



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **RAMSHETH THAKUR COLLEGE OF COMMERCE AND SCIENCE**

**PLOT NO. 1, SECTOR-33, NEAR PETH PADA METRO STATION , KHARGHAR  
410210**

**<https://rtccs.edu.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Janardan Bhagat Shikshan Prasarak Sanstha, Panvel, Dist. Raigad, established the Ramsheth Thakur College of Commerce and Science at Kharghar. Kharghar is a node of Raigad District's Navi Mumbai and it is a suburb under Panvel Municipal Corporation. It is situated at the northernmost tip of Raigad district of Maharashtra.

It was established in the academic year 2010-11. The College is affiliated to the **University of Mumbai**. The type of college is co-education and we operate the college in regular shift since inception. It is a non-minority and self-financing college.

We offer total **six (06) undergraduate (UG) programmes**.

We offer following **three UG programmes** under the **Faculty of Commerce**:

1. Bachelor of Commerce (B.Com.)
2. Bachelor of Commerce (Accounting & Finance) (B.Com. A&F)
3. Bachelor of Management Studies (BMS)

We offer following **three UG programmes** under the **Faculty of Science**:

1. Bachelor of Science (B.Sc.)
2. Bachelor of Science (Information Technology) (B.Sc. IT)
3. Bachelor of Science (Computer Science) (B.Sc. CS)

All of these UG programmes have the duration of 3 years each. However, the admission eligibility is different of the each programme. **Medium of instruction** for all the programmes is **English**.

The **sanctioned intake capacity** of the **Commerce Faculty** is **480**. Which is approved as follows:

- |                  |       |
|------------------|-------|
| 1. B.Com.        | : 240 |
| 2. B.Com. (A&F): | 120   |
| 3. BMS           | : 120 |

The **sanctioned intake capacity** of the **Science Faculty** is **240**. It is approved as follows:

- |             |       |
|-------------|-------|
| 1. B.Sc.    | : 120 |
| 2. B.Sc. IT | : 60  |
| 3. B.Sc. CS | : 60  |

**Goals of Our College are as follows:**

1. **Recharge** the motivational levels of our stakeholders from time to time
2. **Transform** our students from ordinary to legendary
3. **Change** the personality of our students

4. Choose & nurture the right career path of our students
5. Sustain the quality in higher education

**Our College operates on the basis of following Core Values:**

1. **J**ustice
2. **B**enevolence
3. **S**elflessness
4. **P**rofessionalism
5. **S**ervice to community

**Vision**

**The VISION of our college is as follows:**

We aim to be the most valued growth partner to all our stakeholders by establishing new standards in higher education.

**Mission**

**The MISSION of our college is as follows:**

Our mission is to provide optimal opportunities in higher education for the holistic development of our students and to create the problem solving global leaders in the Volatile, Uncertain, Complex and Ambiguous (VUCA) world.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- 1) **Robust Infrastructure:** The institute boasts state-of-the-art facilities and well-maintained physical assets, providing a conducive environment for academic and extracurricular activities.
- 2) **Supportive Management:** The institute benefits from a leadership team that actively fosters a positive and collaborative atmosphere, promoting the well-being and growth of both students and faculty.
- 3) **100% Faculty Recruitment:** With a commitment to excellence, the institute has achieved a commendable milestone by ensuring a complete and qualified faculty roster, enhancing the quality of education provided.
- 4) **Commitment to Inclusiveness:** The institute is dedicated to create a diverse and welcoming community, fostering an inclusive culture that respects and celebrates differences among students,

faculty and staff.

**5) Safe Campus:** Prioritizing the well-being of its female staff and students the institute has implemented comprehensive safety measures, creating a secure and supportive environment for all members of the community.

**6) Scenic Surroundings with Nature and Hills:** Nestled amidst picturesque landscapes, the institute provides a unique and refreshing setting that not only enhances the overall campus experience but also contributes to a tranquil and inspiring learning environment.

**7) Mentoring & Counselling:** Comprehensive mentoring and counselling programs to support students in academic and personal development.

**8) Institute Level Scholarship:** Availability of institute-level scholarships to facilitate financial assistance for deserving students.

**9) Active Local Chapter of NPTEL:** Engaged participation in the National Programme on Technology Enhanced Learning (NPTEL) through an active local chapter.

**10) Add-on Courses:** Offering specialized courses such as CA Foundation and Competitive Examination preparation to enhance students' skill sets.

**11) Proximity to Industrial Belt:** Strategic location in close proximity to an industrial belt, providing students with exposure to real-world applications and opportunities for industry collaboration.

**12) Google Empowered Campus:** Recognition as a Google Empowered Campus, reflecting advanced technology integration and a tech-savvy learning environment.

**13) MoUs with Institutes & Industries:** Establishment of Memorandum of Understanding (MoUs) with reputed institutes and industries, fostering collaborative initiatives and enriching educational experiences.

## **Institutional Weakness**

**1) Lack of Postgraduate Programs:** Absence of advanced academic offerings beyond the undergraduate level. Limited opportunities for students to pursue higher-level studies within the institute.

