knowledge of various subjects properly.
5. Focus on Outcome based education (OBE):	<p>Integration of OBE in Teaching and Learning Practices: We have made intensive efforts to seamlessly integrate Outcome-Based Education into our teaching and learning practices. Through innovative pedagogical approaches, we highlighted the active learning experiences that enable students to achieve predefined learning outcomes. Our faculty members are equipped with the necessary resources like IT resources, Laptops, etc. we provide training to them for effectively implement OBE principles in their classrooms. Additionally, we provide technology tools to facilitate continuous assessment and feedback, empowering students to track their progress towards achieving desired outcomes. College has adopted several remarkable practices in the NEP for Outcome-Based Education. We regularly conduct student satisfaction surveys to collect the feedbacks on various aspects of the educational experience from students, teachers and stakeholders, enabling us to make informed decisions and continuously improve our curriculum. This systematic approach not only enhances transparency and accountability but also enables us to tailor our educational offerings to meet the diverse needs of our local student effectively. The college always tries to organize industry-oriented extension activities to meet the needs of entrepreneurs in the industrial sector. By increasing the participation of entrepreneurs in various activities of the college, the students are motivated through their guest lectures. students are also enlightened by organizing guest lectures, seminars, conferences, workshops, etc.</p>
6. Distance education/online education:	Institutions must adapt to meet the changing needs of students and the education scenario, to incorporate the demands of the National Education Policy (NEP) 2020. With a particular focus on Distance Education and Online Learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	1. Yes. The college set up Electoral Literacy Club
---	--

<p>set up in the College?</p>	<p>(ELC) as per the advisory of the Election Commission and Joint Director of Higher Education, Panvel and under the guidance of the District Collector Office Raigad District in March 2019. Our college NSS programme officer has been appointed as the Nodal officer of ELC. The primary goal of the Electoral Literacy Club at our G. M. Vedak College of Science Tala- Raigad is to educate the student community about their democratic rights, which include the right to vote.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>2. The ELC of the college is totally functional and active. For the smooth functioning of the ELC, two faculty members who are NSS Programme Officers, are appointed as Nodal Officers of the ELC. Two student representatives (one male and one female) from UG were appointed as student coordinators of the ELC. The principal of the college notifies all stakeholders about government directives regarding different programmes to be implemented in the college regarding electoral literacy. Further, all stakeholders of the institution actively participate in the ELC programmes. Thus, the ELC is representative in character. The ELC organizes many voter awareness activities, campaigns and registration camps being organized by the ELC in the college. The ELC and NSS office of the college distribute voter registration forms and collect the filled forms. The ELC has also executed class-wise campaigns where student volunteers and teachers visited each class.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>3. Voter Day is celebrated on 25 January each year at the college. The college students participate in Voter Awareness Rallies in the city on Voter Day. Every year the college conducts voter registration campaigns in the college for incremental growth in student voter registrations. The principal takes out notices encouraging students to register as voters, provides them information on the required documents. The NSS programme officer is also a Nodal Officer of the ELC. The college aims to promote the work of ELC through the college NSS platform. During the residential NSS camps at Charai (B) villages were used as platforms to create electoral awareness among the underprivileged sections of society like peasants, women, workers, tribal and downtrodden classes through cultural and other public awareness programmes.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>4. The college has organized poster presentation on voter awareness wherein posters created by students were put up in the central porch of the college. The posters covered themes like information on how to register as voters, importance of voting etc. The college has also organized elocution competition, essay competition and open quiz on democracy for voter awareness. Students and faculty take oath of ethical voting every year on Voter Day i.e. 25 January. The college imbibes democratic values among students through special day celebration like Constitution Day, birth and death anniversaries of national leaders, Independence and Republic Day, and through guest lectures, seminars and workshops. Further, the college provides its campus and its resources to the Election Commission for electoral programmes. During the election period, the teaching and non-teaching staff of the college is assigned election duties. The college teachers participate in election training and work as zonal officers, presiding officers, BLO, peons etc</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>5. In order to provide the experience-based learning about democratic system, college conducts mock voting activities. College also organized various activities like debate, elocution, painting, essay competitions to raise awareness of electoral processes. In a similar context, college conduct voter registration drive for students who have reached the age of 18 to enroll their names in voter list.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
489	453	398	402	366

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 21

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	18

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
53.29	62.96	17.02	10.01	13.04

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

G. M. Vedak College of Science is affiliated to the University of Mumbai and adheres to the academic structures prescribed by the University. The institution follows the Choice Based Credit System (CBCS) pattern of syllabus provided by the University of Mumbai, with a commitment to outcome-based education (OBE) and academic excellence. At the beginning of each academic year, the Principal meets to plan the year academic and student support initiatives at the college level followed by the departmental action plan. IQAC prepares academic calendar, aligning it with the University calendar. Pertinent information regarding the college, Programme Outcomes, Course Outcomes, syllabi, and evaluation strategies are communicated through various channels, including the notice, college website, and during induction programs.

To delivered effective curriculum following initiatives has been taken:

- College publishes a **prospectus** annually to inform students and other stakeholders about the courses offered for UG and PG programs by the University.
- Academic activities and processes are streamlined, with **time-tables, workloads** and other supporting administrative tasks prepared well in advance of teaching sessions.
- College promotes faculty members actively participate in **workshops on revised syllabus** conducted by the University faculty enrichment programs contributing to their professional growth and the overall enhancement of educational standards
- Adopts a student-centric approach and creative methods to cater to the diverse learning styles and abilities of students. Collaborative learning, experiential learning, demonstrations and ICT-enabled teaching such as Google classroom, Google forms, Google meet and YouTube videos for better understanding of the curriculum. are employed to encourage active engagement.
- **Teachers' diary** and **teaching plans** are prepared in alignment with the course outcomes and submitted to the Department Head prior to the commencement of each course. Review of portion completion is conducted at the end of each term and semester
- College promotes to the staff to arrange filed visits, excursion tour and industrial visit for the students.
- Active involvement in **Research and Faculty Development Programmes**. Faculty members are involved in academic activities, **External Evaluators, Question paper setting of university, writing different course materials (online and offline) on prescribed syllabus of university.**

The Principal regularly holds meetings with the **Examination Committee** to ensure the timely completion of **Continuous Internal Evaluation (CIE)** and related activities. Both students and faculty must adhere to the academic calendar for effective CIE implementation. Examination cell prepares

internal assessment schedules, utilizing various evaluation methods such as unit tests, tutorials, home assignments, viva-voce, and projects.

During the **COVID-19 pandemic**, the college conducted lectures and CIE using online platforms like Google Forms, Google Classrooms, and Zoom. Examination results are displayed within the stipulated timeframe by the College.

Overall, College ensures effective curriculum delivery through a well-planned and documented process with its commitment to outcome-based education, meticulous curriculum design, student-centric teaching and learning approaches, use of technology, comprehensive support systems, curricular enrichment programs, and focus on continuous improvement contribute to the holistic development of its students.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 07

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 24.95

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
170	199	107	50	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution is dedicated to providing value-based education and is committed to fostering the comprehensive growth of each student, enabling them to evolve into responsible citizens of our nation. In this pursuit, the institution integrates the following themes of Professional Ethics, Gender, Human Values, and Environment and Sustainability into its curriculum:

Human Values

- The syllabus of the Foundation Course for F.Y.B.Sc. and S.Y.B.Sc. levels aims to cultivate a fundamental comprehension of topics pertinent to human values.

