



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**NAMITA EDUCATION AND WELFARE SOCIETYS
SIDDHARTH COLLEGE (B.M.M, B.M.S & B.COM)**

**N S KNOWLEDGE CENTRE AT BORADPADA POST CHARGAON BADLAPUR
MHASA ROAD BADLAPUR WEST TAL AMBERNATH DIST THANE 421 503
421503**

www.siddharthcollegebadlapur.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Namita Education and Welfare Society's Siddharth College (B.M.M., B.M.S & B.Com) is a Buddhist Religious Minority institution, established under the umbrella of Namita Education and Welfare Society, affiliated to the University of Mumbai. The college is affiliated to University of Mumbai. It is situated in a beautifully landscaped campus, surrounded by tribal and hilly villages, at the outskirts of Ambernath Taluka of Badlapur West, Dist.Thane, Maharashtra.

From its humble beginnings in 2012, Siddharth College has evolved in to one of the premier institutions Badlapur. Every aspects of facilities have been created to ensure a positive learning experience for students and making every room comfortable and conducive to learning. Initially, the college offered only three undergraduate programs viz., B.M.M., B.M.S and B.Com). B.A and B.Sc courses were added in 2018-19 and the permission for Master of Commerce (M.Com) was granted by the University in 2020-21. The institution, currently offers

5 programs at the undergraduate level and one Postgraduate Programme in Master of Commerce comprising of 1353 learners.

University of Mumbai predominantly designs the curriculum for the colleges. Seminars, workshops, group discussions and guest lectures have been provided to students with additional exposure to various courses. The institute remain committed to making students' learning and knowledge more efficient through computer and internet use. The institute also aims to keep the knowledge of the students up to date by providing access to the internet as frequently as they wish.

The management of Namita Education and Welfare Society cares more about ensuring that values-based education is delivered efficiently and of the highest value to the students through a blend of experiential learning and caring for their social and emotional well-being. To increase analytical decision-making efficiency in high-stakes business situations, our institute focuses on developing conceptual, technical, and human and life skill sets. Leading the way with academic and professional practices, a value- based relationship approach is nurtured by our accomplished faculty. By creating a meaningful social value in the minds of future generations, the institution champions the need to transcend purely economic interests and create greater national priorities.

Vision

To empower rural and tribal youth with values and life skills to become economically independent and socially responsible citizens.

Mission

To integrate rural and tribal students into the mainstream and make them responsible citizens through qualitative higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Students from economically poor families and members of scheduled castes and tribes are primarily served by our college.
2. Continuous and consistent encouragement of full-fledge support from the Management to take up faculty development initiatives.
3. Faculty members possess a great academic background. They are experts in their respective domains, with extensive domain knowledge.
4. The administrative staff are young, energetic and dedicated.
5. The college campus is surrounded by natural greenery of five acres.
6. There has been a good progress in results across all grade levels
7. Smart Board is made available for faculty to teach.
8. Good number of computers are installed in the computed labe.
9. Students are provided with a conducive academic and student-centred environment.
10. College infrastructure is capable of supporting students' needs.
11. To facilitate co-curricular activities and extension/outreach activities, various committees are formed.
12. Throughout the year, our students participate in extracurricular and cultural activities.
13. Students from tribal villages are provided with free bus transportation to and from college.

Institutional Weakness

1. The institute is located in a remote area, the institution faces numerous obstacles like power failure, internet connectivity and transport facilities.
2. The institute follows the curriculum and examination system of University of Mumbai which prevents the college from making any changes to the curriculum.
3. Interaction between the college and industry is limited
4. International collaborations are not available
5. A relatively small number of faculty members hold doctorate degrees.
6. No sources of funding have yet been identified for projects by faculty.
7. Interdisciplinary, collaborative research is negligent.
8. There is a limited scope for research as the college only offers undergraduate studies

Institutional Opportunity

1. The institute can improve its quality of teaching in tune with the New Education Policy.
2. It is possible to introduce new vocational courses at the undergraduate level
3. There is a good opportunity for students to progress from UG to PG.
4. There is scope to introduce new programmes of UG and PG in emerging areas.
5. It is possible to sign an MOU with other colleges or universities.
6. It's possible to introduce an increased number of interdisciplinary courses.
7. Managing E-Waste can be done through an MOU with NGOs

8. For research in environmental issues, MOUs can be established between the Environmental lab and industry.
9. Taking advantage of the growing trend of ICT enabled training programmes at national level can contribute to the development of teachers' careers
10. Students and faculty have the opportunity to train in the industry
11. To tap up fully the alumni base for developing infrastructure and to strengthen student support mechanism.
12. Staff and student exchanges with leading Institutions can be initiated.
13. To develop effective industry- institute linkages. To start subject related value-added courses with a view to enhance employability and holistic development of students
14. To encourage research activity / to develop a strong research culture in the college and /or to explore research potentials of the faculty and students.

Institutional Challenge

1. Predominantly under graduate institution finds it difficult to create a vibrant research culture.
2. Motivating faculty to do carry out research and pursue their PhD from reputed institutes;
3. To improve consultancy work by Faculty.
4. Benchmarking with leading institutions to avail the best in students and faculty.
5. Faculty to gain exposure to leading institutions of India and abroad;
6. To introduce diverse courses according to market and societal requirements.
7. To start short term programmes with industrial collaborations in the cutting-edge areas such as Digital Marketing, Videography and Web Designing etc.
8. Motivating students to gain additional skills to improve employability and quality due to their time constraint.
9. Receiving grants from government funded projects and consultancies.
10. The work pressure, learners experience during industrial training and internship in the first and second year in Hospitality industry challenges to continue in second or third year of the programme.
11. Counselling of students for competitive examinations so as to serve as civil servants is a real challenge as within a year of graduation almost all are absorbed in private sector job market in the financial capital of India.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In affiliation with the University of Mumbai, Siddharth College (B.M.M., B.M.S & B.Com) follows the university's curriculum. The academic calendar for each semester is published by the university prior to the start of class work for an academic year. Calendars include the dates when academic sessions begin, the length of each semester, internal assessments, and final exams.

Under the Maharashtra Universities Act of 2016, the College Development Committee (CDC) is formed each year under the leadership of the principal. In the CDC, the syllabus and scheme are discussed. Faculty members

are assigned papers based on their qualifications and specializations. Each faculty member prepares a teaching plan based on topic intensity and time constraints for the semester. Preparing such a plan helps to ensure that the syllabus is distributed effectively, the curriculum is clear and the course is completed on time.

Along with traditional approaches like chalk and talk, teachers are encouraged to use innovative methods such as presentations, assignments, group discussions, seminars, and industrial visits to teach their curriculum.

During the semester, faculty performance is evaluated based on student feedback. The curriculum is further evaluated by collecting feedback from all stakeholders, i.e., students, faculty, parents, and alumni. This information is analyzed and used to make future plans for better student performance.

Teaching-learning and Evaluation

Out of the sanctioned seats by the University, 73.23 percent seats are filled at the First year level for the last five years. *42.56 percent of seats were filled against reserved categories (SC, ST, OBC etc.).* **The Student – Full time Teacher Ratio in the year 2021-22 is 79.59:1.**

The institute uses a variety of student-centered pedagogical strategies in addition to the traditional lecture style to improve student learning outcomes and the teaching-learning process in accordance with the university's guidelines.

The ICT teaching pedagogy has been adapted by nearly all teachers. Online teaching tools such as Google Meet, dedicated Google Classroom and zoom, specific whatsapp groups were used to engage lectures.

As the College is affiliated to University of Mumbai, the mechanism for internal and external examination is provided by the University. All internal and external examinations of First and Second year have been conducted by the college on behalf of University. The transparency in internal and external assessment process has produced more than 90 percent results at the University results in the last five years.

University Question Papers are downloaded from the university portal an hour before the commencement of examination. Answer books of University examinations are scanned and assessed by the registered examiners online from the designated online assessment centres.

Grievances related to Examinations are dealt with in fair, transparent and time-bound manner. Photocopy: Learners are provided with a photocopy of answer books on demand. Learners can apply for both a photocopy of assessed answer book and its revaluation. All complaints pertaining to the Internal and External Examination are handled in accordance with the University of Mumbai's policies in a fair, transparent, and timely way. However, the College has not received any complaints with regard to internal examination.

The POs and COs are framed and stated by the Board of Studies and Academic Council of the University. The same has been clearly stated by the University. Teachers keep these outcomes in mind while planning their lectures and preparing lecture plans.

Orientation Programme have been conducted for new entrants at the beginning of the new Academic Year.

Research, Innovations and Extension

- Neither the government nor any non-governmental organisations provide grants to the College or the purpose of promoting research activities.
- M.Com learners are provided with computer for completing their project works.
- The institute constituted Research Committee from A.Y. 2021-2022 to organize workshops and to encourage teachers to write research papers and engage into research activities. Following workshops were conducted.
 - Workshop on Research Methodology
 - Seminar on Intellectual Property Rights
 - Workshop on Entrepreneurship Skill Development
- 03 workshops were conducted on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship during the last five years
- Strong connections have been made by NSS and Students Council with the gram panchayat, schools, neighbourhood people and non-profit organisations. Students' human values have been reawakened by these encounters. Welfare Programmes:
- Rallies on the topic of cleanliness, superstition, illiteracy, and saving the girl child have been held. As result, the villages started collecting wastes on dust bins. The tribals decided to send their children to colleges after SSC and HSC.
- Programmes on waste management, Swachh Bharat Abhiyan, anti-plastic drive, saving electricity and tree planting have been organised. As a result, the students belonging to the neighbourhood community changed their behaviour in terms of saving electricity.
- Women's Development Cell (WDC) organized programmes on Female Foeticide, Save Girl Child, and Sexual Gender equality, Healthy Lifestyles for Young Females, Women's Rights and Self Defence. The result is that the perspective of sex amongst boys and girls have changed.
- The NSS led the celebrations of festivals like, Ganesh Chaturthi, Navratri and Christmas. The outcome is that the villagers and students understood the importance of these days.
- **The institute received two recognition certificates for extension activities from government and from and NGO.**
- *18 outreach programs were conducted by the institution through organized forums including NSS with involvement of community during the last five years.*
- *03 MoUs were signed between the institute and other bodies with regard to Health, Faculty exchange and e-waste.*

- NSS Unit organized Seven Days Residential Camp in at Boradpada, Badlapur where activities like shramdan, street plays and awareness programmes.

Infrastructure and Learning Resources

- The College has excellent infrastructure spread over a campus of 5 acres.
- It has a total built-up area of 16612 square feet, a huge Seminar Hall, a Smart Classroom and 16 classrooms. Every classroom has the required amenities and is well-ventilated. LCD projectors have been placed in two of these classrooms. • Students can utilise the computer lab for practical exercises.