**2) Insufficient Public Transport Accessibility:** Inadequate frequency and accessibility of public transportation services. Difficulty for students and staff to commute to and from the institute.

**3) Geographical Isolation Surrounded by Villages:** Geographically isolated setting, surrounded primarily by rural villages. Limited urban infrastructure and resources in the immediate vicinity.

**4) First-Generation Learners:** Majority of students are first-generation learners. Lack of academic background exposure may pose challenges in adapting to the academic environment.

**5) Research and Publications:** Limited avenues for faculty and students to engage in meaningful research initiatives.

**6) Restricted Academic Flexibility:** Limited scope for academic flexibility within the curriculum. Constraints on tailoring academic programs to meet the diverse needs and interests of students.

## **Institutional Opportunity**

**1) Postgraduate Program (PG Program):** The institute plans to offer a comprehensive Postgraduate Program (PG Program) to enhance academic and professional growth.

**2) Research Centre & Opportunities for Research Work:** A state-of-the-art Research Centre provides a dynamic environment for cutting-edge research and innovation. Students have ample opportunities for engaging in meaningful research projects, contributing to advancements in their respective fields.

**3) Collaboration with International and National Universities:** Opportunities for collaboration with both international and national universities foster a global perspective and academic exchange.

**4) Industry Placement:** Industry placement programs shall ensure students gain practical experience and exposure to real-world challenges.

**5) Scope for Industrial Engagement:** A robust framework for industrial engagement will offer students a wide scope to interact and collaborate with various industries.

## **Institutional Challenge**

**1. Financial Sustainability:** Ramsheth Thakur College of Commerce and Science, located in Kharghar, stands as a beacon of educational excellence amidst the challenges faced by self-financed institutions. Financial sustainability forms the cornerstone of our operations, as we rely primarily on student tuition fees for funding. However, this reliance renders us vulnerable to fluctuations in student enrolment and economic conditions, necessitating prudent financial management and planning.

**2. Regulatory Compliance:** Navigating the regulatory landscape is another critical aspect of our college's functioning. Adhering to the stringent regulations and guidelines set forth by the University of Mumbai and various government bodies demands meticulous attention to detail and consumes valuable time and resources.

**3. Competition:** In an educational landscape increasingly crowded with private institutions, competition emerges as a formidable adversary. Our college continually strives to distinguish itself

amidst this competition, not only in attracting students but also in recruiting and retaining esteemed faculty members. However, this endeavour is not without its challenges, as we contend with better-funded institutions competing for the same talent pool.

**4. Faculty Retention:** Faculty retention and development is at the paramount importance in our agenda. We recognize the imperative of fostering an environment conducive to the growth and satisfaction of our faculty members, ensuring their continued dedication to our institution's mission and values.

**5. Accreditation and Rankings:** Accreditation and rankings play a pivotal role in shaping our college's reputation and attracting prospective students. To achieve and maintain accreditation and favourable rankings, we invest significantly in quality improvement measures, thereby underscoring our commitment to academic excellence.

**6. Policy Changes:** Yet, amidst our efforts to uphold these standards, we remain cognizant of the dynamic nature of governmental policies. Changes in education policies, funding allocations, or regulatory frameworks can significantly impact our operations, necessitating adaptability and proactive measures to ensure our continued success.

In the face of these challenges, Ramsheth Thakur College of Commerce and Science remains persistent in its commitment to provide quality education and nurturing future leaders who will navigate the complexities of the ever-evolving world with confidence and competence.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Curriculum is a vital aspect for every educational institution. Ramsheth Thakur College of Commerce and Science, Kharghar adheres to the curriculum prescribed by the affiliating university, i.e. University of Mumbai. The university revises curriculum frequently. In this process the faculty members of our college contribute significantly. The college ensures **effective curriculum** delivery by following the **Academic Calendar, Examination Calendar, Time-Table and robust evaluation process**. The internal assessments are conducted as per the examination policy of the college, which is framed according to the examination manual published by the affiliating university.

We understand the need of the industry and accordingly try to prepare our students to fulfil those needs. In this effort, we develop in-house curriculum and designed various Certificate, Diploma and Add-On courses which are conducted at the departmental level. The college also conducts certificate courses in collaboration with industry to offer **latest courses in accountancy, digital marketing, cosmetic chemistry, etc.** to the students. The institution is registered as a Local Chapter for NPTEL courses. Many students and faculty members of the college have cleared the NPTEL courses conducted by IIT. The college also conducts coaching for various competitive examinations like IBPS, CA Foundation, etc.

Every faculty maintains the Academic Diary which includes the teaching plan, lecture synopsis and syllabus completion reports. The college focuses on curriculum enrichment through field visit, excursions, industrial visits, skill development and internship program. The teachers of the institution participate in various

workshops, seminars of the university regarding syllabus design, review and development. The faculties also actively participate in conduct and assessment of university examinations.

The institution integrates **cross-cutting issues** related to professional ethics, gender, human values, environment and sustainability. It is included in various subjects like Foundation Course, Business Environment, Green IT, etc.