Professional Ethics:

- The subjects 'Communication Skills' for F.Y.B.Sc. (IT) and 'Soft Skill Development' for F.Y.B.Sc. (Computer Science) encompass certain aspects of professional ethics.
- The S.Y.B.Sc. level Foundation Course curriculum includes a module titled "Soft Skills for Interpersonal Communication," which imparts knowledge on specific professional ethics subjects.
- Essential ethical principles in research are introduced to M.Sc. (Organic Chemistry) Part-II students through the 'Intellectual Property Rights & Cheminformatics' course.

Environment and Sustainability

- The 'Green Computing' course for F.Y.B.Sc. (IT) addresses environmental concerns like power conservation, efficient cooling, paper reduction, and recycling.
- The Foundation Course syllabus for F.Y.B.Sc. emphasizes the significance of environmental studies, the degradation of the environment, and subjects such as sustainable development.
- Similarly, the S.Y.B.Sc. Foundation Course includes an entire unit dedicated to addressing environmental concerns.

Gender

- The curriculum of the Foundation Course for F.Y.B.Sc. delves into gender disparities, particularly focusing on issues like violence against women, female foeticide, and the portrayal of women in media.
- Constitutional provisions and laws such as the Domestic Violence Act, 2005, and the Vishakha Guidelines for Preventing Sexual Harassment at the Workplace, 1997, are integrated into the curriculum of the Foundation Course for S.Y.B.Sc. level.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 37.22

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

Response: 182

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on

the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 59.73

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
203	204	123	150	161

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
308	312	264	264	260

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 31.8

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
90	94	69	79	75

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	287	238	238	234

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.74

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential Learning: Learning by doing is the most effective method, making experiential learning a core part of our curriculum. Our programs are carefully crafted to include skill-based courses, internships, and industrial visits.

- **Skill-Based Courses:** We offer subject-specific skill-based courses to enhance employability.
- **Industrial Visits & Study Tours:** Departments such as Physics, Chemistry, Zoology, Information Technology and Computer Science arrange visits to relevant industries and Institutes.
- **Research:** Research training starts at the undergraduate level, with students encouraged to participate in competitions and conventions. Postgraduate students must complete a research project.
- **Research and Publications:** Students are encouraged to publish their research, with mentors providing guidance for publishing articles.

· **Participatory Learning:** This is facilitated through academic festivals, intercollegiate events, and various activities.

- **Group Discussions:** Integral to many courses, helping students express views, speak publicly, and build confidence.
- **Academic Festivals:** Department of Information Technology and Computer Science organizes subject-specific festivals (e.g. Tech Wizard, Yo-Techno), with students taking full responsibility, learning event organization, and showcasing their skills.
- **Intercollegiate Events:** Students helps to actively organize competitions, workshops, and seminars through which they gain practical experience.
- **Magazine Publications:** Students are invited to publish literary articles, poems, and artwork in the annual magazine.
- **Quiz and Competitions:** Department of Chemistry conducts various Quiz and subjective competitive exams of Chemistry such as CHEMIAD and CONTECH.

· **Problem-Solving Methodologies:**

- **Research Projects:** Postgraduate students conduct individual projects, tackling research problems to explore solutions and gain knowledge.
- **ICT Tools and E-resources Usage:** Faculty use various electronic resources, including e-books, e-journals, YouTube, Zoom, Google Meet, and PowerPoint presentations. ICT devices used include Multimedia projectors, laptops, and tablet pens.
- **Library Resources:** The central library offers an Online Public Access Catalogue (OPAC) and e-resources through national and international consortia like DELNET, providing access to books, periodicals, and other scholarly content.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 78.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	23	23	23	23

File Description

Document

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

[View Document](#)

2.4.2

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

Response: 69.15

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

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

File Description

Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

All the evaluation is carried out as per the guideline of University of Mumbai. Field visits of Undergraduate students are arranged and the students submit field report. Continuous internal evaluation is there for Post graduate students. Group discussion, PowerPoint presentation of undergraduate students as well as Post graduate students are conducted to improve their presentation quality and ICT friendly approach. Google Classrooms, Zoom Cloud etc. are used to conduct group discussion, PPT presentations etc. The college has a well-organized mechanism for Redressal of examination related grievances. The student can approach the Teachers, College Examination Officer and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.

Ensuring transparency in the mechanism of internal and external assessment, along with having a time-bound and efficient grievance redressal system, is crucial for maintaining the integrity and quality of educational processes. Here's an overview of how these mechanisms typically operate in a well-structured academic institution:

Mechanism of Internal and External Assessment

Transparency in Assessment:

1. Clear Communication of Criteria:

- **Syllabus and Assessment Plan:** At the beginning of the course, Teachers provide a detailed syllabus that includes the assessment plan. This plan outlines the types of assessments, their weightage, and the criteria for grading.

Internal Assessment:

1. Formative Assessments:

- **Internal Exams:** These are conducted regularly to monitor ongoing learning and provide timely feedback.
- **Assignments and Projects:** These are designed to apply theoretical knowledge to practical problems and are assessed based on predefined rubrics.

External Assessment:

1. Standardized Exams:

- **University Exams:** These are conducted by external bodies (e.g., universities or examination boards) to ensure impartiality and standardization across different

institutions.

2. External Reviewers:

- **Viva Voce and Practical Exams:** These are often assessed by external examiners to maintain objectivity and fairness.

Grievance Redressal System

Efficient and Time-Bound Mechanism:

1. Grievance Submission:

- **Online and Offline Channels:** Students can submit grievances through online portals, email, or physical forms. These multiple channels ensure accessibility for all students.

2. Acknowledge and Record:

- **Acknowledgment of Receipt:** Upon submission, students receive an acknowledgment of their grievance.
- **Record Keeping:** All grievances are recorded in a centralized system to ensure transparency and accountability.

A transparent internal and external assessment mechanism, coupled with an efficient and time-bound grievance redressal system, is essential for maintaining academic integrity and student satisfaction. Clear communication of assessment criteria, regular feedback, and accessible grievance submission channels ensure that students are fairly assessed and any concerns are promptly addressed. This comprehensive approach fosters a fair, supportive, and accountable educational environment.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

G. M. Vedak college (GMV) of science offers different programs and POs & COs are displayed on college website and communicated to teachers and students in the following ways:

Offering and communication of Cos, PSOs and Pos:

GMV follows the curriculum of affiliating University of Mumbai and has a well-developed system for the communication of COs, PSOs and POs keeping the outcome-based education (OBE) at central place.

GMV ensures OBE for skills and development of competencies with the Assurance of Learning (AOL) System.

Transparency and Accessibility: Detailed COs, POs & PSOs in line with institution's mission, vision and goals are displayed on college website: GMV College Website

Collaborative Development : HODs, concerned staff, IQAC coordinator and members are involved in preparing and presetting the outcomes and finalizing on approval by the Principal. Discussions are made through seminar and conferences.

Student Engagement: Students are counselled about the outcomes at the beginning of academic years in regular classes by HODs and the concerned faculties. Regular discussions realize the outcomes to the students. Short term, bridge, and remedial coaching assist to enrich the stated outcomes.