- With the SOUL version 3.0, the library is partially automated and uses a barcode-based issue and return system. 2805 books are in the Library comprising of text books and reference books. Many books were donated by a philanthropy from Seth Publishers, Mumbai. The institute subscribes to newspapers. It has 'Book Bank Facility' of the University of Mumbai. "New Arrivals" have their own display racks at the library entry gate
- The College has a playground which is spread over 4046 sq. meter area for outdoor games. It has got a gymkhana too, measuring 234 sq.ft.
- The College has received 30 computers from Balkrishna Industries Ltd. (BKT), Mumbai from their CSR fund. The College has a 100 Mbps shared Campus Broadband connection. Wi-fi connection is provided to laboratories, staffroom, administrative office and Principal's cabin.
- Further, one DVR, 08 Bullet cameras & 2 Dome Cameras were installed at different locations in the campus. One RISO CV3230 (Duplicator for printing question papers), one CanoniR 2006n Machine with DADF/Duplex (Xerox machine), 3 printers, Six UPS and one Inverter were added for the college.
- Computers with internet facilities were available in almost all sections of the College which includes the Library, College office, Principal's room Conference Room, Examination room and Staff room.
- The institute had 2 Overhead Projectors (OHPs). Five days on-the- job training on SOUL software was given to the newly appointed Library Assistant by Inlibnet, Ahmedabad.
- The Principal's cabin has a dedicated webcam fitted computer for downloading University question papers, a mounted CCTV, which covers the entire room and is also equipped with a paper shredder and a photocopy device. From the year 2018-19, the College is using official Microsoft email-id for receiving the password protected question papers from all faculties.

Student Support and Progression

259 learners (5.59%) students were benefited by scholarships and freeships provided by government during the last five years. **3.82 % students were benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years. 2.92 % students were benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years. The institute has no records of students qualifying in state/national/ international level examinations.**

Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills were *organized for improving students' capability*

The institution adopted 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

Two students received medals for outstanding performance in sports.

An average of 149.6 of students participated in sports and cultural programs in organized by the institution, during last five years. Siddharth College Alumni Association is a registered body under the Societies Registration Act 1860 (Act XXI of 1860). The Alumni contributed two Air conditions, one water

cooler, one water purifier, seven fans and 25 chairs from time to time. The Alumni distributes notebooks, pens, pencils, bags and chappals to nearby tribal students.

The institution has Anti-ragging Cell, Internal Complaint Committee and Grievance Redressal Committee. There has been no serious grievance during the last five years. Students have been represented in various committees such as Students Council, IQAC, Grievance Redressal Committee, NSS, Sports Committee, Cultural Committee, SC and ST Welfare and so on.

Governance, Leadership and Management

- The College seeks to give socially and economically disadvantaged students with equal chance for growth via excellent education and shaping them into responsible citizens of India.
- The society's trustees are members of the Buddhist community. Every activity and decision made by the Management and the College is in line with the College's "Vision" and "Mission."
- The Trust developed the degree college in 2012 to meet the requirements of the local population in higher education, and in 2020 it was expanded to postgraduate level.
- The trust upholds the decentralisation and democratic management tenets.
- The Principal is the College's academic, executive, and financial leader. With the assistance of various committees, which are made up of members from the teaching staff, non-teaching staff, and student representatives, the principal plans and carries out various administrative, co-curricular, and extracurricular activities.
- All significant financial decisions pertaining to infrastructures are taken in meetings of the Local Advisory Committee (LAC)/College Development Committee (CDC).
- The Academic Calendar plans and reflects the daily activities of the College. On a daily basis, teachers create lesson plans.
- The trust regards its teaching and non-teaching personnel as a family and uses e-governance in the administration, finance and accounting, students' admission and assistance, and examinations. Every employee's birthday is celebrated by the trust.

- The Annual Assessment report and student input are used to evaluate the work of teachers.
- A third party auditor audits the College's books each year. Up until F.Y. 2020–2021, the College and Trust's finances have been audited.
- A small number of audit concerns have already been resolved. No challenges to the audit are still pending.
- The institution undertook Quality assurance initiatives like regular meeting of Internal Quality Assurance Cell (IQAC) and quality improvement initiatives.

Institutional Values and Best Practices

Best Practice – 1

Title of the Practice:

“Education for Tribals”

The institute, in tune with the vision and mission, made a commitment to educate the tribals on priority basis.

The objectives are:

1. To eradicate illiteracy.
2. To achieve the objective of universal access to education.
3. To integrate tribals with the mainstream of country.
4. To create jobs in the local area for tribals.
5. To provide job opportunities to tribals.
6. To empower girls and women in tribal areas.

The Society undertook door to door campaign to create awareness and in a short time the intake in all courses started increasing. Along with teaching, the College organizes a number of co-curricular activities such as Swachh Bharat Abhiyan, blood donation drive, construction of bunds.

Best Practice – 2

Title of the Practice:

"Nesting for Nature"

Objectives of the Practice:

The objective of the "Nesting for Nature" best practice initiative in colleges is to promote bird conservation and protection. The initiative aims to raise awareness about the importance of birds and the threats they face, and to provide practical solutions for protecting birds and their habitats.

Some key objectives of conserving bird habitats include:

1. Conserving bird habitats helps protect the diversity of bird species, ensuring the preservation of biodiversity and promoting ecosystem stability.
2. Bird habitats provide valuable ecosystem services, such as seed dispersal, pest control, and nutrient cycling.

The Context:

The objectives of conserving bird habitats are vital for maintaining biodiversity, ecosystem balance, and the overall well-being of both bird species and the environment. Some key objectives of conserving bird habitats include:

1. Conserving bird habitats helps protect the diversity of bird species, ensuring the preservation of biodiversity and promoting ecosystem stability.
2. Bird habitats provide valuable ecosystem services, such as seed dispersal, pest control, and nutrient cycling.

The institute has provided 60 artificial nest, feeder tanks and water dish for birds, which have been installed at different places in the College premises. These nest and waster dish are provided with food and water for sparrows. They are cleaned on the regular basis.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Namita Education and Welfare Societys Siddharth College (B.M.M, B.M.S & B.Com)
Address	N S Knowledge Centre At Boradpada Post Chargaon Badlapur Mhasa Road Badlapur West Tal Ambernath Dist Thane 421 503
City	At Boradpada Post Chargaon On Badlapur Mhasa Road Tal Ambernath Dist Thane
State	Maharashtra
Pin	421503
Website	www.siddharthcollegebadlapur.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Paul Raj P	0251-2670231	9930501961	0251-2670233	namitaeducation@gmail.com
IQAC / CIQA coordinator	Karnekar Sandip V.	0251-2670232	9579497265	0251-2670232	sandipkarnekar333@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Buddhist
Linguistic	
Any Other	

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	N S Knowledge Centre At Boradpada Post Chargaon Badlapur Mhasa Road Badlapur West Tal Ambernath Dist Thane 421 503	Rural	5	288

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSC	English + Maithili	120	120
UG	BSc,Science	36	HSC	English	120	58
UG	BMS,Bms	36	HSC	English	60	43
UG	BCom,Commerce	36	HSC	English	240	156
UG	BA,Bammc	36	HSC	English	60	8
PG	MCom,Mcom	24	HSC	English	60	22

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				17			
Recruited	1	0	0	1	0	0	0	0	12	5	0	17
Yet to Recruit	0				0				0			

Non-Teaching 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						20
Recruited	15		5		0	20
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	4	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		8	17	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	917	10	0	0	927
	Female	319	8	0	0	327
	Others	0	0	0	0	0
PG	Male	45	1	0	0	46
	Female	13	0	0	0	13
	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	76	110	93	63
	Female	39	55	35	23
	Others	0	0	0	0
ST	Male	57	81	58	55
	Female	17	32	17	17
	Others	0	0	0	0
OBC	Male	107	159	174	160
	Female	35	65	48	39
	Others	0	0	0	0
General	Male	777	551	343	251
	Female	245	179	118	76
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1353	1232	886	684

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Siddharth College, Badlapur, is located in the tribal regions of Kalyan district of Maharashtra. IT is the only Higher Education Institution (HEI) offering programmes leading to Bachelor of Arts, Science and Commerce fields in the surrounding radius of about 20 kilometers. All the students studying in the College are the first-generation learners. Most of the families in the regions are reluctant to send their girls to college for higher education. Under such extreme situation, the College is offering UG programmes in all three streams viz., Arts, Science and Commerce and PG programme in Commerce faculty. Therefore, the College is all equipped to provide multidisciplinary and inter-disciplinary programmes as per the directives of the affiliating University. The Society proposes to start programmes leading to degree in Law and Pharmacy post-NAAC accreditation.
2. Academic bank of credits (ABC):	Academic Bank of Credit is an integral part of the National Education Policy (NEP) 2020, which is a digital repository of credits earned by students. The College is well aware that ABC Framework will enable students to move from one discipline to the other and from one college to other college. Also, it will enable students to learn at their own pace with options of multiple entry and multiple exit. Considering the importance of Academic Bank of Credit for the success of National Education Policy, the College has oriented its students about the importance of ABC Framework and has initiated the process of encouraging all its students to download digilocker and register on the ABC portal. As per the data available with the College, 64 % of the students have registered on ABC portal till date. The remaining students have been contacted and are encouraged to register on ABC portal.
3. Skill development:	As stated above, the College is located in tribal belt of the Thane District of Maharashtra state. The locals are gradually realizing the role and importance of higher education. However, the reluctance to educate girls is still prevalent. In order to educate girl students, the College has provided free bus service for the girl students. The College also organizes several awareness campaigns in cluster of houses in the surrounding areas to motivate people to send their girls students to college for higher education. Since

	<p>the learners in the region are first generation learners at the higher education level, there is demand for traditional programmes like B.A., B.Com. and B.Sc. Under the NEP, the College may offer certain skill development courses as per the local demand and as per the NEP structure finalized by the University. The College proposes to start certificate courses in computer skills, basic English language and writing skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As a step in the direction of the furtherance of the goals of the New Education Policy, the College is well-equipped in terms of human resource and infrastructure to offer courses in languages such as Marathi, Hindi, Sanskrit and Spoken English to its students. The College also offers programmes in B.Ed. The manpower available for B.Ed. can be utilized for teaching various languages and other programme related to Indian Knowledge System (IKS). The College is may also explore the possibility of starting courses in music and Indian arts and culture, given the appropriate policy framework by the University of Mumbai under the New Education Policy.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The College Staff attends workshops on syllabus revision and examination reforms. The staff endeavours to focus on outcome-based education as per the directives of the University. At present, for the subjects like Business Communication and Mathematics and Statistic, tutorials of batch size of 25 students are conducted to give personal attention to each student. Students in the subject of Foundation Course are given Project Work on various social and political issues such as (1) Substance Abuse – Impact on Youth and Challenges for the Future (2) HIV/AIDS – Awareness, Prevention, Treatment and Services (3) Problems of the Elderly – Causes, Implications and Response (4) Issue of Child Labour – Magnitude, Causes, Effects and Response (5) Child Abuse – Effects and Ways to Prevent (6) Trafficking of Women – Causes, Effects and Response, (6) Increasing Urbanisation, Problems of Housing, Health and Sanitation, (7) Changing Lifestyles and Impact on Culture in a Globalised World (8) Farmers’ Suicides and Agrarian Distress (9) Debate regarding Genetically Modified Crops (10) Development Projects and Human Rights Violations and (11) Increasing Crime/Suicides among Youth.</p>