The College has developed a robust mentoring mechanism and also avails the services of a counsellor for mentoring the students. The institution obtains feedback from various stakeholders like students, teachers, alumni, employees and parents. Student feedback on teachers is collected twice in a Semester. The feedback given by students is systematically analysed and appropriate action is taken on it.

### **Teaching-learning and Evaluation**

The teaching learning process is a continuous and dynamic journey that educators undertake to enhance their teaching skills, knowledge, and abilities. It involves various stages and approaches aimed at improving instructional methods, classroom management, and overall effectiveness in teaching.

Our college promotes innovative teaching methods that cater to diverse learning styles and needs. Teachers are encouraged for experiential, problem-solving and participative learning techniques with the help of technology. Students are also given benefits of Institutional level scholarship, if required.

All our activities are student-centered. Different programs are offered for advanced learners and they are motivated for research work to participate in Aavishkar. Remedial classes are aimed to support slow learners. Students are also provided with book bank facility from our library. Mentoring System is adopted by all departments and mentor-mentee interaction is meticulously monitored.

To ensure qualitative education, highly qualified faculty members are recruited. Staff are motivated to attend skill-enhancement courses like NPTEL. During the pandemic, the online platforms like Google meet, Google Classroom, MS-Teams and Zoom were used for the propagation of knowledge.

Enriching Learning Experience is achieved through field visits, workshops, educational tours, exhibitions, marketing festival, IT-fest, Seminar, guest lecture, practical assignments, case studies with the use of ICT.

Internal Evaluation of all the programs is carried out according to the Exam manual published by the affiliating University & Exam Policy of the college. Examination Department of the college prepares annual examination calendar to conduct various examination of all the programs.

### **Research, Innovations and Extension**

The Institution has demonstrated a strong commitment to research excellence and strives to form a constructive linkage between community & curriculum. Notably, our institution has fostered a culture of interdisciplinary collaboration, facilitating innovative research outcomes. We emphasize student involvement in projects through **“Aavishkar Research Convention”** encouraging experiential learning and critical thinking. Our research initiatives are supported by good infrastructural facilities and partnership with industry, enhancing the practical impact of our work.

Furthermore, we prioritize the dissemination of research findings through publications and conferences. These practices reflect our dedication to advancing knowledge, fostering innovation, and promoting a vibrant research ecosystem within our institution. The college encourages the students and faculty members to participate in various research related activities and provides them with constant support and motivation. The institution has an active seminar and workshop committee and research committee which conducts various activities related to IPR, research and entrepreneurship every year.

The institution not only fosters research and innovation ecosystem in the campus but also tries to benefit society through its extension activities. The institute has developed an ecosystem that ensures holistic development of students through community-oriented programs conducted through NSS, DLLE & other departments. Extension activities are the inseparable part of our culture and the institution strives for a holistic development through such programs. Cleanliness drives, awareness drives, tree plantations, street plays, special camps, etc. are some of the activities through which the institute builds a strong linkage with the neighbourhood community. The institute has been recognized by various government & non-governmental agencies for its community-oriented work and has received multiple awards for the same.

Our institution establishes and fosters industry- academic relationships through collaboration with academic and non- academic institutions for varied purposes including development of employable skills within learners, career guidance, capacity management and enhancement of internal quality of the institution. The linkages established with different organizations are leveraged via conducting activities as per the Memorandum of Understandings or relevant documents.

Through a wide variety of activities & initiatives, the institution makes sure that its stakeholders are provided with optimal opportunities in higher education for their holistic development which is necessary in the **volatile, uncertain, complex & ambiguous** (VUCA) world.

### **Infrastructure and Learning Resources**

The institution has strategically aligned its infrastructure to cater to the diverse needs of its stakeholders, boasting excellent facilities across its sprawling campus. With a built-up area of 6000 square meters and an expansive playground covering 4000 square meters, the institution offers ample space for academic pursuits and recreational activities alike. The recent expansion efforts have resulted in the addition of 25 classrooms and 8 laboratories, comprising 4 dedicated to Chemistry, 3 for IT/CS, 1 each for Physics and Botany. These laboratories are meticulously maintained and furnished with state-of-the-art equipment, catering to the practical needs of students across various disciplines. The Information Technology labs, in particular, are equipped with a blend of licensed and open-source software, ensuring a comprehensive learning experience.

The institution boasts a seminar hall with a capacity to accommodate 125 students, facilitating academic events. Ample parking space, equivalent to the built-up area, is provided for vehicle parking. The college places a strong emphasis on extracurricular development, providing ample resources to nurture students' cultural and sports talents. Yoga center is available for students and teachers alike to engage in the practice of yoga.

The college library is at the forefront of technological integration, utilizing the e-granthalaya Integrated Library Management System (ILMS) developed by the National Informatics Centre (NIC) of India. This system not only streamlines library operations but also grants users access to electronic resources, including Open Educational Resources (OER) repositories, enhancing the learning experience. The implementation of a barcode system facilitates efficient book issue system, while the institution remains committed to continuous



improvement in its library services.