Source for dissemination of COs, POs and PSOs	Stakeholders
Website	All - Students, Teachers, Alumni and Parents
Notices	Students and teachers
Google classes, Mentoring WhatsApp Groups	Students and teachers
Admission prospectus	Students and Parents
Regular classes and discussions	Students
Organization of seminars and conferences	Teachers and students
Library, laboratories and departments	For all

UG COs & POs - Summary

- Creation of Social responsibility and general awareness
- Inculcation of human values
- Familiarize learners with the social and economic issues
- Enhancement of communication and linguistic skills
- Competency, creativity, numerical ability, Management and global skills, scientific temperament, analytical thinking, professional ethics, basic scientific knowledge,
- Vocational, technical and practical skills
- Awareness on Environmental protection and sustainability
- Providing sound academic base for higher education
- Conceptual understanding and techniques of core and complementary disciplines

PG COs & POs - Summary

- Employment and entrepreneurial skills
- Effectively communicate scientific concepts, experimental results and analytical thinking abilities and research attitude
- Ethics and life skills
- Marketing, managerial and corporate skills
- Scientific awareness
- Design/development of solutions
- Ensures competence to make a prospective career in industry and academia
- Students are counselled during Induction Program Course plan
- Orientation regarding COs, POs and PSOs.
- Design, mapping and attainment of the outcomes

- Teaching plans, maintaining of academic diaries and course files help for maximizing the OBE in compliance with the preset outcomes.
- Faculty members are involved as members of Board of Studies and are well aware of the outcomes. Faculty members also work as question paper setters. Outcome based education is kept at central place with the preset outcomes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Program Outcomes (POs) and Course Outcomes (COs) is a critical aspect of educational assessment, particularly in higher education institutions offering professional programs. These outcomes are systematically evaluated to ensure that educational objectives are met, and graduates are well-prepared for their professional careers. Here's an explanation of how POs and COs are evaluated, supported by evidence from educational practices:

Evaluation of Course Outcomes (COs)

Formal Mechanism:

The evaluation of COs is performed through the marks or grades that students obtain in the final semester end university examinations for each course. The specific steps involved are as follows:

1. **Data Collection:** Marks or grades from the final semester end examinations for each course are collected.
2. **Summation and Average Calculation:**
 - **Summing Up Scores:** The total marks obtained by all students in a particular course are summed up.
 - **Calculating the Average:** This total is then divided by the number of students who appeared for the course to obtain the average score for that course.
3. **Thresholds and Benchmarks:** These average scores are compared against predefined thresholds or benchmarks to determine the level of CO attainment.

Evaluation of Program Outcomes (POs)

Formal Mechanism:

The evaluation of POs is carried out by analyzing the pass percentage of students in the final semester end university examinations for the entire program. The steps involved are:

1. **Data Collection:** The pass/fail status of students in the final semester examinations is collected.

2. **Pass Percentage Calculation:**

- **Counting Passes:** The number of students who passed the final semester exams is counted.
- **Calculating Pass Percentage:** This count is divided by the total number of students who appeared for the exams, and the result is multiplied by 100 to get the pass percentage.

Evaluation of Program Outcomes (POs)

Informal Mechanism:

1. Participation in Curricular, Co-curricular, and Extracurricular Activities:

- **Curricular Activities:** Participation in projects, seminars, workshops, and conferences related to their field of study helps in achieving specific POs related to technical and professional skills.
- **Co-curricular Activities:** Activities such as industrial visits, and research projects provide practical exposure and help in the attainment of outcomes related to industry readiness and real-world problem-solving.
- **Extracurricular Activities:** Engagement in **sports, cultural events**, and social service activities like **NSS and DLLE** contributes to the holistic development of students, supporting POs related to teamwork, leadership, and ethical responsibility.

2. Behavioural Observations :

- **Behavioural Observations:** Observing students' behaviour during interactions, group activities, and other engagements helps in assessing attributes like teamwork, communication skills, and professional ethics.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 92.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	146	151	116	103

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

2022-23	2021-22	2020-21	2019-20	2018-19
164	147	152	116	105

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.77</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 25.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	4.55	5.25	1.05	8.18

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our college provides conducive atmosphere for promotion of innovation. In which necessary facilities are provided to the faculties and students. Proper and continuous guidance is provided to the research scholars, B. Sc. and M. Sc. students. They are motivated to involve actively in research work in the field of their respective subjects. Necessary support is provided for documentation and publication of research work. College aims at increasing research attitude among students and faculties. Through Research Centre in Chemistry the research scholars are encouraged to undertake innovative and scientific research work on time. Four research scholars have been registered for the Ph.D. Degree through this centre by University of Mumbai mentoring by Dr. S. V. Bangale. Also utilizing the 05 faculties of this research centre of chemistry. The research fields of chemistry touched wide areas and corners of research from various disciplines within the boundary of Nation. Enormous efforts have taken in development of this interdisciplinary publications in various national and international journals.

Our one of the faculty member Dr. S. S. Mirza got two patents on Fish Size Analysing Device by rom Office of Controller General of Patents, Designs and Trademarks, Department for Promotion of Industry and Internal Trade, Government of India.

Design No. 365902-001 2. Design No. 2 381331-001

Dr. B. G. Bhaware (Assistant Professor of Zoology) sanctioned the major research project by Indian National Centre for Ocean Information Services (INCOIS), Ministry of Earth Sciences, Govt. of India Hyderabad from 2018 to 2021 on the field of oceanography and fishery biology which is beneficial to the society and the entire fishermen's community on the topics of "Socio-economic betterment and development by scientific approach to the ocean state forecast (OSF) through Wave Rider Buoy (WRB) parameters and potential fishing zones (PFZ) from the coast of Maharashtra State" Also Dr. Bhaware sanctioned the new major research project for the financial year 2022-26 by the INCOIS of Rs. 36.0 lakhs. The entitled "Utilizing the ocean state forecast (OSF) data through Wave Rider Buoy (WRB) parameters and potential fishing zones (PFZ) from the coast of Maharashtra State". Our two staff members Dr. B. G. Bhaware and Dr. S. V. Bangale sanctioned minor research project by University of Mumbai of Rs. 0.65 lakh and 0.40 lakh respectively.

The post graduate students have research projects as a part of their syllabus, they are encouraged and guided to complete the project successfully. They are also advised to prefer the issues related to nanotechnology, green chemistry, synthetic organic chemistry, material science and heterocyclic compounds etc. area for their research work. It is to make them more aware of the problems in the society and to identify the solutions of those. The faculties of the Chemistry and computer science are motivated to participate in workshops, seminars and conferences and to publish research papers. They are also encouraged to register for Ph. D. and to give speed to their research work.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 4

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	09	05	08	04

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	01	01	02

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years, the college has actively engaged in extension activities that significantly impact the neighbourhood community while sensitizing students to various social issues, fostering their holistic development. This commitment is underscored by notable achievements and initiatives recognized by the University of Mumbai's NSS Department. For instance, during the Covid-19 pandemic, the college organized a highly commendable blood donation camp and spearheaded mask distribution and Covid-19 vaccination drives with student support. Moreover, in response to the devastating floods in Raigad district in July 2021, the college's NSS unit provided essential relief aid, benefiting approximately 50 families with supplies valued at approximately Fifty Thousand Rupees. Furthermore, many students have independently volunteered in flood relief camps, driven by the values and sense of responsibility instilled in them thus far. The students also voluntarily initiated a tree plantation drive in their farm/surrounding when the college was unable to conduct its planned drive due to Covid-19 restrictions.