	Similarly, M.Com. students are given research projects to imbibe a culture of research among them. The College will focus on POs and COs decided by the University under the NEP.
6. Distance education/online education:	Although the College is located in remote area, the infrastructure needed for online teaching such as basic hardware and internet connectivity are available in the region. The College has necessary infrastructure to provide 40% of programme instructions in online mode. Teachers will be given training in accessing SWAYAM and other such platform to train students to learn through online mode. Since the higher education among the locals in the region is minimal, the College need to think over offering education through distance mode. Alternatively, the College may introduce the option of learning through distance mode for adults.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes; The Electoral Literacy Club (ELC) has been set up in the college. Although several activities pertaining to electoral literacy were organized by the College under the National Service Scheme (NSS), the ELC was formally constituted in the year 2021-22. The composition of the ELC is as under: 1. Dr.R.P.Paul : Principal. Chairperson 2. Mr. Ashwinikumar Kanojiya : Faculty, Coordinator 3. Ms.Swati Narwade : Faculty, Co-Coordinator 4. Mr.Navnath Kedar : Non-Teaching Staff 5. Mr.Navale Harshada : Students' Coordinator 6. Ms.Kajal Basma : Student Representative 7. Ms.Ankita Shinde : Student Representative
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?	Yes: The Students' coordinator and the coordinating members have been appointed by the college and the committee is functional since its inception. Also, the ELC is representative in character. The Club has representation from teaching faculty, non-teaching faculty and students' community.
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	The ELC was formed on 21st August 2021 under the leadership of Principal Dr. R.P. Paul. The following electoral awareness and sensitization programmes have been organized by the club since its inception.

<p>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>1) 21 August 2021 : Orientation Programme 2) 17 September 2021 : Slogan Making Competition 3) 30 October 2021 : Poster Making Competition 4) 26th November 2021 & 2022 :Celebrated Indian Constitutional Day. Dr. N.P. Srivastava was the Speaker. 5) 05 December, 2021 : Street Plays on Electoral Awareness 6) 10th December 2021 and 2022 :Celebrated Human Rights Day 7) 25th January 2021 and 2022 :Celebrated Voters Day. Awareness drive was conducted to highlight the importance of voting among students. Adv. Roshan Khobragade was the speaker. The ELC has proposed to approach the District Election Officer to arrange Voters Registration Camp for the students of our college at the college campus.</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>Yes; The ELC organises aawareness drive highlighting the importance of voting among students on the National Voters Day every year. Adv. Roshan Khobragade was the speaker on the occasion who highlighted the importance of voting for each citizen.</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>Almost all the students of the institute are above 18 years. Majority of them are already in the electoral roll. Mechanism in the form of Voters Registration Drive and awareness are in the plan. The ELC will take all necessary initiatives and strategies to enroll the remaining students.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1353	1232	886	684	477

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: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	16	12	10	06

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.87	16.87	18.85	12.90	9.45

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:

Namita Education and Welfare Society's Siddharth College, situated at Badlapur, Dist. Thane is affiliated to the University of Mumbai and follows the curriculum designed by the Board of Studies (BoS), University of Mumbai, of the respective course and approved by the Academic Council.

1. Curriculum Planning:

- The College prepares **Academic Calendar** in tune with the Academic Calendar of the affiliating university.
- Academic Calendar reflects various **curricular, co-curricular and extra-curricular** activities proposed to be conducted in the academic year.
- Academic Calendar also includes tentative dates of **Continuous Internal Assessment** and **Semester End Examinations**.
- Academic Calendar is uploaded on the **College Website** and is **displayed on the Notice Board and in Library**.
- Teachers are assigned workload as per the **UGC and the Government of Maharashtra guidelines**.
- prepares the timetable and the same is displayed on the Notice Board and Website.
- Teachers are provided with **Teachers Daily Dairy** which records daily academic and other supporting activities.
- Teachers also make **Teaching Plans** for the courses allotted to them and make the note of the same in their Daily Diaries.

2. Curriculum Delivery:

- Orientation Programmes are held for new entrants to provide them with an overview of the campus vision, mission, and teaching-learning, and evaluation processes.
- Lectures are strictly scheduled according to the timetable. The daily activities of teachers are recorded in the Teacher's Daily Diary.
- Teachers employ **student-centric methods (participative, problem-solving, experiential learning, ICT tools, etc.)** as per the university guidelines,
- Slow learners are provided **Remedial Coaching** prior to every examination.
- **Add-on/valued added certificate courses** are offered to students to develop their skills.
- **Women Development Council (WDC) and the National Service Scheme (NSS)** supplement the teaching-learning process through various community development services and activities.
- Under **Mentorship Programme**, students are assigned mentors, who provide guidance and

counselling to the students.

- **Workshops and Guest lectures** are conducted to give learners extensive exposure on various topics.
- The **Library is partially automated** with a sizable collection of text books and some reference books to meet the needs of the students,

3. Continuous Internal Evaluation (CIE):

- **Internal Assessment** is carried out in accordance with the **University's guidelines** through assignments, in-class tests, group discussions, project work, etc.
- CIE is conducted as **tutorials with 25 students** in each batch for **Business Communication and Mathematics of F.Y.B.Com.** and **Communication Skills of F.Y.B.A.** students.
- **Practicals and vivas** for **B.Sc., BAMMC and B.Com.** classes are conducted.
- **Individual projects on social and environmental issues** are provided to the students of **Foundation Course.**
- For **PG programmes, fieldwork-based projects** are assigned and evaluated both internally and externally.

4. Monitoring Mechanism:

- **The Principal and the IQAC Coordinator** keep an eye on every class whether lectures are delivered on time.
- **Teachers' Diaries** are regularly checked by the Principal and feedback on their performance is given to teachers.
- **Programme-wise Result Analysis** is presented in the Staff meeting for evaluation prior to publishing results.
- **Feedback on curriculum**, collected from stakeholders, is analyzed **to assess the attainment of course and program outcome.**
- At least one Parents-Teachers Association meeting is organized every semester.

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

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

Other Upload Files

1

[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	0	0	0	0

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:

Cross-cutting issues such as professional ethics, gender equity, human values and environment and sustainability as the corner stone of Indian education system and have been amply imbibed in the course curriculum of various programmes offered by the college. The course curriculum developed by Board of Studies (BoS) for various courses under various programmes under the faculty of Arts, Science and Commerce touches upon these issues with a view to bring about all round development of students. These issues have been addressed in the various courses as described below:

1. **Professional Ethics:** Professional Ethics is concerned with the maintenance of high ethical and moral standards that govern a profession and its members. Courses such as **Business Ethics (F.Y.B.Com.), Foundation Course (F.Y.B.Com. & S.Y.B.Com.), Advertising (S.Y.B.Com.), Financial Accountancy & Auditing (F.Y.B.Com., S.Y.B.Com. T.Y.B.Com. & M.Com.), Integrated Marketing Communication (S.Y.BMS), Sales and Distribution (T.Y.BMS), Customer Relationship Management (T.Y.BMS), Retail Management (T.Y.BMS), Investigative Journalism (T.Y.BAMMC), Media Laws and Ethics (T.Y.BAMMC), Paper VIB- Media and Communication, semester V (TYBA-History) Research Methodology in Business (M.Com.) and Business Ethics and CSR (M.Com.)** create awareness about ethics followed by specific professions.
2. **Gender Equity:** Gender equality means treating all genders with fairness and equity with any discrimination. Courses like **Foundation Course (F.Y. & S.Y. for all programmes)**, which is a compulsory course for all programmes exposes students to importance of treating all genders fairly. Demography Paper I (SYBA) explains the Gender equity in Semester III. **Women Development Cell (WDC) and National Service Scheme (NSS)** undertake various activities to sensitize students towards gender equality and role of women in society.
3. **Human Values:** Human values are virtues that guide human behavior. Some of the human values that are integrated into the curriculum are Equality Justice, Accountability, Transparency, Honesty, Responsibility, Respect for Diversity in Religion, Culture, Gender Equity, etc. Courses like **Business Communication (F.Y.BMS), Foundation Course (F.Y. and S.Y. all programmes), Principles of Management (S.Y.B.Com.) and Business Ethics and CSR (M.Com.)** inculcate these values in the learners.
4. **Environment and Sustainability:** Many courses focus on the environmental and sustainability aspect as it is one of most challenging issues facing mankind. **Courses like Environmental Studies (F.Y.B.Com.) and Foundation Course (F.Y. and S.Y. all programmes)** focus on these issues. All eight modules of Paper XI and XVII, Semester V and Semester VI, Environmental Economics (TYBA-Economics) Semester VI, Media and Communication Module 4 (TYBA History). The College also undertakes 'Tree Plantation Drive' in its campus every year to highlight the importance of trees for mankind.

Apart from curriculum, the College organizes a number of workshops on various cross-cutting issues under Women Development Cell and National Service Scheme (NSS).

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

1.3.2

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

Response:

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

Response: 1026

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:

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
530	497	369	334	190

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
702	660	516	492	252

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	142	110	152	94

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

2021-22	2020-21	2019-20	2018-19	2017-18
351	330	258	246	126

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:

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:

Siddharth College caters to the higher education needs of students from tribal region, most of whom are the first generation learners. The College teachers make use of various student-centric methods as per the University Guidelines to improve comprehension level of students and learning outcomes.

A - Experiential Learning:

- 1. Business Communication (Paper I and II):** Tutorials are arranged for Semester I and II of the First Year B.Com students to enhance the business communication skills. **Paper I and II:** Writing business letters and emails, Statement of Purpose (SOP), Resume, Job Acceptance Letter, Letter of Resignation as well as developing an idea and drafting a report are examples of practical assignments, PPT, mock interviews, trade complaints and RTI application were covered in the experiential learning.
- 2. Mathematics and Statistics:** First-year B.Com students also have 20-student-per-batch tutorials to provide specialized instruction in mathematics and Statistics. **Paper – I and II:** Practical assignments were required from students on Shares and Mutual Funds, Permutation and Combination, Summarization Measures, Elementary Probability and Decision Theory, Derivatives, Linear Correlation, Time Series and Index numbers.
- 3. Science Practical:** Teaching aids/tools like charts and models are utilized to help students comprehend the concept and ensure greater understanding of the relevant topics of TYBSc Chemistry and Botany students. They are exposed to practical training in laboratories and practical learning is also imparted by arranging study tours to various industries, research institutes, natural sites, nature parks and sanctuaries.