In terms of technological infrastructure, the college is well-equipped with 100 Personal Computers, 8 projectors, 20 printers, 2 scanners, 2 laptops, 9 CCTV cameras, and 8 Computer UPS systems. A robust Wi-Fi network with a bandwidth of 100 MBPS provided by Airtel ensures seamless connectivity across the campus. Additionally, the college leverages ERP software, specifically MasterSoft Cloud for various administrative tasks including admission and fees management, attendance management, employee and student profile management and examination management. To ensure uninterrupted operations, a UPS with a capacity of 10kV is in place.

### **Student Support and Progression**

The Criterion-V centers on the institution's efforts to provide necessary support for students, ensuring a rich learning experience on campus and fostering their holistic growth and development. Additionally, it evaluates student performance, progression into higher education or employment, and the maintenance of alumni profiles.

We are committed to provide a conducive learning environment to our learners. Institutions and governments play a pivotal role in ensuring that students have access to the resources they need to excel academically. At our college, we have established Scholarships & freeships committee. This committee helps students to complete the documentation required to avail the benefit of relevant scholarship/freeship. This reduces the financial burden on the students & their families as majority of them are from first learners' families. This way we promote inclusivity and diversity in higher education.

We have established the structure of mentoring the students. Under this scheme a group of 25 to 30 students is allocated to every faculty member. In order to have close interaction with the students we have allocated one dedicated slot for mentor mentee meeting in the timetable. In this meeting various issues of students like academic, emotional, relationship, behavioral, financial etc. are addressed. After this repeated interaction, if a mentor feels the necessity of counselling then such mentees are referred to our profession counsellor. This way we support our students academically & emotionally. This Key Aspect addresses the institutions' concerns about students moving on to further education and/or finding placement. Our mentors also advise them about career planning including placement & entrepreneurship. Students can advance vertically from one educational level to the next or towards gainful employment.

In order to strengthen ties between stakeholders, the organization supports inclusive practices, the institution supports value-based education to instill social responsibility and good citizenship among its student. The institution encourages students to actively participate in social, cultural, and extension activities and offers the necessary infrastructure. These activities promote holistic development and the development of the students.

### **Governance, Leadership and Management**

The Institution practices decentralization and participative management in academic and administration through a well-defined Vision and Mission statement. The Vision and Mission of the institution translate into action through an effective governance system. The Principal of the college has complete authority for the smooth functioning of the institution. However, The Governing Body guides the Principal regarding the implementation of diligence and empowered to decentralize the academic and administrative activities.

The College Development Committee (CDC) is instrumental in planning and policies. The Internal Quality Assurance Cell (IQAC) monitors and evaluates the administration and academic processes. Staff members are the part of this planning and decision making process as the representatives on CDC and IQAC. Major decisions like Budget, New Courses, implementation and accountability of the teaching-learning process are recommended. Strategic plan is prepared in tune with the Vision and Mission of the college. E-governance has been implemented for the various processes like administration, finance and accounts, admissions and examinations in the college.

The teaching fraternity upgrade themselves by attending several research conferences and Faculty Development Programmes. The non-teaching staff attends training programmes for their skills improvement. Mobilization and usage of funds in the form of Internal and External audits is conducted at regular intervals. In addition to the financial audit, other audits such as Gender, Energy, Environment, green, Academic and Administrative Audit, are carried out. We have also undergone the process of ISO Audit and successfully gained two certificates as ISO 9001:2015 and ISO 14001:2015. Additionally, we have applied for NIRF.

As a component of our parent organization's welfare initiatives, we extend fee concessions to the children of our employees. Additionally, faculty members are reimbursed for registration fees associated with workshops, conferences, and paper presentations, and are provided with duty leave. Staff selection adheres to the University of Mumbai's guidelines. Faculty performance appraisal occurs at three levels: by students, Heads of Departments (HOD), and the Principal. Under the management's guidance, the institution has formulated a perspective plan to delineate the path toward growth.

### **Institutional Values and Best Practices**

Ramsheth Thakur College of Commerce and Science is committed to community engagement, woven into the **institution's ethos with the guiding principle of "Unity in Diversity."** **The college fosters an inclusive environment, emphasizing tolerance, harmony, and cultural diversity in alignment with its mission of ethical, academic, and cultural awareness.** Central to its philosophy is the belief of equality in all cultures, welcoming students without discrimination based on caste, religion, region, or linguistic affiliations. Gender sensitization programmes for creating awareness about educating a girl child, and women development through women development cell.

The college conducts green audit and awareness about environmental issues, climate change and conducts programmes to encourage utilization of renewable energy sources. Facilities to specially-abled students also form an integral part at the campus.

The College observes several nationally and internationally significant occasions to educate our students on the history, tradition and practices of India in participatory ways. The institution actively promotes inclusivity through signature events like **Annual Social Gathering -PRATIBIMB, National Social Service (NSS), Department of Lifelong Learning and Extension (DLLE)**, various departmental programs, providing vibrant platforms for students to showcase and appreciate diverse cultures and traditions. In addition to cultural celebrations, the college engages in impactful social initiatives, including Blood Donation Camps, Education Camps for underprivileged children, and support for disaster-stricken regions.