Beyond crisis response, students have undertaken initiatives such as constructing "Vanrai Bandhara" for watershed management during dry seasons, actively participating in tree plantations, Swachh Bharat Abhiyan, AIDS awareness campaigns, Voter registration drive, road safety drives, and commemorating important national leaders' birth anniversaries through NSS and DLLE activities. These programs foster tolerance, harmony, and awareness of cultural, regional, linguistic, and socio-economic diversity among students. The students of the college participates annually in "UDAAN: The Flight of Extension," a prestigious university-level competition that raises awareness about various social issues and earn accolades almost every year.

Moreover, the college collaborates with the Indian National Centre for Ocean Information Services (INCOIS) to conduct workshops that benefit fisherman and coastal communities. These workshops focuses on potential fishing zone, ocean state forecasts, and tsunami alerts, significantly enhancing the daily lives and safety of coastal inhabitants.

Overall, these extension activities demonstrate the college's deep sense of social responsibility and commitment to holistic student development, sensitizing them to constitutional values, rights, duties, and responsibilities.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The college has a history of earning accolades in extension activities from government or government-recognized bodies. For instance, it participates annually in "UDAAN: The Flight of Extension," a prestigious university-level competition that raises awareness about various social issues. This event is organized by the Department of Lifelong Learning and Extension (DLLE) at the University of Mumbai.

Additionally, the college is recognized by the NSS Department of the University of Mumbai for its commendable organization of a blood donation camp during the Covid-19 pandemic.

Furthermore, the college has achieved notable success in sports, securing gold medals in zonal-level swimming and boxing competitions hosted by the Department of Sports at the University of Mumbai.

Our one of the faculty member Dr. S. V. Bangale received prestigious awards Dr. A. P. J. Abdul Kalam VidnyanRatna state level awards by Dr. Babasaheb Ambedkar Pratishthan's 131st Jayanti Mahotsav Samittee, Pandharpur.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 15

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	07	05

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 14

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

G. M. Vedak College of Science, Tala, Raigad District, Maharashtra, is committed in providing a comprehensive learning environment with adequate infrastructure and facilities that support both academic and extracurricular activities.

Teaching-Learning Infrastructure:

Classrooms: The College boasts 14 well-furnished and spacious classrooms that are equipped with proper lighting and ventilation, creating a conducive environment for learning. These classrooms are designed to accommodate the diverse needs of students, ensuring a comfortable and effective teaching-learning process.

Laboratories:

To foster a hands-on learning experience, the college has invested in well-maintained and modern laboratory facilities. The campus includes three Chemistry laboratories, a Physics laboratory with a darkroom, a Zoology laboratory, and two Computer laboratories dedicated to Information Technology and Computer Science. These state-of-the-art laboratories are equipped with the latest scientific equipment, enabling students and teachers to engage in advanced research and practical sessions.

Research Centre:

The college houses a Ph.D. research centre in Chemistry, featuring a well-equipped research lab that supports innovation and research activities. This facility encourages both faculty and students to pursue advanced studies and contribute to scientific advancements.

Seminar Hall:

The college's spacious seminar hall is a hub for academic activities including seminars, workshops, conferences, and meetings. Regular updates ensure that it remains an ideal venue for hosting seminars, workshops, conferences, meetings and various events.

Knowledge Resource Centre:

The library is a cornerstone of the college's academic resources, offering a wide array of e-resources such as e-books, journals, handbooks, and data books. The student-centric facilities include a reading room, an e-library section, internet access, OPAC, NDLI, DELNET, and a user tracking system. These resources provide students with comprehensive access to information, aiding in their overall development and learning.

Cultural and Sports Activities:

Cultural Activities:

The College encourages cultural activities by providing facilities that support various events and programs.

Sports Facilities:

Physical fitness and sports are given significant importance at the college. The campus includes a playground that caters to multiple sports such as Cricket, Basketball, Badminton, Volleyball, and Kabaddi. These facilities encourage students to participate in sports and recreational activities, promoting a healthy lifestyle.

Additional Facilities:

Staff Quarters and Hostels: The College accommodates staff quarters and separate hostels for boys and girls, ensuring a safe and convenient living environment for both students and staff.

Canteen: A spacious and well-ventilated canteen serves hygienic and nutritious food, catering to the dietary needs of students and staff.

In conclusion, G. M. Vedak College of Science is equipped with comprehensive infrastructure and facilities that support a holistic educational experience. From well-constructed classrooms and advanced laboratories to robust cultural, sports, and wellness facilities, the college strives to create an environment that fosters academic excellence and the overall development of its students.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 7.09

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	7.81	1.7	0.41	1.16

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Integrated Library Management System (ILMS)

A fully automated library through ILMS—Integrated Library Management System. It started automation in 2014 through e-Granthalaya.

E-Resources and Digital Access

It provides digital support to the library and access to many online databases like DELNET. The students and faculty members can avail themselves of this digital database along with the help of internet services and Library Catalogue (OPAC). The NDLI (National Digital Library of India), Shodhganga—repository of Indian theses and dissertations—OERs, are also accessible to augment research and academic activities for the teachers and students.

Computer and Wi-Fi Facilities

The library is Wi-Fi enabled to enhance digital access for both students and staff toward accessing online resources from their individual devices. The college also has a browsing center that contains four

computers, providing a space purposely used for searching databases and research.

Library Collection

The library provides a spacious environment for study and research. Total seating capacity is 40, ensuring ample scope for students. The library boasts an impressive range of collections that includes:

- 3,449 titles on a wide range of subjects and disciplines
- 72 CD-ROMs: Offers multimedia resources to enhance learning
- 1,565 reference books - 40 dissertations with research and reference

Subscriptions and Periodicals

The library maintains the subscription of 10 copies of journals, 10 magazines, and 04 newspapers. The availability of such vast subscriptions brings forth cutting-edge research in current affairs to the students and faculty from various fields of study.

Additional Facilities

The library also provides a number of other facilities for better use and convenience: - Printing facilities, allowing users to make photocopies of reference materials for academic purposes - Property counter, where personal belongings are safely left for a moment while in the library

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college prioritizes the continual enhancement of its IT infrastructure through a robust system. The requirement of ICT for students, staff, and other users is assessed from time to time. The necessary arrangements for IT infrastructure and provisions in budget for augmentation of necessary physical facilities are made. Departments in the college are provided with desktops, printers and internet facility for academic purpose. New computers are added as per the needs.

IT Equipment and Devices:

The college has 55 computers out of which 48 are available for students. There are 03 LCD projectors, 01 all in one printer, 02 scanners, 07 printers, web camera and photocopier machine. Principal office, administrative office, IT & CS Department are supported by UPS. Attendance is mandatory for all staff members through a biometric machine, which is kept in the office. College has an active website developed and maintained by inhouse staff. Website gives all necessary information right from the admission process to result declaration. The college has purchased 'Tally', 'Microsys' software for student information and administrative work

High-Speed Internet Connections:

The college provides high speed internet connectivity of 100 MBPS bandwidth for effective running of various softwares and programmes. The college campus is Wi-Fi enabled and provides free internet connectivity to stakeholders with secure login ID and password.

The college campus is under CCTV surveillance to ensure safety and security of stakeholders.