B - Participative Learning:

- 1. Foundation Course Paper I and II:** A 25-mark project is assigned on a variety of social issues, including the effects of drug use on young people, HIV/AIDS awareness, prevention and treatment, issues affecting the elderly, child labour, child abuse, and human trafficking. This helps in sensitizing students to social issues.
- 2. Foundation Course Paper III and IV:** A 25-mark project is also assigned on the impact of disasters on human life, local case studies of environmental disasters, human rights issues in disaster management, consumer rights, the relationship between science and technology, the RTI Act, etc.
- 3. Industrial and Labour Economics :** Students of TYBA Economics are assigned 25 internal marks on which the learners conduct case studies, industrial problems, collective bargaining and so on. This facilitates learning by experience among students.
- 4. Teaching Aids:** Teaching aids/tools like charts and models are utilised to help students comprehend the concept and ensure greater understanding of the relevant topics. Additionally, students were encouraged to produce literary pieces in their preferred for the college magazine.

C - ICT Enabled Tools:

The ICT teaching pedagogy has been adapted by nearly all teachers during the Covid - 19 Lockdown. Online teaching tools such as Google Meet, dedicated Google Classroom and zoom, specific whatsapp groups were used to engage lectures.

D - Problem Solving Methodologies:

Research Based Project Work: Project work is a compulsory requirement for M.Com students in Semesters III and IV and TYBMS students in Semester VI, which carries 100 marks. They are helped in developing goals and hypotheses. An essential component of the project activity is a survey. Students gather primary data, examine it and then evaluate the findings.

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

2.4 Teacher Profile and Quality**2.4.1**

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	13	11	07

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	04	03	03	01

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:

As the College is affiliated to University of Mumbai, the mechanism for internal and external examination is provided by the University. All internal and external examinations of First and Second year have been conducted by the college on behalf of University. The transparency in internal and external assessment process has produced more than 90 percent results at the University results in the last five years.

Mechanism for Assessment:

- The external examination for all UG Traditional Programmes (B.A., B.Com, & B.Sc.) carries 100 marks for each course per semester. Only the First and Second year levels' Foundation Course Papers I, II, III, and IV are subject to an external examination of 75 marks and an internal examination of 25 marks.
- The marks allotted to external and internal examinations of UG Professional Programmes (BMS & BAMMC) is of 75 marks and 25 marks respectively each semester. The internal evaluation of 25 marks are distributed into two components viz. Class test 20 marks and 5 marks for regular attendance and class discipline.
- 60 marks of external and 40 marks of internal assessment is allotted Master of Commerce (M.Com).

Mechanism for Ensuring Transparency in Examinations and Assessment at College Level are as under:

- Examination Committee, consisting of five senior teachers and the Principal as the Chief Conductor, has been constituted.
- Unfair means Committee also has been constituted, consisting of five teacher who are not the members of examination committee.
- Question Paper: Three sets of question papers are submitted for each paper in sealed envelope to the Examination Committee, from which one set is randomly selected by the Chief Conductor.
- Masking and Coding: The answer books for college-level exams are coded and masked to protect student privacy and guaranteed transparency of assessment.
- Centralized Assessment: Answer books of College Level examinations are centrally assessed in the College premises under the Central Assessment Programme (CAP).

Mechanism for Ensuring Transparency in Examinations and Assessment at University Level:

- Online Transmission of Question Paper: University Question Papers are downloaded from the university portal an hour before the commencement of examination.
- Online Screen-based Marking (OSM) System: Answer books of University examinations are scanned and assessed by the registered examiners online from the designated online assessment centres.

Criteria of Moderation of Answer Books:

- 100 percent moderation for those who failed
- 10 percent moderation for those who secured 60 percent marks and above
- 10 percent moderation for those who secured between 41 to 59 percent

Redress al of Grievances:

Grievances related to Examinations are dealt with in fair, transparent and time-bound manner as per the University Circular No. Exam/Photo & Rev./College/VCD/4636-A of 2010 dated 05.04.2010.

- Photocopy: Learners are provided with a photocopy of answer books on demand.
- Revaluation: The original marks are masked and the paper is re-evaluated when apply by the learners. Revised mark sheets are issued if the difference in original and revised assessment is 10 percent or more. Learners can apply for both a photocopy of assessed answer book and its revaluation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Programme Outcomes (POs) and Course Outcomes (COs) act as reference points in the teaching-learning process. Being an affiliated college, the programme outcomes, programme specific outcomes and course outcomes are framed and stated by the Board of Studies and Academic Council of the University. The programme outcomes and course outcomes have been clearly stated by the University.

Understanding Programme Outcomes and Course Outcomes:

Teachers attend workshops organised by the Board of Studies in their respective subjects. The members of the Board of Studies unveil and discuss the Programme Outcomes and Course Outcomes at such workshops to enlighten teachers on the same. Teachers keep these Programme Outcomes and Course Outcomes in mind while planning their lectures and preparing lecture plans.

Orientation Programmes for Students:

The College organises Orientation Programme for new entrants at the beginning of the new Academic Year. The Principal gives outline of various programmes offered by the College. Individual teachers explain the course outcomes of their respective subjects to students in the introductory lecture. Teachers also convey to students various job opportunities available for students on completion of the programme.

Communication of Programme Outcomes and Course Outcomes:

The Programme Outcomes and Course Outcomes have been clearly displayed on the College website. The copies of the Syllabus of all programmes and courses are available in the library and are supplied to the students on demand. The copies of syllabus provide details about the Programme Outcomes and Course Outcomes as contemplated by the Board of Studies of the University.

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:

The College employs multiple strategies to evaluate the attainment of programme outcomes and course outcomes. Some of these outcomes are **Quantitative in nature** such as **Programme Grades** and some are **Qualitative in nature** such as confidence building, development of communication skills, etc.:

Summative Evaluation:

- The institution follows the examination pattern laid down by the University of Mumbai to evaluate the attainment of the prescribed programme outcomes and course outcomes.
- The University follows 40 (Internal): 60 (External) pattern of evaluation for all non-traditional and PG programmes, viz., BMS, BAMMC and M.Com. However, for all traditional programmes, viz., B.A., B.Com. and B.Sc., the University follows 100 marks external assessment pattern, except for Foundation Course in which 25:75 pattern was continued.
- The minimum qualifying marks are 40% in in all courses.
- Students are evaluated at the end of each Semester.

Formative Evaluation:

- Individual projects on social issues are used for internal evaluation in Foundation Course Paper I, II, III and IV.
- Class Tests are used for all courses at M.Com. level. Students are assigned research based project work at Sem. III and IV level at M.Com.

Result Analysis:

Learning outcomes are also evaluated though Result Analysis conducted at the end of each Semester and on completion undergraduate and postgraduate degree programme for each students.

Year	2022	2021	2020	2019	2018
Students Passed the Examination	388	353	194	153	102
Total number of Students Appeared in the	398	355	196	153	132

final year					
% per year	97.49	99.44	98.98	100.0	77.27

Student Progression:

Student progression is another method employed to study the attainment of programme and course outcomes. Higher the progression, better is the achievement of learning objectives.

Year	2022	2021	2020	2019	2018
Number of outgoing student progression to higher education & Placed	25	9	1	0	0
Total number of students in the final year (T.Y.B.Com.)	398	353	194	153	102
% per year	6.28	2.55	0.52	0.00	0.00

Campus Placements:

Employability is one of the important programme objectives, which is assessed on the basis of number of students placed through campus placements.

Year	2022	2021	2020	2019	2018
Number of students benefitted by career counselling.	00	50	00	64	63
Total number of students in the final year	1353	1232	886	684	477
% of students benefitted by career counseling per year	0.00	4.06	0.00	9.36	13.21

Feedback on Syllabus:

The College seeks feedback on syllabus from various stakeholders such as students, teachers, parents, employer and alumni. The outcome of such feedback is conveyed to the Board of Studies to bring about suitable improvements in syllabus as per the expectations of the stakeholders.

Students Satisfaction Survey (SSS):

Since the year 2020-2021, the College has initiated the process of collecting comprehensive feedback through Students Satisfaction Survey (SSS) as recommended by NAAC to assess the programme outcomes and course outcomes.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:****2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
388	353	194	114	102

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

2021-22	2020-21	2019-20	2018-19	2017-18
398	355	196	137	132

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

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

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:

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)

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

File Description

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:

Siddharth College has created an eco-system for innovations and has taken a number of initiatives for transfer of knowledge.

Eco-system for Innovations:

- 1. Library:** The College library is well-equipped with books, and newspapers to meet the learning needs of undergraduate courses of Arts, Commerce and Arts streams and postgraduate student in Master of Commerce. The College has a total of 1762 books and 04 newspapers. The library is partially automated. The College makes use of SOUL version 3.0 for library data management. The seating capacity of reading hall is 60.
- 2. Computer Lab Facility:** Postgraduate students are provided with computer lab facility for data collection and preparing report of field based project, which is a compulsory part of the course curriculum of M.Com in Sem. III and Sem. IV. The students are provided printouts at concessional rate from Computer Lab. These research projects assist students in their future research endeavours.

3. Research Committee: Considering the growing significance of research in higher education sector, the College has constituted Research Committee from A.Y. 2021-2022. The main work of the committee is to organize workshops on issues related to research, encourage teachers to write research papers and engage into research activities. The College has conducted the following workshops on Research:

- Workshop on Research Methodology
- Seminar on Intellectual Property Rights
- Workshop on Entrepreneurship Skill Development

4. Students Projects: Students undertake Project Work at M.Com level in Sem. III and Sem. IV for 100 marks. Survey is an essential part of project. Students are guided to conduct primary surveys on the issues related to their projects work. The data so collected by students are analyzed and presented in the form of tables and graphs in the project report. An external examiner conducts viva on the projects submitted by the students.

Transfer of Knowledge:

- 1.The College faculty has published a total of 18 research papers in journals of national and international repute and authored 01 book on Economics.
- 2.Some of the good research projects prepared by PG students are stored in library for reference for other students.

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

3.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	00	00

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

3.3 Research Publications and Awards

3.3.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	00	04	03

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

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	01	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View 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:

Namita Education and Welfare Society (NEWS) strongly believes in the importance of quality education as the foundation of holistic development. It strives to serve the community as a whole and sensitize students to social issues. The institution is dedicated to serving the community through its outreach initiatives which involve faculty and students from every department as well as a number of groups like NSS and Student Council. Strong connections have been made as a result with the gram panchayat, schools, neighbourhood people and non-profit organisations. Students' human values have been reawakened by these encounters. They are skilled at reacting swiftly to any situation. They have demonstrated excellent initiative in both active circumstances, such as disaster relief.

Some of the extension activities undertaken by the College during the last five years are noted as under:

Welfare Programmes:

Rallies on the topic of cleanliness, superstition, illiteracy, and saving the girl child have been planned. Drills for preventing fires have been undertaken. There are camps for blood donation.

Outcomes:

1. We could see the results of cleanliness amongst the villagers. They used to throw wastes anywhere they liked. We noticed, later, that they began to collect the same on dust bins.
2. Clothes were not properly arranged at their homes. After watching the street plays displayed by our NSS volunteers, the villagers began to take care and wear neat dress.
3. The tribals decided to send their children to colleges after SSC and HSC. The street play on illiteracy impacted them.
4. The wrong notion of girl children of 'Girls only household work' have changed.