The college has implemented impactful practices benefiting educators and learners. Notably, the Mentor-Mentee system has significantly improved academic performance and student confidence. Faculty members guide designated student groups, offering support in both academic and personal matters. Additionally, the

college prioritizes cultivating a scientific mindset through various on and off-campus activities.

Furthermore, diverse committees address issues such as security, anti-ragging, and hygiene standards. This proactive approach fosters staff dedication, enhances governance, expedites grievance resolution, and streamlines decision-making processes. These initiatives collectively foster a conducive learning environment, nurturing the holistic development of students and faculty alike.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMSHETH THAKUR COLLEGE OF COMMERCE AND SCIENCE
Address	PLOT NO. 1, SECTOR-33, NEAR PETH PADA METRO STATION , KHARGHAR
City	KHARGHAR NAVI MUMBAI
State	Maharashtra
Pin	410210
Website	<a href="https://rtccs.edu.in">https://rtccs.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rupendra Ramchandra Gaikwad	022-9423001141	9423001141	-	principal@rtccs.edu.in
IQAC / CIQA coordinator	Maheshwari Rajesh Zirpe	-	9769884544	-	maheshwarizirpe@rtccs.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

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	PLOT NO. 1, SECTOR-33, NEAR PETH PADA METRO STATION , KHARGHAR	Urban	2.47	6000

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Department Of Commerce And Accountancy	36	HSC	English	240	132
UG	BCom,Department Of Accounting And Finance, Accounting and Finance	36	HSC	English	120	68
UG	BMS,Department Of Management Studies,	36	HSC	English	120	120
UG	BSc,Department Of Information Technology,Information Technology	36	HSC	English	60	60
UG	BSc,Department Of Computer Science,Computer Science	36	HSC	English	60	60
UG	BSc,Department Of Science,	36	HSC	English	120	44

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	0				1				34			
Recruited	0	0	0	0	1	0	0	1	10	24	0	34
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
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						12
Recruited	11		1		0	12
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				4
Recruited	3	1	0	4
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	0	0	0	1
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



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	9	17	0	26
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	593	3	1	0	597
	Female	515	4	0	0	519
	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	48	34	43	46
	Female	44	49	38	41
	Others	0	0	0	0
ST	Male	4	2	4	5
	Female	3	3	9	5
	Others	0	0	0	0
OBC	Male	119	106	106	91
	Female	81	85	91	77
	Others	0	0	0	0
General	Male	374	352	325	324
	Female	257	236	247	260
	Others	0	0	0	0
Others	Male	31	29	19	12
	Female	30	28	32	22
	Others	0	0	0	0
Total		991	924	914	883

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In pursuit of a vocational approach, our institution champions interdisciplinary education, integrating subjects like Information Technology, Mathematics, and Communication Skills into curriculum designed
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	<p>by university of Mumbai. We aim to transcend conventional boundaries, cultivating well-rounded graduates equipped to navigate the complexities of the modern world. Project work is a cornerstone of our program, bridging theory with practical application. From management studies to Information technology and chemical experiments, students engage in hands-on learning experiences that foster critical thinking and problem-solving skills. Our commitment to multidisciplinary research extends beyond the classroom, offering students access to cutting-edge infrastructure and opportunities for collaboration in university-level conventions.</p>
2. Academic bank of credits (ABC):	<p>Recognizing the significance of the Academic Bank of Credit Identification (ABCID) recommended by the affiliating university, our college has taken proactive steps to establish it. Mandating the creation of an ABCID during the admission process aligns with the university's Choice Based Credit System (CBCS). We actively encourage students to enroll in National Programme on Technology Enhanced Learning (NPTEL) courses, facilitating credit accumulation through esteemed platforms like SWAYAM and NPTEL. By expanding students' mobility and access to global educational institutions, we are dedicated to accelerating their career progression beyond conventional boundaries.</p>
3. Skill development:	<p>Aligning with National Education Policy (NEP), our institution is committed to enriching employability through vocational training. We facilitate interactive and participative teaching-learning processes, fostering an environment conducive to skill development and knowledge acquisition. Our curriculum includes a variety of certificate courses and training programs covering Tally, Entrepreneurship Development, Digital Marketing, Personality Development and communication skills. Collaborations with esteemed industry partners such as ITC, Samsung, and Lakme offer students invaluable practical exposure and hands-on training, equipping them with the holistic skills necessary for success in today's competitive job market.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Emphasizing the importance of language in preserving cultural heritage, our college celebrates events such as "Marathi Bhasha Divas" to foster pride in Indian languages. The introduction of the</p>