Overall, the institution has well- equipped IT facilities that are vital for training the students in state-of-art software and hardware.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 10.19

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

Response: 48

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 21.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.42	6.64	4.87	0.45	1.78

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 13.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	56	48	46	46

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

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

5.1.3

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

Response: 37.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	405	00	117	265

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 27.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	45	39	34	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	146	151	116	103

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

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

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

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 18.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	10	09	25	21

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

5.4 Alumni Engagement

5.4.1

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

Response:

Although it is not officially established, the alumni association operates within the college. The colleges

alumni gather annually for a reunion organised by alumni committee in response to informal request from alumni. During this get together, they discuss ways to address colleges shortcomings, offer career guidance and support to current students and provide assistance in securing job opportunities. Alumni committee gives feedback to IQAC, which is included in the development prospectus of college.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership of the college are in harmony with its vision and mission, which is evident in several aspects:

Alignment with Vision and Mission: The vision and mission are effectively aligned with the college initiative to offer science education to hilly, rural and tribal areas of our district. The trustees are dedicated to expanding access to education and empowering individuals irrespective of their geographic or socio-economic circumstances. For instance, this commitment is promoted, such as the introduction of M.Sc. Organic Chemistry in 2018 with an additional 20 seats intake in 2021, the commencement of M.Sc. Information Technology in 2021, and the establishment of a Ph.D. Research Centre in Chemistry in 2022, which demonstrates the trustees' dedication and unwavering commitment to realizing the institution's vision and mission.

Nature of Governance and Decentralization: The institution fosters a collaborative decision-making environment where staff members actively contribute to major policy decisions.

- The overall Governance of the College is managed by the Trust, which overlooks all the administrative processes.
- The college follows the governance structure as prescribed by affiliating University of Mumbai, and Government of Maharashtra.
- The college has 'College Development Committee (CDC)' as per Maharashtra Universities Act, 2016. It addresses issues related to teachers, development plan, addition and repairs of infrastructure, collaborations, purchases etc.
- The management implements key decisions involving CDC and the Principal.
- Participative leadership is reflected in academic and administrative decisions of the college which involves Principal, IQAC Coordinator, Head of Departments and Coordinators of post graduate programmes.
- The IQAC forms various curricular and extra-curricular committees to facilitate appropriate functioning and timely compliance of the activities. The process avoids an excessive workload to the teachers and enhances organizational efficiency.
- The departmental heads and coordinators of PG departments are effectively empowered to allocate workload and oversee departmental operations.

Participation in Institutional Governance: Various stakeholders, including student council members, class representatives, alumni, parents, teaching and non-teaching staff are the part of various committees and work directly under the guidance of the Chairman of the respective committees, Principal and the

IQAC coordinator. This participation enhances the success of college programs and initiatives, as evidenced by the vibrant co-curricular and extra-curricular activities documented in AQARs and SSR.

Visible Institutional Practices: The governance and leadership, aligned with the college's vision and mission, play a pivotal role in fostering co-curricular, extra-curricular activities and research within the institution.

- The faculty members have undertaken major and minor research projects, resulting in the publication of research papers in international journals.
- Many non-teaching staff members have pursued postgraduate degrees in recent years, and some have even embarked on doctoral studies.
- The students have actively persuaded NSS, cultural and sports activities beyond the college premises.
- The college collect feedback from stakeholders. The analysis of the feedback is done and productive suggestions are implemented.

Thus, the management facilitate holistic development of student and staff altogether, underscores the institution's inclusive governance practices.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The operational efficiency and effectiveness of college is evident in many aspects such as policies, administrative structures, appointment, service regulations, procedures, and the implementation of strategic, perspective, and development plans.

Policies: The following example demonstrate clear, coherent, and goal-aligned policies.

- Admission policies facilitate access for economically weaker students, offering concessions and installment payment options.
- The college supports students in accessing various government scholarship schemes, providing comprehensive assistance in completing application processes.
- The college has actively engaged students in outreach activities through NSS and DLLE, notably during crises like the Covid-19 pandemic and flood relief efforts.

Administrative Setup: The efficient administrative setup of the college ensures seamless day-to-day functioning. The policy decisions and long term plans of Trustee and CDC are conveyed by the Principal to staff members. The implementation of the activities are overseen by Principal and IQAC coordinator. Head of Departments are empowered to manage workload and supervise both academic and co-curricular activities. Extracurricular and outreach activities are executed by respective committees, thus, promoting decentralization and enhancing overall organizational efficiency.

The various departments under the leadership of their respective heads organize a diverse range of developmental activities, seminars, workshops, and industrial visits for the benefit of students.

The Examination department is delegated with the responsibility of conducting examinations according to the schedule provided by University of Mumbai and ensuring timely result publication.

The administration and finance department, operating directly under the Principal's purview, manages essential tasks such as admissions, timely implementation of university circulars and government scheme, infrastructure maintenance, record-keeping, procurement, fund disbursement and financial matters etc.

Appointment and Service Rules: The College prioritizes prompt filling of vacant positions, striving optimal student-teacher ratio and preventing excessive workload in academic and extracurricular activities. It strictly follows appointment and service guidelines set by University of Mumbai and Government of Maharashtra. The college has longstanding tradition of timely promotions of staff members since their joining.

Procedures: The department responsible for overseeing academics and extracurricular activities convenes periodic meetings. Minutes of these meetings are recorded and actions are implemented accordingly. Any identified shortcomings are addressed and rectified in subsequent meetings. Adequate resource allocations in terms of infrastructure, manpower and funds are provided to these departments and committees. Additionally, the college has established various statutory committees to address conflicts and fosters harmonious environment within the college.

Deployment of Institutional Strategic/Perspective/Development Plan: The deployment of these plans were initiated following the visit of the NAAC team and their subsequent suggestions. The college management has proficiently executed the transition from a solely undergraduate college to a post-graduate college and research centre, reflecting a strategic and development plan for sustainable growth.

The management actively promotes and supports the organization of seminars, webinars, and conferences. The college has recently constructed new laboratory and has also undertaken upgrades to its existing laboratories and library facilities.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college is committed to the personal welfare of the teaching and non-teaching staff. This is evident in several aspects.

1. The college adheres to the Performance Based Appraisal System (PBAS) established by the affiliated university. Each year, teachers complete PBAS forms and submit them to the IQAC.
2. Staff members are actively encouraged to engage in the Career Advancement Scheme (CAS) periodically, with a longstanding tradition of timely promotions for all teachers since their joining.
3. The college offers casual leave, earned leave, and medical leave to all teaching and non-teaching staff, as mandated by both the State Government and the Affiliating University.
4. The college regularly deputed faculty members to refresher course, faculty development programs, seminar, conferences and workshop.
5. The college deputed non-teaching staff to the skill enhancement programs.
6. The college grant duty leave to both teaching and non-teaching staff to attend skill enhancement programs, seminars, workshops, and conferences.
7. The college provides free internet/Wi-Fi facility on campus and email address with sufficient storage capacity for their e-mail's IDs.
8. The college felicitate faculty members on their superannuation.
9. The college felicitate staff members for a degree or special achievement.

10. The college offers on-campus staff quarters to accommodate the Principal, as well as teaching and non-teaching staff members, if they choose.
11. The college has GPF and NPS for all grant-in-aid staff members.
12. The college has canteen facility for the convenience of students, faculty, and staff.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 19.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	08	11	09	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	14	14	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The following mechanism is in place for financial management and resource mobilization:

- The main resources are fees (grant-in-aid and self -finance) and grant-in-aid salary.
- The other sources are funds from major project and grant received through National Service Scheme (NSS).
- Every year the department, various committees and library prepares the budget depending on the activities/ programmes of the college. The requirement for each year (books, chemicals/ glassware/ equipment/ computer machines/ computer peripherals, furniture, sports equipments etc.,) purchases are invited from each department. The budget then prepared is discussed with Heads of the departments and after revisions, it is finally submitted for approval to management.
- The amounts of scholarships, freship from State Government and University are verified and deposited in the bank accounts of student beneficiaries.
- The college cover expenses for capacity building programs aimed at enhancing the skills of students and teachers, including conferences, seminars/webinars, workshops, etc. These funds are allocated after receiving approval from the management.
- The Pratishthan covers additional expenses exceeding the allocated budgetary provisions.
- he Programme Officers of NSS, coordinator of DLLE and Principal Investigators (PI) of projects under direct supervision of the Principal are empowered to carry out expenses in the respective heads.