Environmental Awareness:

On a regular basis, programmes on waste management, Swachh Bharat Abhiyan, anti-plastic drive, saving electricity and tree planting have been organised.

Outcomes:

- 1.The students belonging to the neighbourhood community changed their behaviour in terms of saving electricity.
- 2.Students and their parents understood the importance of saving electricity. Our own student took the responsibility of switching off the lights in the classrooms and their homes when not in use.

Gender Sensitization:

Women's Development Cell (WDC) and other departments concentrated on promoting gender equality by holding talks and programmes on topics relating to women such as Female Foeticide, Save Girl Child, Sexual Gender equality, Healthy Lifestyles for Young Females, Women's Rights and Self Defence.

Outcomes:

- 1.Both boys and girls understood the concepts of gender sensitization.
- 2.Boys and girls perspective of sex have been changed.
- 3.Students understood that marriage is not for sex alone.

Day Celebrations and Visits:

The institute under the banner of NSS has a plan to celebrate festivals like, Ganesh Chaturthi, Navratri and Christmas with the inmates of Old Age Homes, orphanages, children's Homes, destitute etc. in future.

Outcomes:

- 1.Cultural importance and respect for each religion were understood by the students and the community.

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

3.4.2

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

Response:

The extension activities have been carried out by National Service Scheme unit and Students Council. Many awareness programmes were undertaken. However, the college haven't received any awards except the following appreciation letters.

Sr. No	Activity for which Award / Recognition Given	Title of the Award (No. of Awards)	Award Giving Agency	Nature of Organisation
1.	Health Camp on Thalassemia and Haemoglobin Check up	Appreciation	Kal Wamanrao Okal Blood Centre	Non-Government Organization.
2	Awareness of Nutritious Cereal Food	Appreciation	Office of the Taluka Agricultural Officer, Ulhasnagar, Dist.Thane	Government

The Thalassemia and Haemoglobin Check-up camp was carried out for Siddharth College students as well as for the students of Mahatma Phule School and Junior College.

The National Service Scheme team actively involved with the Agricultural Department of the Government by visiting the Lavali village house to house.

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

3.4.3

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

Response:**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**

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	2	3	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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:

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
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Plot Details:

The College is located in Tribal Areas of Thane district of Maharashtra State.

- Location: Village: Boradpada, P.O: Chargaon, Tal. Ambernath, Dist.Thane, Maharashtra – 421 503
- Plot Area: 5 Acres
- Total Built-up Area: 16612 Sq. Ft
- Total Number of Classrooms: 17

Location	Description	Length	Breadth	Total Area
		Ft	Ft	Sq.ft
Ground Floor	Seminar Hall	40.00	24.00	960.00
	Smart Class Room 1	20.00	24.00	480.00
	Class Room 2	20.00	24.00	480.00
	Staff Room	20.00	24.00	480.00
	Library Reading Hall	10.00	20.00	200.00
	Library	70.00	20.00	1400.00
	Administrative Office	20.00	20.00	400.00
	IQAC Room	12.00	20.00	240.00
	Principal Room	20.00	24.00	480.00
	Toilet 1 (Handicapped)	5.00	4.00	20.00
	Toilet 2 (Staff)	5.00	4.00	20.00

	Toilet (Principal Room)	7.00	4.00	28.00
	Ground Passage Gallery 1	98.00	7.00	686.00
	Ground Passage Gallery 2	35.00	7.00	245.00
	Ground Passage Gallery 1	17.00	9.00	153.00
	Drinking Water Area 1	5.00	12.00	60.00
	Open Canteen	17.00	24.00	408.00
	Physics Lab	17.00	22.00	374.00
	Chemistry Lab	20.00	22.00	440.00
	Gymkhana	26.00	9.00	234.00
	Class Room 7	13.00	22.00	286.00
	Class Room 8	13.00	22.00	286.00
	Class Room 9	13.00	22.00	286.00
	Class Room 10	13.00	22.00	286.00
	Class Room 11	13.00	22.00	286.00
	Class Room 12	13.00	22.00	286.00
	Class Room 13	13.00	22.00	286.00
	Class Room 13	13.00	22.00	286.00
	Class Room 14	26.00	22.00	572.00
	Ground Passage Gallery	128.00	9.00	1152.00
	Gents Toilet	34.00	12.00	408.00
	Girls Toilet	16.00	12.00	192.00
	Drinking Water Area 2	5.00	12.00	60.00
First Floor	Girls Common Room	17.00	24.00	408.00
	Class Room 3	20.00	24.00	480.00
	Class Room 4	20.00	24.00	480.00
	Class Room 5	20.00	24.00	480.00
	Class Room 6	20.00	24.00	480.00

	HoD's Rooms Combined	20.00	24.00	480.00
	Computer ICT Lab.	31.00	24.00	744.00
	Passage 1	20.00	5.00	100.00
	Passage 2	100.00	5.00	500.00
	Total Area			16612.00

Physical Facilities for Sports:

Description	Floor	Area (sq.m.)	Facilities
Outdoor Sports	Gr.	4046	Kabaddi, Kho-Kho, Badminton Court, Football, Volley Ball (Cricket Ground in Campus)
Indoor Games	Gr.	22	Carom Board and Chess Boards

Facilities for Yoga:

Celebrated on 21st June every year, more than 100 students and teachers participate in it.

Indoor Games Facilities:

Following facilities are available for indoor games:

Items	Quantity
Carrom Boards	04
Carrom Stand	04

Carron Coin sets	04
Strikers	10
Chess Board	06
Chess Clock	02
Table Tennis	01

Outdoor Games Facilities: -

Following facilities are available for outdoor games:

Items	Quantity
Footballs	02
Volleyballs	02
Volleyball Net	01
Handball	03
Throw Ball	03
Javelin Throw	02
Shot Put	01
Disc Throw	01
Measuring Tape	02
Clapper	01
Cricket Bat	02
Cricket Stump	06
Cricket Batting Pads	02
Cricket Wicket Keeper Pads	02
Badminton	02
Cricket Batting Gloves	03 pairs
Cricket Wicket Keeper Gloves	02 pairs
Cricket Balls	12
Cricket Helmets	02

The college library contains books in English and Marathi and is partially computerized. It has the software of SOUL 3.0. The physical collection of general books, reference books, books for competitive exams, bound volumes and rare books are also kept.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response:

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

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

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the College is partially automated. The details of the automation of library are as follows:

- Name of ILMS software:- SOUL
- Nature of automation (fully or partially): Partially Automated
- Version: - 3.0
- Year of Automation: January, 2023 (Replaced the previous version of 2.0)
- Total Registered Books: 2805

Expenditure on Purchase of Books during the Last Five Years:

	2021-22	2020-21	2019-20	2018-19	2017-18
Expenditure on Books	74219	98644	17822	Nil	Nil

In addition to that the College has been donated a total of 1050 books by Seth Publishers from time to time as per the certificate attached herewith.

Various features of the Integrated Library Management System:

- The title of the book, the name of publisher, year of publication, number of copies and total value of books are recorded on the software.
- The software is used for the issues of books to students and teachers. The software also maintains the record of books returned and those overdue.
- The software also classifies books into test books, reference books, journals, magazines, etc.
- The software is also used for writing off and disposal of worn out and outdated books.

*With the SOUL version 3.0, the library is **partially automated** and uses a barcode-based issue and return system.*

*A good number of books are available at the Institute. Most of the library books have been received as **philanthropy from Seth Publishers, Mumbai**. Being a tribal area, most of the books available in the library are text books as per the students demand.*

*The College has '**Book Bank Facility**' of the University of Mumbai. The College provides sets of required text books to the students under the Book Bank Facility.*

*"**New Arrivals**" have their own display racks at the library entry gate. Every month, the librarian declares the recent arrivals of books.*

The College issues library cards to students. Students are issued two books at a time for a period of seven days.

A Library Committee is formed every year in which the librarian is a member. This committee, in coordination with the Principal, organises a variety of information literacy programmes as well as other activities to students and faculty members. The library staff is urged to participate in workshops and seminars for professional development.

Also, the library maintains previous exam question papers, periodicals, old newspapers, the Universities Act, the NAAC manual, all course syllabi, and a record of all college events.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The use of information technology is now essential to the operation of every educational institution. From this perspective, the College has provided computer lab with 30 computers received as a part of CSR initiatives from the corporate.

Internet:

The College has a 100 Mbps shared Campus Broadband connection. Wi-fi connection is provided to laboratories, staffroom, administrative office and Principal's cabin.

Computers and CCTV Cameras:

Computers with internet facilities were available in almost all sections of the College which includes the Library, College office, Principal's room, Conference Room, Exam rooms, Staff room and Commerce Department. Most of the teaching faculty use ICT enabled teaching methods.

The College has received 30 computers from Balkrishna Industries Ltd. (BKT), Mumbai from their CSR fund. All of which are being installed in the Computer Lab meant for students. In addition to these 30 computers, the College has a total of 13 other computers which are being used for administrative purposes.

Further, one DVR, 08 Bullet cameras & 2 Dome Cameras were installed at different locations in the campus. One RISO CV3230 (Duplicator for printing question papers), one Canon iR 2006n Machine with DADF/Duplex (Xerox machine), 3 printers, Six UPS and one Inverter were added for the college.

OHPs and Smart Classroom

The institute had 2 Overhead Projectors (OHPs). Later, a Smart Classroom set up has been donated by an NGO. Five days on-the-job training on SOUL software was given to the newly appointed Library Assistant by Inlibnet, Ahmedabad.

Laptops:

The Institute has 3 laptops. Teachers use these laptops for their lectures.

Examination:

The Principal's cabin has a dedicated webcam fitted computer for downloading University question papers, a mounted CCTV, which covers the entire room and is also equipped with a paper shredder and a photocopy device. From the year 2018-19, the College is using official Microsoft email-id for receiving the password protected question papers from all faculties.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:****4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 30

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

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:**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.35	4.14	3.74	7.66	1.23

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	107	71	20	0

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	00	63	63	00

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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	09	00	00	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
388	353	194	114	102

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:

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.)

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

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

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

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

File Description	Document
list and links to e-copies of award letters and certificates	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

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:

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

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

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:

Siddharth College Alumni Association is a registered body under the Societies Registration Act 1860 (Act XXI of 1860)

Motto:

To rejuvenate the and keeping the spirit alive

Objective:

- To enable professional networking amongst alumnus,
- To provide platform for social interactions and special interest groups.
- To raise funds for the institute
- To extend academic support to the institute
- To render assistance to students through scholarship, grants and prizes
- To help alumni families and needy alumni
- To mobilize funds required to manage the affairs and activities of the association

Vision

Bringing together previous graduates on a shared platform, giving the assistance they need for their post-Siddharth College development as a whole person, and encouraging them to promote the advancement of current students and the school.

Mission

To foster strong bonds between Siddharthians and the institution, as well as between the two, and so support addressing the requirements of all current and prospective graduates. To promote community service by using alumni outreach campaigns to increase public knowledge of and financial support for a range of social problems.