	"Sanskriti Gyan Pariksha" examination encourages exploration of cultural heritage. Through various cultural events and creative activities, we nurture a deep connection with our roots, ensuring students receive a culturally enriching education aligned with modern pedagogical practices.
5. Focus on Outcome based education (OBE):	Under the NEP 2020, our institution implements a comprehensive Program End Survey to gather feedback from students on their attainment of learning outcomes. This feedback loop enables continuous improvement of teaching methodologies to better meet the objectives of Outcome Based Education.
6. Distance education/online education:	Acknowledging the importance of online education, especially during the recent pandemic, we have seamlessly transitioned to platforms such as Zoom, Google Meet, and Google Classroom for remote teaching. Our Wi-Fi-enabled campus ensures accessibility for all students, and post-pandemic, we continue to utilize technology for content distribution and interactive lectures, enhancing the learning experience for all.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, ELC has set up in the college. At ELC, learning meets Activities are designed to stimulate and motivate students provoking them to vote.
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, ELC is functional in our RTCCS college with NSS & DLLE. Ramsheth Thakur College of Commerce & Science, Kharghar has formed an Electoral Literacy Club through its National Service Scheme (NSS) Unit and Department of Lifelong Learning & Extension (DLLE) Unit. These two units, operating together, spread awareness about the Election system of India and takes care that students regardless of its gender and belonging to all strata of society are made aware about the system. Prof. Mahesh Dhaygude (DLLE Field Coordinator) is appointed as a Nodal officer. The ELC is operated by another nodal officer Prof. Prathamesh Thakur (NSS PO). Various activities are conducted through NSS in collaboration with ELC for the awareness about

	<p>voter's rights, election system of India. Every year NSS organizes Voters Registration Drive in collaboration with Panvel Municipal Corporation (PMC) for the students who are above 18 years of age and eligible for taking part in electoral system. During this activity, registration forms are filled by the students and required documents are collected from them. This way, they are registered as voters. The ELC Club imbibe the commitment and character in every member of the College.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We celebrated National Voter Day on 25th January in our college. DLLE organized &amp; celebrated National Voters day on 25th January 2022 in online mode. For this Webinar, Guest speaker was Prof. Sumedh Lokhande from AURO University, Surat – Gujrat. He guided the students about importance of democracy, the electoral system of our country and importance of each vote. He also emphasized on taking part in the electoral system from the early age itself. The institute has selected 2 student coordinators for operating ELC, . Mainly, these are the student coordinators of NSS and DLLE who take the leading role in the ELC for the organization and conduct of activities related to ELC by working as the Coordinators. Total 50 students are members of it.. The ELC organizes activities like poster making, rangoli competitions, slogan designing, debate competitions, street plays, etc. in the college campus to enlighten students with the technical &amp; practical knowledge of electoral system of India and to create awareness about it. Also we initiatives for Right to Vote- Awareness among the students &amp; Promotion on Ethical Voting.</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>Social Survey was done during NSS Camp Awareness was spread through Street Play by DLLE Students and won First prize at College level.</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>The students above 18 years are cultured to be the registered voter by way of awareness during NSS Camp and pledge. An Electoral Literacy Club (ELC) plays a pivotal role in shaping responsible citizens within a democratic society for cultivating an electorate. ELC comprehends the significance of their vote, understands the electoral process, and actively</p>

participates in shaping the destiny of their nation. Educational programs can focus on teaching students how to critically analyse political content, identify bias, and make informed decisions based on reliable sources. Education should emphasize the importance of inclusive participation in the electoral process. Electoral literacy programs should address issues such as voter suppression, low voting percentage, and barriers faced by marginalized communities. A sense of civic responsibility, emphasizing the duty of students, citizens to participate in the electoral process by incorporating electoral literacy into the curriculum. Students are not only taught the mechanisms of voting but also the ethical responsibility that comes with it. This fosters a sense of duty towards the community and nation.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
991	924	914	883	845

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 59

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	31	34	33	34

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
112.66492	69.95453	35.77017	41.51359	30.89006

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 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:**

We ensure effective curriculum planning and delivery through a well-planned and documented process. We follow a definite and comprehensive policy to strengthen these processes. We consider time available for implementation and academic resources available within the college. We utilize the course contents within this framework and prepare the planning of curriculum, its delivery along with academic calendar.

Aspects	Description
Academic Calendar	<b>Formulation of Academic Calendar:</b> IQAC Coordinator, Heads of the Departments, faculty members, and coordinators of committees and associations, collaboratively formulate the academic calendar for the upcoming academic year. It includes important dates such as start and end of classes, Examination schedule, curricular, co-curricular, extra-curricular and extension activities as well as holidays.
	<b>Execution:</b> The academic calendar is communicated to all stakeholders, including students, faculty, and administrative staff, through meetings and websites. Throughout the academic year, adherence to the calendar is monitored closely by IQAC, HODs and Principal.
	<b>Continuous Observation of Adherence:</b> Regular checks and monitoring are conducted to ensure that the academic calendar is being followed by all faculty and students. Any deviations or delays are noted, and reasons for these discrepancies are identified promptly.
	<b>Analysis:</b> Thorough analysis is conducted to identify the reasons behind the deviations in case of non-adherence. This analysis may involve collecting feedback from faculty and students, assessing resource constraints or addressing unforeseen circumstances.
	<b>Rectification (if Required):</b> Based on the findings of analysis, necessary adjustments/rectifications are