- The institution performs a financial audit annually by external auditor (Chartered Accountant). An auditor appointed by the Pratishthan conducts this audit once a year at the end of the fiscal year. The audit entails reviewing details of receipts, payments, cashbooks, voucher files, ledgers, bank books, and other financial records. The other grant such as grants received through major projects and NSS grant are duly audited by Chartered Accountant.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC conducts regular reviews of the teaching-learning process and suggests incremental improvements. It actively promotes outcome-based learning and development programs for both students and faculty members. Thus, the IQAC plays a pivotal role in enhancing the quality of teaching and learning within the institution through various initiatives:

- **IQAC meeting minutes:** The IQAC convenes meeting periodically and the minutes are recorded meticulously. These meetings focus on reviewing teaching-learning processes and proposing enhancements. For instance, during the pandemic, the IQAC encouraged the college to transition to ICT tools.
- **Annual Committees:** Under the direct supervision of the Principal, the IQAC establishes various committees tasked with organizing co-curricular and extra-curricular activities. These committees are rotated every three years with representation from teachers in all committees, thereby avoiding an excessive workload to the teachers and enhances organizational efficiency.
- **Promotion of Research:** The IQAC actively promotes research endeavours among faculty members by encouraging applications for major and minor research projects. The IQAC encourages faculty members to apply for PG teacher recognition and PhD guide recognition. This effort has resulted in successful completion of several projects. Additionally, the IQAC facilitates faculty participation in conferences, seminars, and workshops. Moreover, the IQAC organizes such events within the college, fostering student and faculty development. To date, the college has hosted one conference and two webinars, attributable to the IQAC's proactive initiatives.
- **ICT facilities and e-learning initiatives:** The IQAC encouraged the college to transition to ICT tools. An example of this proactive approach is seen during the pandemic, where the IQAC advocated for the adoption of ICT tools over traditional methods. To make our e-learning

resources accessible to all, E-contents, presentations, question banks and videos are shared with the students.

- **Value added/ Certificate courses:** At the suggestion of the IQAC, departments have initiated certificate courses and bridge courses to enhance student learning opportunities. The various departments of the college have total 15 certificate courses during last five years to their credit.
- **Field Visit/ Excursion:** Following recommendations from the IQAC, departments organize field visits and excursion tours to facilitate experiential learning.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity

The institution consistently endeavours to foster and instill gender equity among its student body. Key entities such as the Women Development Cell, Internal Complaint Committee, Anti-Ragging & Discipline Committee, and Grievance Redressal Cell actively contribute to the cultivation of awareness and resolution of gender-related issues. This commitment is exemplified through the initiation of various Gender Equity Programs, Workshops, Guest Lectures, Self-Defence Training, Awareness Talks, and AIDS Awareness Programs.

International Women's Day is celebrated with enthusiasm through diverse activities, including rangoli competitions, poster making contests, along with guest lectures aimed at promoting gender equity. Admissions data substantiates the institution's commitment to gender equity, as both male and female students across disciplines are admitted. The male-to-female ratio remains comparable in extracurricular and co-curricular activities, encompassing sports, cultural events, NSS activities, and other events.

Facilities provided to women

In addition to promoting gender equity, the college has taken proactive measures in ensuring the safety and security of its students:

- Surveillance cameras have been strategically placed to ensure the safety and security of both students and staff.
- Diligent security personnel are stationed at entrances around the clock, rigorously screening visitors.
- The mandatory use of identity cards for students and staff aids in monitoring and maintaining discipline.
- Sanitary Napkin Vending Machines, offering affordable sanitary napkins at a nominal cost of Rs. 5, are installed in girls' restrooms.
- Dedicated common rooms, equipped with essential amenities, are provided for both male and female students.
- Hostel Facility is available for both boys and girls
- Right from their first year, students receive orientation on gender sensitization, facilitated by the college. They are also informed about the presence and functions of committees such as the College Internal Committee (CIC), Discipline and Anti-Ragging Committee, Women

Development Cell (WDC), and Grievance Committee. These committees actively promote gender equity.

The provision of a separate common room for female students, strategically located washrooms on every floor, and the availability of proper amenities, including water arrangements, toilet blocks, doors, and sanitary pad vending machine, underscores the institution's commitment to ensuring a safe and equitable environment for all.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

- 1. Green audit / Environment audit**

2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

In pursuit of creating an inclusive environment that fosters tolerance and harmony towards cultural, regional, linguistic, and socioeconomic diversity, as well as sensitizing students and employees to constitutional obligations, values, rights, duties, and responsibilities, the college has implemented various initiatives across different dimensions of diversity:

Cultural Harmony:

The college actively promotes cultural harmony through the celebration of events such as the Navratri Festival, Traditional Day, and the Annual Cultural Gathering. Additionally, students participate in the Youth Festival, which provides a platform for showcasing and appreciating diverse cultural expressions.

Regional Harmony:

Efforts to foster regional harmony include celebrating Maharashtra Din on 1st May and Marathi Bhasha Din. These events, along with related activities, promote regional pride and unity among students from different backgrounds.

Linguistic Harmony:

The college celebrates Marathi Bhasha Din, organizes essay and elocution competitions, and observes Vachan Prerna Din to encourage reading. These activities contribute to linguistic harmony by promoting regional languages and fostering a love for literature.

Communal Socio-economic Harmony:

To promote communal and socio-economic harmony, the college organizes events like Blood Donation Camps and observes International Yoga Day, Art of Living camp. Material support was provided to flood-affected individuals in Mahad, Raigad district, and the staff contributed two days' salary to the Chief Minister's Fund for COVID-19 relief. A **COVID Vaccination Drive** under the mission "Yuva Swasthya" was organized by NSS unit to support the national vaccination effort with precautionary doses. The NSS unit also conducted a mask distribution drive in the adopted village.

Values:

The college instills values of patriotism, freedom, unity, cultural harmony, brotherhood, leadership, justice, peace, non-violence, and selflessness through events like the celebration of the birth anniversaries of freedom fighters, Independence Day, and Republic Day. Outreach activities promote values such as sincerity, discipline, punctuality, hard work, sportsmanship, politeness, decision-making, and teamwork.

Rights:

The institution raises awareness about constitutional rights through events like Constitution Day on 26th November and teachers rights Teacher's Day on 5th September. Women's rights are highlighted on International Women's Day on 8th March, and consumer rights are emphasized through consumer guidance programs.

Duties:

Significant days such as Independence Day, Republic Day, the birth and death anniversaries of freedom fighters, and Voter's Day are celebrated to reinforce the duties of citizens, including protecting sovereignty, following the ideals of the freedom struggle, strengthening democracy, and rendering national services when called upon.

Responsibilities of Citizens:

Activities such as Blood Donation Camps, Tree Plantations, Swachh Bharat Abhiyan, AIDS awareness activities, road safety drives and special NSS camps are organized to develop students as responsible citizens. Financial support is provided to the Chief Minister's Fund, and material assistance is extended to flood-affected individuals, demonstrating a commitment to societal welfare and citizenship responsibilities.