Office Bearers

Shri.Nagesh Sambhaji Jadhav

President

Mr.Nitin Datta Shinde

Dr,Raj Paul P

Vice President

Secretary

Mr.Santosh Ramchandra Sangewar

Mr.Pundlik Datta Madhe

Treasurer

Jt.Secretary

Prominent Alumni:

The names of few Alumni are given below

Sr. No.	Name of the Alumni	Designation	Batch	Department
1	Nalang Akshay Gurunath	Asst.Manager	M.Com, 2022	Yes Bank
2	Mhatre Prashant Rajendra	Proprietor	B.Com, 2020	Business
3	Vichare Dipte Anant	Proprietor	BMS , 2022	Business
4	Gharat Shalaka Swet	Accounts Office r	BMS, 2022	Indigo, Harya
5	Dahiwalikar Abhishek Dinesh	Asst.Manager	B.Sc, 2022	ICICI Bank
6	Pawar Rohit Rajendra	Insurance Advisor	B. Com., 2022	Liberty Gener
7	Dhande Gaurav Ravindra	Sr.DEE	B.Com, 2019	Central Railw
8	Sakunde Swapnali Sanjay	Accountant	B.Com 2019	Adani Pvt.Ltd
9	Ghadigaonkar Koman Krishna	Consultant	B.Com, 2018	SEEPZ, Mum
10	Veer Ankita Arun	Asst.Manager	M.Com, 2022	ICICI Bank
11	Rane Saurabh Satish	Accountant	BMS, 2022	ISG, Nirlon, M
12	Lad Ujjawala Dashrat	Manager	B.Com, 2022	DTDC Private
13	Ghangale Nikhil Gopal	Manager	M.Com, 2022	Clear Secured
14	Khade Vrushali Punjabrao	Assistant	BMS, 2022	R1RCM, Gur

Alumni Activities

1. The Alumni Association has been registered only in 2023. However, its activities have been held in from time to time.
2. The Alumni contributed two Air conditions, one water cooler, one water purifier, seven fans and 25 chairs from time to time.
3. The Alumni distributes notebooks, pens, pencils, bags and chappals to nearby tribal students.
4. Some of the alumni teach the weak students

Future plans:

- 1.Database of alumni will be strengthened
- 2.The Alumni plans to meet at least one a year.
- 3.The Alumni also will have a Whatsapp group to interact.
- 4.Appeals will be sent to the alumni from time to time, if need arises.
- 5.A Bank account is mandatory and the same will be opened
- 6.The account will be audited.
- 7.Social activities will be strengthened.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Namita Educational and Welfare Society (NEWS) was founded in the year 1997 by Shrikant Lokahnde with a view to provide education to tribals. The Society started college at Boradpada, the village having no college in the radius of 20 kms then.

Vision & Mission:

Link for Institutional Vision and Mission:

<https://siddharthcollegebadlapur.edu.in/about-college/vision-and-mission/>

Governance and Leadership:

The founders of the Society themselves belong to Buddhist Minority (Scheduled Castes) and therefore, are responsive to the educational needs of the excluded masses. All the students studying in the College are the first generation learners. In order to encourage families to send girl students for higher education, the society has provided free bus service for girl students.

NEP Implementation:

64% of the students have been registered on ABC portal till date. A special helpdesk has been set up to register other students on ABC portal. The College is all prepared to go ahead as per the University guidelines for the smooth implementation of NEP.

Sustained Growth:

The Society made a humble beginning with three programmes, viz. BMS, BAMMC and B.Com. in the year 2012. Later the College started B.A. and B.Sc. in the year 2018-19 and M.Com. in the year 2020-21.

A proposal for starting a Pharmacy College from the year 2024-25 is underway. The Society proposes to start programmes in Law from the year 2024-25.

Decentralisation:

The Principal is the academic, administrative and financial head of the College. He plans and implements various institutional activities with the help of teaching and non-teaching staff. Teachers are free to make use of teachings aids, LCD Projectors, Internet, lecture notes, PPTs, industrial and field visits, nature trails, etc.

Participative Management:

The institution purely functions on the principles of participative management. The various levels of participative managements are:

- Decisions at the level of the Management in consultation with the Principal
- Decisions at the level of the Principal in consultation with teaching and non-teaching staff
- Decisions pertaining to students in consultation with the Students' Council.
- Decisions pertaining to Class III and IV employees in consultation with the Senior Clerk.
- Decisions pertaining to admissions, examinations, etc. in consultation with their respective Committees.

Short-term Plans:

The College has constituted various committees which prepare annual plan of their activities. Some of these strategic plans are:

- Academic Calendar is the basic strategic plan. It is supplemented by time table, teaching plans and annual plans of various committees.
- Various **co-curricular activities such as Workshops, Seminars, Field Visits, Project Work, Presentations**, are planned and executed by the concerned teachers.
- Various **extension activities such as Swachh Bharat Abhiyan, Tree Plantation Drives, Anti-drug Rally, etc.** are planned and executed by the Students Council.
- **IQAC** chalks out Action Plan for the next academic year and reviews its progress at regular interval to ensure its compliance.

Perspective Plan:

Perspective Plan is a long-term plan prepared by the Management in consultation with the Principal, CDC and IQAC every five years. Some **highlights of the Perspective Plan - 2021-2026** are:

- To start PG Programme in Master of Arts in Economics, History and Marathi.
- To start LL.B., D.Pharm. and B.Sc-Nursing programmes.
- To strengthen HR base to seek autonomy in future.
- To facilitate Students exchange, Faculty Exchange and Collaborative Research.
- To seek ISO 9000:2001 Certification for the institution (2022-23).
- To complete NAAC Assessment and Accreditation process (2022-23).

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

6.2 Strategy Development and Deployment

6.2.1

The 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 College Perspective Plan for a period from 2021 to 2026 has been prepared by the Principal in consultation with teaching and non-teaching staff and the same has been approved by the College Development Committee in its meeting. Some **highlights of the Perspective Plan - 2021-2026** are:

- To start PG Programme in Master of Arts in Economics, History and Marathi.
- To start LL.B., D.Pharm. and B.Sc-Nursing programmes.
- To strengthen HR base to seek autonomy in future.
- To facilitate Students exchange, Faculty Exchange and Collaborative Research.
- To seek ISO 9000:2001 Certification for the institution (2022-23).
- To complete NAAC Assessment and Accreditation process (2022-23).

Institutional Bodies:

- **College Development Committee (CDC):** *The CDC meets at the beginning of the year to review and approve financial budget.*
- **Internal Quality Assurance Cell (IQAC):** *IQAC meetings are convened twice in a year to plan and implement quality sustenance activities.*
- **Anti-ragging Committee:** *Anti-ragging committee meeting is convened at the close of the year to appoint Anti-ragging squad and orient the squad about its role.*

- **Internal Complaint Committee (ICC):** ICC meeting is conducted at the close of the year to chalk out plan for the next academic year to prevent incidence of sexual harassment.
- **Grievance Redressal Committee:** Grievance redressal meeting is called on receipt of grievances and at the close of the year. So far no grievance of serious nature has been received.
- **Students Council:** Students Council is constituted as per the Maharashtra Universities Act, 1994 to plan and implement various activities related to the welfare and development of students.

Institutional Policies:

The College has policies in the following areas to have clarity of plans and procedures:

- Admission Policy
- E-governance Policy
- Green Campus Policy
- Grievance Redressal Policy

Administrative Set-up:

Appointments and Service Rules:

- Appointments in the College are made as per the guidelines of the University of Mumbai and Government of Maharashtra.
- Due to its remote location, qualified staff is not available easily. However, the University Approval is sought for qualified staff. At present, the appointments of the Principal and one qualified staff member have been approved by the University.
- The Working days are from Monday to Saturday in a week except Govt. Holidays. Teachers are assigned workload of 16 hours a week as per the UGC guidelines.
- Each faculty and non-teaching staff may use one day of CL every month, up to a maximum of twelve days per academic year.
- All faculty members are required to adhere to the UGC Code of Conduct and are required to create lesson plans and laboratory plans as required.
- Medical Leave and Maternity Leave are sanctioned to the full-time employees as per the UGC Norms.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	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 institution evaluates the performance of teachers on day-today basis and on annual basis in the following ways:

Direct Observation:

1. The Principal convenes a meeting of staff members at the beginning and close of each semester to assign work to teachers.
2. The instructions given by the Principal act as guidelines for the teachers for the evaluation of their performance.
3. The Principal takes rounds during the course of lectures, observes their lectures and highlights their strengths and weaknesses.

Teachers Daily Diary:

1. All teachers maintain daily diary which records their personal information, individual time-table, lecture plans and daily activity report.
2. All teachers write these diaries on daily basis. The Principal checks these diaries at regular intervals and authenticate the same.
3. At the end of the year, teachers submit daily diaries to the Principal, who in turn submits the same to the Management.
4. These diary records serve as a base for the continuation of the concerned teacher for the next academic year.

The Management of the institution made the following provisions for the Teaching and non-teaching staff.

1. **Free education for the children of staff studying in Siddharth College. However, no one has applied for the said scheme.**
2. **Free Bus service from the nearby railway station to the institution and back. The distance between the institution and the railway station is 18 kms.**
3. **Free medical check-up to staff along with the students.**

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

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	00	00	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	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 College makes use of Annual Budget for planning and utilisation of funds in an optimum way.

Preparation and Approval of Annual Budget:

The Principal and Senior Clerk prepare an Annual Budget for each financial year and submit it to the management for approval. The Annual Budget is discussed in the meetings of the College Development Committee and approved with or without modifications. All financial decisions pertaining to income and expenditure for the financial year are made on the basis of approved budget.

Sources of Funds:

The Principal, being the financial head, strategizes for resource mobilization with the consent of the Governing body of the Society. The main sources of funds for the College are:

- Students' Fees.
- Advance from Society.
- Contribution from Alumni.
- Scholarship received from the State Government (DBT).
- Interest earned on savings bank accounts and fixed deposits.
- Other Income sources (For example: Sale of Scrap)

Utilisation of Funds:

- The major part of the revenue generated from fees is spent on the salary of teaching and non-teaching staff.
- Library Fees and Gymkhana Fees are fully used for the purposes for which they are collected.
- Development Fees is used for the maintenance of infrastructure and the development of the new ones.
- Scholarship amounts are directly credited to the accounts of beneficiaries under the DBT system.
- Major infrastructural developments such as building extension, development of ground, purchase of computers, printers, etc. are funded by the Society.
- All assets acquired by the institution are recorded on the Stock Register. At the same time, old and outdated assets are disposed off periodically.
- The accounts of the College and the Society are audited externally on annual basis.

Internal and External Audit:

The audit of the College Accounts is conducted annually by an approved auditor appointed by the Governing Body of the Society for checking the receipts/payments of the Society and all schools and colleges operating under its purview. The accounts of the Society and College are up-to-date and have been audited till F.Y. 2022-2023.

Auditor of the College: S.P. Gunjal and Associates, Mumbai.