	made to the calendar to ensure smooth execution of the curriculum delivery process.
<b>Continuous Internal Assessment</b>	<b>University Examination Manual:</b> We study the University Examination Manual and circulars to understand guidelines and procedures for conducting continuous internal assessment. We ensure compliance with regulations and standards set forth in the manual and circulars.
	<b>Preparation of Examination calendar:</b> According to the guidelines of university, we prepare detailed Examination calendar outlining dates for assessments, submission deadlines, and reevaluation, if required. Our examination department coordinates with faculty members to adhere the schedule of assessments in accordance with the academic calendar.
	<b>Communication to students:</b> Examination department communicates the examination schedule and rules and regulations of examination through various official communication channels like meetings, notice board, website and WhatsApp groups.
	<b>Steps for implementation:</b> Before examination commencement, department conducts orientation sessions for faculty members to familiarize them with the examination preparation of question papers, format of question papers, rules for supervisions, assessment process and result preparation. Students are also given orientation about code of conduct related to examination and avoidance of unfair means.
	<b>Assessment:</b> The evaluation pattern for specialty programs is 75:25 marks in which 75 marks assessment is done through semester end examination and 25 marks through internal examination. According to the university guidelines, semester I to IV examinations and evaluations are conducted at college level. Semester V and VI examinations and evaluations are conducted by the university. Accordingly, we carry out the internal assessment in which 20 marks are allocated for written test and 5 marks are for active class participation.

Thus, the college ensures confidentiality, secrecy and sanctity of assessment process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 14

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 98.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
1698	1695	0	596	515

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

Ramsheth Thakur College of Commerce and Science, Kharghar integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum as follows:

Cross cutting issues	Issues addressed through various activities	Programs which offers the cross-cutting issues	Courses which offers the cross-cutting issues	Mode of transacting the curriculum
<b>Professional ethics</b>	<ul style="list-style-type: none"> <li>• Research Ethics through participation in Aavishkar Research Convention</li> <li>• Business Ethics through 'Point of Sale' activity</li> <li>• Management Ethics through Poster Presentation on general management</li> </ul>	<p>B.Com.</p> <p>B.M.S.</p> <p>B.Com. (A.&amp;F.)</p> <p>B.Sc.</p> <p>B.Sc. I.T.</p>	<ul style="list-style-type: none"> <li>• Foundation Course</li> <li>• Business Environment</li> <li>• Business Communication</li> <li>• Business law</li> <li>• Direct Taxation</li> <li>• Indirect Taxation</li> <li>• Performance Management and career planning</li> <li>• Environmental Studies</li> <li>• Green Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Project Work</li> <li>• Assignments</li> <li>• Viva Voce</li> <li>• MoU</li> </ul>

	<ul style="list-style-type: none"> <li>• Investment Ethics through Workshop on proficiency in share market</li> <li>• Tax Ethics through the courses like direct and indirect tax</li> <li>• Social Ethics through the efforts of National Service Scheme Unit (NSS)and Department of Lifelong learning and Extension (DLLE)</li> <li>• Behavioural ethics through the activities like corporate culture and etiquettes.</li> </ul>			
<b>Gender</b>	<ul style="list-style-type: none"> <li>• International Women's Day Celebration</li> <li>• Seminar on laws related to protection of girls</li> <li>• Seminar on Prevention of Sexual Harassment</li> <li>• Seminar on Women Hygiene</li> <li>• Seminar on Equality,</li> </ul>			

	Equity and Inclusion			
<b>Human Values</b>	<ul style="list-style-type: none"> <li>• Constitution Day</li> <li>• Blood Donation Camp</li> <li>• Health Check-up Camp</li> <li>• Joy of Giving - Donation Drive</li> <li>• Providing Hygiene kits to women</li> </ul>			
<b>Environment</b>	<ul style="list-style-type: none"> <li>• National energy conservation day celebration</li> <li>• National Pollution control Day celebration</li> <li>• Activities of Plantation of medicinal plant</li> <li>• Tree plantation</li> <li>• Conservation of hills by Seed ball germination and plantation</li> </ul>			
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Waste Management activity by Science and Commerce Association</li> <li>• Tree Plantation by NSS and Nature Club</li> </ul>			

	<ul style="list-style-type: none"> <li>• Wetland Sustainable future activity by Nature Club</li> <li>• Bird Feeder Drive by Chemistry Department</li> <li>• No vehicle Day- drive</li> <li>• E-waste &amp; Plastic recycling drive</li> <li>• Food waste drive</li> </ul>		
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The institution offers a diverse range of courses and programs aimed at fostering professional ethics, gender sensitivity, human values, environmental awareness, and sustainability among its students. Various disciplines integrate these themes into their curriculum, ensuring a holistic education that prepares students for their future careers while instilling a sense of social responsibility. As an institution committed to holistic education, we prioritize not only academic excellence but also the cultivation of ethical values, social awareness, and environmental consciousness among our students. Through innovative courses, extracurricular activities, and support services, we strive to empower our students to become responsible professionals and conscientious global citizens, capable of addressing the challenges of the 21st century with integrity and compassion. Thus, we integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 48.23