Through these comprehensive efforts, the college strives to create an environment that respects diversity, promotes social harmony, and instills a strong sense of constitutional values and responsibilities among its students and employees.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice:

Reform in seating arrangement system during examinations.

Objective of the Practice:

Streamlining the process of arranging seats during examinations to enhance convenience for both administrative staff and students.

The Context:

As an integral part of our evaluation system, our institution conducts a variety of examinations for internal assessments and those mandated by the university each year. Approximately 450 students participate in these exams, with the college relying on a limited number of administrative staff (1 clerk and 2 peons) to assist in the examination process. Simultaneously, there is a need to organize approximately 6 to 7 exam blocks during both morning and afternoon sessions. Using the traditional approach, administrative staff members were required to manually write students' examination seat numbers on all benches in every classroom, twice daily, throughout the nearly three-month examination period. This process consumed 1 to 2 hours daily, resulting in considerable resource expenditure. Additionally, students had to assemble daily to check the seating arrangements posted on notice boards, sometimes leading to stress and human errors. Therefore, implementing a new mechanism for the entire system became a top priority.

The Practice:

Rather than inscribing examination seat numbers on benches, we opted to assign numbers to the benches based on classrooms and then allocate seats accordingly. As a pilot project, we selected two classrooms and four exam blocks. Benches were numbered using desk numbers, such as D1, D2, D3, etc., within Exam Block No. 1. Seat numbers were then allocated to these benches, and the seating arrangement was prominently displayed on each Exam Block's door. Since bench numbers were readily available in both printed form and as a soft copy, only the allocation of seat numbers needed to be done daily. This approach proved highly effective, receiving positive feedback from both staff and students, leading to its

implementation for all university and internal examinations, ultimately becoming our best practice.

Evidence of Success:

This innovative practice has resulted in significant time, energy, and stationery savings for the institution, reducing the reliance on chalk and paper resources. One administrative staff member can now complete seating arrangements for an entire week in just half an hour. Moreover, students are informed in advance about their examination hall and assigned bench, significantly reducing stress and confusion. Most importantly, this revamped mechanism has virtually eliminated errors, ensuring a smoother and more reliable examination experience for all stakeholders.

Problems Encountered and Resources required

- Ensuring the accuracy of printed and digital copies of seating arrangements required careful attention to avoid discrepancies.

Best Practice 2:

Title of the Practice:

Admissions Process

Objectives of the Practice:

- Strategically meet and surpass institutional admission goals, encompassing enrollment and retention.
- Ensure equitable access to higher education for students residing in rural and hilly areas, as well as across diverse student categories to promote inclusivity.

Context

- Low enrollment rates in science programs (B.Sc., M.Sc.) due to high demand for professional courses.
- Challenge of attracting and retaining students in science programs, exacerbated by the presence of competitive institutions in neighbouring areas.
- Timely commencement of the admission process, early identification of meritorious students, and prompt notification of admission lists to prevent the loss of bright students to other institutions.

The Practice

- The college initiate the admission process by displaying banners highlighting the college's achievements in nearby villages and surrounding areas.
- The Admission committee members visit various nearby villages to counsel students who have completed their XIIth standard exams about pursuing higher education at the college. They provide information about the college's amenities, including qualified teachers, supportive non-teaching staff, excellent infrastructure, sports facilities, and hostel accommodations.
- Members of the committee also maintain contact with students via phone for on-going counselling and assistance.

- The current students in S.Y.B.Sc., T.Y.B.Sc. and M.Sc.-II engage in word-of-mouth promotion of the college in their respective villages.
- The college distribute admission application forms for F.Y.B.Sc., F.Y.B.Sc.(IT & CS) immediately upon the announcement of H.Sc. results by the Maharashtra State Board and admission application forms for M.Sc-I immediately after declaration of T.Y.B.Sc. result. Application forms are available until the deadline for submissions.
- The committee supports students enrolling in S.Y.B.Sc., T.Y.B.Sc. and M.Sc.-II by providing guidance on suitable subjects based on individual aptitude, proficiency, and interests.

Key information provided to the public and prospective students includes:

- Seat availability for various courses and student categories in compliance with government norms.
- Deadlines for submitting application forms, release of the first list of selected students, final admission date for students on the first list, and subsequent list announcements.
- Data entry operators record application details such as student names, application numbers, exam scores, last institution attended, category, parental annual income, etc.
- Generate consolidated lists of applicants for various courses based on merit and category after the application deadline.

• Effect of Covid-19 in admission process

- The Covid-19 pandemic affected the admissions during the academic year 2020-21.
- To increase the admissions in the first year, the admission committee members took the effort to obtain the list of H.Sc. passed students from various junior colleges across the periphery of the College. The list included their phone numbers and email addresses.
- The members contacted the students two to three times on phone for counseling and for convincing them to fill up the online admission form.
- The admission committee members also did continuous telephonic conversation with the students who filled the online admission form but not came to college for admission and counseled such students.
- Due to the pandemic situation many students faced economic problems at their home as a result of which few passed out students from F.Y.B.Sc. and S.Y.B.Sc. did not take admission in S.Y.B.Sc and T.Y.B.Sc. respectively. The members of the admission committee took initiative and counseled such students and their parents on phone and convinced them to take admission.

Evidence of Success

- An upward trend in the number of enrolled students.

Problems Encountered and Resources required

- Geographic challenges in attracting students residing far from the college due to limited transportation options in the hilly area.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Pioneering Higher Education in Rural, Tribal, and Hilly Areas

Introduction

Established in 2009, G. M. Vedak College of Science, under the patronage of Shri Gopinath Mahadeo Vedak Pratishthan, is located in Tala, Raigad District of Maharashtra. Guided by the motto “Vidyadhan Sarvdhan Pradhanam” (knowledge is the utmost wealth), the college has been serving the educational needs of rural, tribal, and hilly communities for over a decade. Catering primarily to students from peasant and fisherman communities, many of whom are first-generation learners, the college provides a vital opportunity for higher education in core science subjects such as Physics, Chemistry, Zoology, Computer Science, and Information Technology.

Academic Excellence and Infrastructure

Affiliated with the University of Mumbai and recognized by the Government of Maharashtra, G. M. Vedak College offers undergraduate and postgraduate courses designed to meet the evolving demands of students. The college has made significant investments in infrastructure to support academic excellence. Well-equipped laboratories, a comprehensive library, computer facilities with internet connectivity, and highly qualified teaching staff create a nurturing environment that encourages learning and innovation. Despite geographical limitations, the college offers a range of cultural and sports activities, personality development programs, and social responsibility camps, fostering a holistic educational experience.

Post-Graduate Programs and Research Initiatives

Responding to recommendations from NAAC and the Local Inquiry Committee (LIC) of the University of Mumbai, the college has expanded its academic offerings. In 2018-19, a postgraduate course in Organic Chemistry was introduced, followed by the commencement of an M.Sc. (Part-II) Organic Chemistry course in 2019-20. The intake capacity for M.Sc. Organic Chemistry has increased annually, with the current capacity being 40 students. In 2021-22, the college introduced M.Sc. in Information Technology with an intake capacity of 20 students. These programs have significantly enhanced students' prospects for higher education and employment in local industries. The establishment of a Research Center in Chemistry in 2022 marked a significant milestone for G. M. Vedak College, making it the only

institution in nearby hilly and tribal locality to offer postgraduate courses and a research center. The center provides necessary facilities and continuous guidance to research scholars and students, fostering a culture of innovation. Four research scholars are currently pursuing their Ph.D. degrees under the mentorship of Dr. S. V. Bangale, with research activities spanning various interdisciplinary fields. One student is pursuing a Ph.D. under the supervision of Dr. B. G. Bhaware. Faculty members and students are encouraged to engage actively in research, contributing to the college's robust research culture.