- **Financial Year 2017-18**

Audit Report was submitted on 24.09.2018.

- **Financial Year 2018-19**

Audit Report was submitted on 29.09.2019.

- **Financial Year 2019-20**

Audit Report was submitted on 31.12.2020.

- **Financial Year 2020-21**

Audit Report was submitted on 31.12.2021.

- **Financial Year 2021-22**

Audit Report was submitted on 28.09.2022.

Audit Objections – Compliances:

There are no major audit objections from the auditor during the last five years.

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:

IQAC, since its inception in 2017, has contributed immensely toward quality improvement and

sustenance.

Institutionalisation of Quality Assurance Strategies and Processes:

- The process of preparing **Academic Calendar has been institutionalised** with clear demarcation of curricular and co-curricular and extra-curricular activities by inviting inputs from all stakeholders.
- Formats of various documents such as **Lecture Plan, Students Feedback, Mentoring Report, Programme Report and MoUs** have been standardised.
- **An ecosystem for nurturing talents and skills of students through MOUs with external agencies** has been institutionalised. A total of 3 **MOUs** have been signed during the last five years.

Review of Teaching-learning Processes, Structures and Methodologies:

- IQAC has encouraging faculties to introduce **certificate, value-added, skill-based, short-term courses**. The College has offered a total of 6 **Certificate Courses** during the assessment period.
- **Workshops** have been organised **for encouraging teachers to make use of advanced learning tools and innovative teaching methodologies**.
- **PO sand COs have been identified for various programmes** and courses for the **objective measurement of learning outcomes**.
- **Mechanism for monitoring the lectures on day-today basis** has been developed to ensure smooth conduct of lectures.
- **Mechanism for reviewing and reporting the mentoring activities/sessions** has been developed.
- **Feedback mechanism has been standardised and appropriate actions are being taken on the outcomes**.

Assessment of Learning Outcomes:

Learning outcomes are measured objectively at the end of the years using multiple methodologies.

- **Learning outcomes in terms of POs and COs are assessed and evaluated annually on the basis of results and progression.**
- **Result Analysis is undertaken to monitor and assess the incremental improvements across all programmes.**

Quality Sustenance and Enhancement Workshops organised by IQAC:

- **Workshops and seminars on quality sustenance and quality enhancement** are organised on regular basis.

Other Initiatives for Quality Sustenance and Enhancement:

- Some important recommendations of the IQAC, which have been accepted and implemented:
- ICT-enabled Classrooms,
- Energy Audit,
- Green Audit
- IQAC prepares a **Plan of Action** at the end of every academic year for the next academic year and the same is implemented with the help of various committees.

Some Important Activities undertaken by IQAC:

- Workshop on Research Methodology
- Seminar Intellectual Property Right
- Workshop on Entrepreneurship Skill
- Workshop on ICT
- Workshop on women's safety & empowerment
- Workshop on soft skill & Personality Development
- Workshop on Communication Skill
- Workshop on Women's Health & Fitness Issue
- Workshop on Vermi Compost & Water Harvesting
- Irrigation Bunds
- Construction of Irrigation / Bunds
- Tree Plantation
- Blood Donation
- National Workshop (Revised Methodology) Accreditation by NAAC
- Career Guidance
- Seminar on Career Counselling
- Free Bus Facilities Available for Students and Staff Initiative taken by IQAC

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

File Description	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:

Siddharth College provides education to the tribal boys and girls of Borarpada village in Thane district of Maharashtra. Most of the families in the region are reluctant to send their girls for higher education. Therefore, the college initiated special drives to admit girl students from the region by arranging bus services. The female to male ratio in the College is 1:3.

Gender Sensitization in Curricular Activities:

Course curriculum includes and highlights many issues pertaining to women such as:

- **Commerce – I: Women Entrepreneurs:** Problems and Promotion.
- **Foundation Course (Semester I):** Disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio), and portrayal of women in media, role and significance of women in politics, Trafficking of women? causes, effects and response.
- **Foundation Course – III:** Women- Constitutional and legal rights, Forms of violations, Redressal mechanisms.

Students conduct surveys, organize street plays and poster-making competition on issues related to women as a part of project work in Foundation Course.

Gender Sensitization in Co-curricular Activities:

The College has constituted **Women Development Cell (WDC)** for creating gender sensitivities among students, teachers and other stakeholders through its various activities. Some of the programs, from among many, which are organized almost every year on gender equity and sensitization:

Year	Programme/Activity
2018-19	• Organized a Seminar on Women's Health and Fitness on 12th January 2019
2019-20	• Organized a Rally on 'Beti Bachao and Beti Pado' on 18th September 2019.
2020-21	• Organised Workshop on Women Safety and Empowerment on 29th January 2021.
2021-22	• Organized a Workshop on Health Issues related to Women on 8th March 2022, the Day.
2022-23	• Arranged a Health Check-up Camp on Thalassaemia and Haemoglobin on 17th Ma

In addition to the above programmes, the **Birth Anniversary of Savitribai Phule** on 3rd January and **International Women Day** on 8th March are celebrated every year.

Facilities for Women Safety:

1. Provisions for Safety and Security:

- Girls' Common Room.
- CCTV Surveillance in Campus and Building.
- Security at the Entry Gate.
- Peons to monitor the discipline.
- Sanitary napkin facility in Common Room.
- Separate washrooms for boys and girls.
- Code of conduct for stakeholders.
- Presentable Dress Code.
- Compulsory wearing of I-Card.
- Regular Meetings with Parents.

2. Counselling:

- The College has signed an MOU with **Shree Ram Polyclinic and Ayurvedic Dawakhana, Boradpada , Pin 421 503** for providing free counselling services to students.
- **Dr. Aashish Kumar Mishra** has been authorised by the hospital to provide free counselling services to the students of the College.
- During the doctor's visit to the College, more girl students approach doctor for medical consultancy and counselling services.

Internal Complaint Committee (ICC)

- College has constituted **Internal Complaint Committee (ICC)** for prevention of sexual harassment of girls in the educational institution. Some of the activities undertaken by Internal Complaint Committee (ICC).
- Notices were circulated asking for any complaints from the students.
- Strict vigilance on the college campus is exercised.
- Women staff were empowered to monitor the movements of students in a disciplined manner.
- A complaint lodged by a girl student name Bhasma Kajal on verbal harassment by a male student was solved by the ICC Committee on 25th October, 2021.

Gender Audit

Gender Audit has been conducted by a committee headed by the Chief Executive Officer, Geotek Global Certification Pvt. Ltd., Thane – 400 607.

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

7.1.2

The Institution has facilities and initiatives for

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

Response:

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
Bills for the purchase of equipment's for the facilities created under this metric	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:

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:

Many initiatives have been taken in providing an inclusive environment to the students.

Namita Education and Welfare Society's Siddharth College is established a Buddhist Minority trust the main purpose of which is to help and promote the downtrodden in general and the tribal community in particular. With the determined vision and mission in the mind of the trust, the management religiously involved in opening an educational institution at Boradpada, a tribal belt as there was and is no such institution in the vicinity of about 20 kilometers.

Higher education is a challenge to the tribal community. The institution took initiative to convince the parents to send their ward to the college. Getting the enrolment of girl students has been a herculean task. Our lady faculty and staff visit those houses and convince the parents for the safety and benefits of girls' education. The institution grants admission to tribal students at very low fees as the community cannot afford to pay. Some of the initiatives undertaken by the institute are:

1. Free bus services – picking from home to college and dropping back to their homes
2. Concession in fees
3. Free distribution of books
4. Free lunch occasionally and
5. Free Health check-up

With regard to tolerance and harmony towards culture, the institute arranged, from time to time, various cultural events in the nearby tribal areas like street plays, dancing, drawing competition etc.

With regard to regional harmony, the institute under the umbrella of National Service Scheme, Students Council and Internal Quality Assurance Cell arranged rallies and conveyed message of brotherhood amongst the community. The students conducted surveys with regard to harmony between nearby villages.

Preference was given to Marathi language for all dialogues of events. The institute also arranged local cultural event like warli painting.

For communal harmony, the institute also celebrated the following days,

1	15-Aug	Independence Day Celebration
2	06-Dec	Mahaparinirvan Divas Dr. B. R. Ambedkar
3	26-Jan	Republic and Annual Day
4	14-Apr	Dr. B. R. Ambedkar Jayanti
5	01-May	Maharashtra and Labour Day
6	05-Jun	World Environment Day and Rally
7	18-Aug	Freshers Day
8	24-Sep	N. S. S. Day
9	09-Aug	World Tribal Day
10	19-Dec	Traditional Day
11	12-Jan	Swami Vivekanand Jayanti
12	25-Jun	International Yoga Day
13	13-Jul	Guru Pornima
14	15-Aug	Independence Day
15	08-Mar	Women Day Celebration
16	11-Apr	Mahatma Jyotiba Phule Jayanti
17	25-Apr	National Voters Day
18	01-May	Maharashtra & Labour Day
19	09-Jun	Birsa Munda Smruti Divas
20	21-Jun	International Yoga Day
21	05-Sep	Teachers Day
22	26-Nov	Constitutional Day
23	15-Nov	Birsa Munda Jayanti
24	01-Dec	World Aids Day
25	26-Jan	Republic and Annual Day
26	08-Mar	International Womens' Day
27	20-Mar	World Sparrow Day

With these programmes, the students and employees are sensitized the constitutional obligations: values, rights, duties and responsibilities of citizens.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

Title of the Practice:

“Education for Tribals”

Objectives of the Practice:

Maharashtra is one of the states in India, where large part of population still live primitive life in the areas which are really backwards. Most of these villages do not have facility of even primary education. With the changing economic environment in the country, these people have started realizing the importance of education. However, in the absence of adequate educational facilities, these villagers find it difficult to get education even upto higher secondary level. Therefore, there is a need both at the government and non-government leel to promote education of tribals with the following objectives:

1. To eradicate illiteracy.
2. To achieve the objective of universal access to education.
3. To integrate tribals with the mainstream of country.
4. To create jobs in the local area for tribals.
5. To provide job opportunities to tribals.
6. To empower girls and women in tribal areas.

The Context:

With the above objectives in mind Namita Education and Welfare Society took up the task of establishing an institution of higher education at Boardpada village in the year 2012. In the year 2012, there was no institution of higher education in the radius of 20 kms in the surroundings of Boradpada village. The College started three bachelors’ programmes, viz., BAMMC, BMS and B.Com. in the year 2012. Later in the year 2018-19, the College started B.A. and B.Sc. Another milestone in the journey of

the Society came in 2020-21, when the college started postgraduate programmes in Commerce. The Society aims to provide the facility of higher education to tribals in the region at an affordable cost.

The Practice:

Starting higher educational institution was not as difficult as getting children from nearby villages to take admission in the College. The major hurdle was motivating the youth and convincing the parents to send their children to college. The task was tougher in case of girl students. The Society undertook door to door campaign to create awareness and in a short time the intake in all courses started increasing. In order to motivate parents to send their girls to college, the Society provided free bus service for girls students.