Faculty Achievements

- **Distinguished Faculty:** The college boasts a distinguished faculty, with 10 out of 16 grantable staff members holding Ph.D. degrees, 10 recognized for teaching postgraduate students, and four serving as Ph.D. guides.
- **Research Publications:** Faculty members have published research papers in various SCI, Scopus indexed, and UGC listed journals.
- **Patents and Projects:** Dr. S. S. Mirza has received two patents for a Fish Size Analyzing Device from Office of Controller General of Patents, Designs and Trademarks, Department for Promotion of Industry and Internal Trade, Government of India. Dr. B. G. Bhaware has been sanctioned major research projects by the Indian National Centre for Ocean Information Services (INCOIS), focusing on oceanography and fishery biology. These projects, valued at Rs. 36.0 lakhs, are instrumental in benefiting the local fisherman community and promoting socio-economic development. Dr. B. G. Bhaware and Dr. S. V. Bangale have been sanctioned minor research projects by the University of Mumbai, with funding amounts of Rs. 0.65 lakh and Rs. 0.40 lakh, respectively.

Other Distinctive Features of the College

- **Non-Teaching Staff Development:** In recent years, many non-teaching staff members have pursued postgraduate degrees, demonstrating their commitment to professional growth. Additionally, some have even embarked on doctoral studies within the same research center at our college. This initiative not only enhances their qualifications but also contributes to the overall academic environment of the institution.
- **Student and Staff Facilities:** Considering the geographical constraints, the college provides essential facilities such as Girls Hostel and Boys Hostel for students in need. These accommodations ensure that students from remote areas have a safe and conducive living environment. Furthermore, the college offers on-campus staff quarters to accommodate the Principal, as well as teaching and non-teaching staff members, fostering a close-knit community and ensuring that faculty and staff have convenient living arrangements.
- **Faculty and Staff Policies:** The College prioritizes prompt filling of vacant positions, striving for optimal student-teacher ratios and preventing excessive workload in academic and extracurricular activities. Staff members are actively encouraged to engage in the Career Advancement Scheme (CAS) periodically, with a longstanding tradition of timely promotions for all teachers since their joining. The college regularly deutes faculty members to refresher courses, faculty development programs, seminars, conferences, and workshops. It also deutes non-teaching staff to skill enhancement programs.

Student Research and Development

The faculty actively encourages postgraduate students to publish research papers, resulting in several

publications credited to these students during their PG studies. This hands-on research experience enhances their academic skills and increases their awareness of societal problems, fostering a problem-solving mindset. Additionally, various departments of the college have initiated certificate and bridge courses to enhance learning opportunities. Overall, the departments have offered 15 certificate courses, contributing to the holistic development of the students.

Vision and Mission Alignment

The vision of "**Spreading the light of knowledge and enlightenment**" and the mission of providing "**superior science education and training that prepare individuals to realize their full potential and will best serve the nation**" are effectively aligned with the college's initiatives. The trustees are dedicated to expanding access to education and empowering individuals irrespective of their geographic or socio-economic circumstances. The introduction of M.Sc. Organic Chemistry, M.Sc. Information Technology, and the Ph.D. Research Centre in Chemistry demonstrates the trustees' unwavering commitment to realizing the institution's vision and mission.

Conclusion

The College stands out for its unwavering commitment to providing higher education to the rural, tribal, and hilly areas of Raigad District. Its focus on science education, robust infrastructure, dedicated faculty, and active research initiatives make it a preferred choice for students.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Patents:

- In addition to their prolific publishing efforts, our faculty members have also achieved notable success in securing patents. Two significant patents have been granted by the Patent Office, Government of India:

1. Design No. 365902-001
2. Design No. 2 381331-001

These patents reflect the innovative capabilities and practical applications of our research initiatives, further enhancing our institution's reputation in the field of applied sciences.

Concluding Remarks :

- The vision of our founder of empowering the underprivileged students through accessible and affordable education, and building knowledgeable, skilled, and value-based citizens will keep the college marching on.
- In line with our commitment to fostering a robust research culture, our esteemed faculty members have made significant contributions to the academic community by publishing research papers in UGC Care list, Scopus, and Web of Science journals. These platforms are renowned for their stringent publication standards and global recognition, ensuring that our research is both credible and impactful.
- Our college is dedicated to fostering comprehensive student development in a competitive yet nurturing environment. We prioritize holistic growth, blending academic achievements with co-curricular skills and talents. Emphasizing social skills and community engagement, we encourage active participation in various initiatives. Our expanded course offerings include valuable options to equip students for success in projects and placements. With a focus on job placement, we stand as a beacon for empowerment and positive change in our coastal community. Committed to excellence and active engagement, we ensure our students thrive and contribute meaningfully to society as we pursue NAAC re-accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :07</p> <p>Remark : As per clarification received from HEI, and excluding the courses which are part of the regular university curriculum and short term course and participated, thus DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>349</td> <td>326</td> <td>107</td> <td>50</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>170</td> <td>199</td> <td>107</td> <td>50</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	349	326	107	50	45	2022-23	2021-22	2020-21	2019-20	2018-19	170	199	107	50	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
349	326	107	50	45																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
170	199	107	50	00																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 287</p> <p>Answer after DVV Verification: 182</p> <p>Remark : As per clarification received from HEI, and as per provided Certificates, thus DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to</p>																				

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
203	204	123	150	161

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
203	204	123	150	161

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	260	260	260

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
308	312	264	264	260

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
123	143	79	98	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	94	69	79	75

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	234	234	234

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
283	287	238	238	234

Remark : As per clarification received from HEI, and as per SOP Filled seats not to exceed the earmarked one so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	23	23	23	23

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	4.55	5.25	7.95	8.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	4.55	5.25	1.05	8.18

Remark : As per clarification received from HEI, and as per SOP without sanction letter by funding agency claim could not be considered, thus DVV input is recommended.

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

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

during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	06	13	04	04

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	06	09	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	09	05	08	04

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	03	01	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	01	01	02

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	07	18	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	07	05

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :14

Remark : As per clarification received from HEI, and as per SOP Only for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities should be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	45	39	36	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	45	39	34	26

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
164	149	152	120	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
117	146	151	116	103

Remark : As per clarification received from HEI, and as per SOP Multiple counting of the same student in the same academic session should be counted as one, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	00	01	02

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Inter- collegiate awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	12	09	26	22

Answer After DVV Verification :

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

28	10	09	25	21
----	----	----	----	----

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	14	18	28	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	08	11	09	01

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	14	14	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	14	14	14

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53.29</td> <td>62.96</td> <td>14.88</td> <td>13.25</td> <td>26.74</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53.29</td> <td>62.96</td> <td>17.02</td> <td>10.01</td> <td>13.04</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	53.29	62.96	14.88	13.25	26.74	2022-23	2021-22	2020-21	2019-20	2018-19	53.29	62.96	17.02	10.01	13.04
2022-23	2021-22	2020-21	2019-20	2018-19																	
53.29	62.96	14.88	13.25	26.74																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
53.29	62.96	17.02	10.01	13.04																	