Although, all the students in the College are first generation learners, they have shown great interest in studies. Most of the teachers in the College being from local area, the students could relate to them and enjoy attending the College. Along with teaching, the College organizes a number of co-curricular activities such as swachh bharat abhiyan, blood donation drive, construction of bunds, nature trails, health and hygiene camps, anti-drug rally, etc. Students participate in such activities very enthusiastically. This bond between the institution, teachers and students is clearly reflected in the success rate of students at final year examinations, with average pass percentage of the College for the assessment period being around 90%. The success rate of students in the College is highest in the region and much above the average results of the University.

Evidence of Success:

The initiatives of the Society bore a fruit, which is clearly reflected in the incremental growth of the institution:

1. The number of programmes offered by the College increased from 3 in the year 2012-13 to 6 in the year 2021-22.
2. The number of students enrolled with the College increased from mere 24 to 1353 in the year 2021-22.
3. The College has submitted a proposal for starting a Pharmacy College from A.Y. 2024-25 and also proposes to start a law college on its 5 acres campus.

Problems Encountered and Resources Required:

The founders of the College had tough time in convincing the villagers that the College was meant for their welfare. Regular meeting with the village sarpanch and villagers resulted in slow infrastructural development on the College premises. Also getting students, especially girl students, was a challenging task. The Trust undertook door-to-door campaign to convince villagers to send their children for higher education.

Best Practice – 2

Title of the Practice:

"Nesting for Nature"

Objectives of the Practice:

The objective of the "Nesting for Nature" best practice initiative in colleges is to promote bird conservation and protection. Birds play an important role in the ecosystem and are the important component for maintaining the balance in nature. The initiative aims to raise awareness about the importance of birds and the threats they face, and to provide practical solutions for protecting birds and their habitats.

The Context:

The objectives of conserving bird habitats are vital for maintaining biodiversity, ecosystem balance, and the overall well-being of both bird species and the environment. Some key objectives of conserving bird habitats include:

1. Conserving bird habitats helps protect the diversity of bird species, ensuring the preservation of biodiversity and promoting ecosystem stability.
2. Bird habitats provide valuable ecosystem services, such as seed dispersal, pest control, and nutrient cycling.
3. Another objective is to raise awareness about the importance of bird habitats and their conservation.

By implementing these practices, colleges can protect birds and their habitats, promote sustainability, and raise awareness for bird conservation.

The Practice:

The College has provided 60 artificial nest, feeder tanks and water dish for birds, which have been installed at different places in the College premises. These nest and waster dish are provided with food and water for sparrows. They are cleaned on the regular basis.

Evidence of Success:

Before the launch of this project, the area seldom used to notice sparrows. However, after the launch of this project, the number of sparrow on the premises has increased. Some of them have also laid eggs in the nest and have become permanent residents here. Along with sparrow, there has been increase in the number of other birds as well. The morning and evening chirping of these birds makes whole premises melodious and joyful.

Problems Encountered and Resources Required:

The project Sparrow did not encounter any problem as the funding for the project was provided by the Society and the execution was enthusiastically done by student volunteers.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Namita Education and Welfare Society’s (NEWS) was registered way back in 1997 by Shri. Nagesh Sambhaji Jadhav, a visionary. The Society got its Religious Minority Status in 2009. Siddharth College BMM, BMS and B.Com. has got affiliated to University of Mumbai since 2012. The College started functioning since then with three courses viz., Bachelor of Mass Media (B.M.M), Bachelor of Management Studies (B.M.S) and Bachelor of Commerce (B.Com). The institute got permission from Mumbai University to start the Courses of Bachelor of Arts (B.A) and Bachelor of Science (B.Sc.) in the year 2018-19. The institute got permission to start Master of Commerce (M.Com) since 2020. From a humble beginning of less than 100 students, today the college has more than 1300 students on its roll.

Vision:

To empower rural and tribal youth with values and life skills to become economically independent and socially responsible citizens.

Mission:

To integrate rural and tribal students into the mainstream and make them responsible citizen through

qualitative higher education.

The Namita Education and Welfare Society also runs Mahatma Jyotiba Phule High School and Junior College and Siddharth College of Education. The institute has a good team of highly qualified and dedicated teaching and non-teaching staff. Each class is effectively guided by their mentors. The institute is also well equipped with good infrastructure, library and laboratories.

Despite the institute is located in a rural, hilly and tribal area, our college runs in full swing in all streams. The teachers of the college have been picked up from the local area to integrate with locals. This helps in bridging the communication gap between the teacher and the student. Teachers supplement teaching with various co-curricular activities like field study, nature trails, field projects, rallies, competition and so on. The College has a vibrant NSS unit that organizes a number of activities for the all round development of students. Tree plantation drive, blood donation drive, swachh bharat abhiyan, etc. are the regular features of the College. The College also organizes a number of workshops and seminars for students. The outcome of this blended teaching-learning is clearly reflected in the success rate of students at final year examinations, with average pass percentage of the College for the assessment period being around 90%. The success rate of students in the College is highest in the region and much above the average results of the University.

On the basis of vision and mission, following activities have been undertaken for tribal students.

1. Free bus service have been provided from their home to college and back.
2. Text books have provided every year
3. Books were arranged for competitive examination for government jobs.
4. Measures have been taken to avail caste certificates, income certificates, domicile certificates and Non-creamy layer certificate so as to avail the government scholarship.
5. Lectures on career guidance were arranged to induce the children to focus accordingly.
6. More cultural events have been specially arranged for them.
7. Food arrangement have been made to those students who do not bring their tiffin.
8. Special classes have been arranged for public speaking to induce their self-confidence.
9. The teaching and non-teaching staff were directed to visit the houses of tribal students and to encourage the children to attend the college.

The College is spread over a vast area of five acres of land with natural beauty. The College has adequate infrastructure for effective teaching learning processes. Adjoining to the College, the government has constructed a bund, where the College students too performed 'shramdan'. The students take part in various social and cultural activities enthusiastically. The college has well equipped labs for science students. The College has provided the facility of neat and clean toilets for both boys and girls. Clean drinking water facility is being provided. The Society also waives the fees of poor students. Students are also given a facility of paying fees in installments.

Although, the College is located in tribal area with limited job prospects, many of our students have got jobs in corporate and banks. The journey of the College from 2012 to 2022 has convinced the tribals that education is must for all round development of their children and for their progress.

The College also provides ample opportunities to sports and cultural enthusiasts. Two of our students reached have participated in Badminton and Athletics sports at the national level. Our students are sincerely involved in National Service Scheme (NSS) too. The college has also formed various Statutory Cells like SC/ST Cell, OBC Cell, Grievance Redressal Cell, Anti-ragging Cell and Internal Complaint

Committee (ICC).

The Society has submitted a proposal for starting programmes in Law and Pharmacy over a period of the next two years. Under the NEP, 2020, the Society plans to set up a University catering to the higher educational needs of tribals in Badlapur region.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

The institute now offers programmes in the Arts, Commerce and Science, Commerce and Management streams and is prepared to meet the challenges and seize the possibilities presented by the National Education Policy (NEP). The institute is prepared to collaborate with nearby institutes to strengthen the faculty exchange. Further, the institute is prepared to move forward and provide students with their preferred multi-disciplinary, inter-disciplinary, skill-based, and employment-oriented courses under the NEP.

The college is eager to pursue autonomy after accreditation in order to have autonomy in the creation of new programmes and courses in conjunction with industry and to provide certificate courses in accordance with the demands and requirements of the industrial and commercial sector.

The establishment of the Entrepreneurship Cell is a step towards creating an incubator facility that will help students come up with innovative and successful company concepts.

In order to encourage high-quality research, the College is eager to collaborate with research institutes. The NSS unit plans to have more community based events in future.

These student initiatives will significantly advance the integration of educational institutions and society at large. College will keep encouraging students to take part in sporting and cultural events for the students' overall personality development.

Finally, the institute plans to go for autonomy in 2026.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>142</td> <td>110</td> <td>152</td> <td>95</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>142</td> <td>110</td> <td>152</td> <td>94</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>330</td> <td>258</td> <td>246</td> <td>126</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>330</td> <td>258</td> <td>246</td> <td>126</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	59	142	110	152	95	2021-22	2020-21	2019-20	2018-19	2017-18	59	142	110	152	94	2021-22	2020-21	2019-20	2018-19	2017-18	351	330	258	246	126	2021-22	2020-21	2019-20	2018-19	2017-18	351	330	258	246	126
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>12</td> <td>10</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>13</td> <td>11</td> <td>07</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	17	12	10	06	2021-22	2020-21	2019-20	2018-19	2017-18	18	18	13	11	07																				
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17	17	12	10	06																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
18	18	13	11	07																																					

2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 349 1046 483"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>388</td> <td>353</td> <td>194</td> <td>153</td> <td>102</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>388</td> <td>353</td> <td>194</td> <td>114</td> <td>102</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 949"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>398</td> <td>355</td> <td>196</td> <td>153</td> <td>132</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1028 1046 1162"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>398</td> <td>355</td> <td>196</td> <td>137</td> <td>132</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	388	353	194	153	102	2021-22	2020-21	2019-20	2018-19	2017-18	388	353	194	114	102	2021-22	2020-21	2019-20	2018-19	2017-18	398	355	196	153	132	2021-22	2020-21	2019-20	2018-19	2017-18	398	355	196	137	132
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1520 1046 1655"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>09</td> <td>05</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1733 1046 1868"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>00</td> <td>04</td> <td>03</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and Publication in the current UGC CARE with ISSN will only be considered, thus, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	01	03	09	05	00	2021-22	2020-21	2019-20	2018-19	2017-18	01	03	00	04	03																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
01	03	00	04	03																																					
3.4.3	<p>Number of extension and outreach programs conducted by the institution through organized</p>																																								

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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	2	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	2	3	1

Remark : As per clarification received from HEI , DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.38	4.18	3.79	7.71	1.29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.35	4.14	3.74	7.66	1.23

Remark : As per clarification received from HEI , DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	50	00	64	63

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	00	63	63	00

Remark : As per clarification received from HEI , 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:

2021-22	2020-21	2019-20	2018-19	2017-18
25	09	1	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	09	00	00	00

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
398	353	194	153	102

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
388	353	194	114	102

Remark : As per clarification received from HEI , 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:

2021-22	2020-21	2019-20	2018-19	2017-18
295	00	221	187	00

Answer After DVV Verification :

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

02	00	02	02	00
----	----	----	----	----

Remark : As per clarification received from HEI , 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:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	00	00	01

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Remark : As per clarification received from HEI , DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>17</td> <td>15</td> <td>12</td> <td>10</td> <td>06</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>18</td> <td>16</td> <td>12</td> <td>10</td> <td>06</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	15	12	10	06	2021-22	2020-21	2019-20	2018-19	2017-18	18	16	12	10	06
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17	15	12	10	06																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
18	16	12	10	06																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31.91	20.00	18.85	16.62	9.14

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31.87	16.87	18.85	12.90	9.45