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

Response: 478

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## **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:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 56.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
429	361	279	381	444

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

2022-23	2021-22	2020-21	2019-20	2018-19
660	660	660	660	720

#### 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](#)

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

[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:** 69.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	92	78	100	124

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	141	100	149	174

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 27.53

## 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:**

Ramsheth Thakur College of Commerce and Science, Kharghar follows student centric methods, such as experiential learning, participative learning and problem solving methodologies. We also use them for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process. The details are as follows:

<b>Student Centric Methods</b>	<b>Activities Conducted</b>
Experiential Learning	Experiential Learning is ensured through <ul style="list-style-type: none"><li>• Department wise Industrial visits</li><li>• College industrial tour</li><li>• Periodic field visits</li><li>• NSS camps and extension activities including <i>Shramadaan</i></li><li>• DLLE and department-wise extension activities</li><li>• Workshops, seminars and expert lectures</li><li>• Orientation programs and exhibitions</li></ul>
Participative Learning	Participative Learning is carried out through <ul style="list-style-type: none"><li>• Assignments</li><li>• Elocution</li><li>• Quiz</li><li>• Case Study</li><li>• Projects</li><li>• Exhibitions</li><li>• Participation in Intra and Inter-Collegiate extra-curricular, Cultural and Sports Competitions such as UDAAAN, Youth Festival, etc.</li><li>• Annual cultural event "PRATIBIMB"</li></ul>
Problem-Solving Methodologies	Problem-Solving Methodologies are practiced by conducting <ul style="list-style-type: none"><li>• Case studies</li><li>• Project reports</li><li>• Assignments</li><li>• Bridge Courses</li><li>• Use of ICT-enabled classrooms and laboratories with projectors and Wi-Fi</li><li>• Use of Google Classroom for sharing study materials, assignments, quizzes, and evaluations</li><li>• Use of Google Forms for online feedback</li><li>• Use of projectors for lectures, presentations,</li></ul>

expert talks, seminars, webinars, and conferences

- Use of online tools such as Google Meet, Kahoot, MS Teams, Zoom and Whiteboard
- Conducting online certification courses like NPTEL

Ramsheth Thakur College of Commerce and Science, Kharghar employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the teaching and learning process. These methods are facilitated through various activities and tools aimed at fostering engagement, critical thinking, and practical skills development among students. By prioritizing student-centric approaches and leveraging modern educational technologies, our college strives to create an enriching and interactive learning environment that equips students with the necessary skills and competencies for their academic and professional success.

Thus, enhanced learning experiences for learners are delivered through student centric methods such as experiential learning, participative learning and problem solving methodologies. Teachers use ICT-enabled tools including online resources to ensure effective teaching and learning process.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 96

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	33	34

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 30.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	10	04	08	05

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

We ensure transparency in assessment process and grievance redressal system.

Aspect	Description
<p><b>Transparent Mechanism of Internal Assessment</b></p>	<p><b>Policy:</b> According to the university manual and circulars, Examination department prepares the examination policy, which helps:</p> <ul style="list-style-type: none"> <li>• To adhere to the rules &amp; regulations set by University of Mumbai for Internal Examination and evaluation</li> <li>• To prepare detailed Examination Calendar yearly.</li> <li>• To instruct the faculty members regarding the assessment &amp; supervision.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• As per university guidelines, the internal assessment in which 20 marks are allocated for written test and 5 marks are for active class participation are followed meticulously.</li> <li>• Internal examinations conducted within specified time frames as per academic calendar.</li> <li>• The schedules for internal examination are communicated ce to students and faculty members through the meetings, notice, website and WhatsApp.</li> <li>• Evaluation of internal assessments completed within a set timeframe after examination.</li> <li>• Results of internal assessments made available to students within a defined period after evaluation.</li> <li>• To ensure transparency we organise open house during Parents Teachers Meet and grievance is redressed immediately, if any.</li> </ul>
<p><b>Transparent Mechanism of external assessment</b></p>	<ul style="list-style-type: none"> <li>• According to the university manual, Examination department has prepared the examination policy, which helps:</li> <li>• To adhere to the rules &amp; regulations set by University of Mumbai for External Examination.</li> <li>• To prepare detailed Examination Calendar yearly.</li> <li>• To give the guidelines to the faculty members regarding the university</li> </ul>

examination assessment & supervision.

**Responsibilities:**

- Examination department makes the faculty members aware about their responsibilities to conduct the Semester End Examination & University Examination.
- We follow the hierarchy of the examination cell as given by the university to conduct external examination transparently.
- Exam schedules communicated in advance through various channels.
- Results are accessible via ERP login to students.

**Assessment:**

- According to the university guidelines, semester I to IV examinations are conducted at college level. Semester V and VI external examinations are conducted by the university.
- External examinations conducted within specified time frames as per academic calendar & University Schedules.
- The schedules for external examination are communicated well in advance to faculty members & students through the notice, website and WhatsApp.
- Evaluation of external assessments completed within a set timeframe after examination.
- On Screen Marking (OSM) of Answer booklets for university examination is carried out at our Central Assessment Program (CAP) centre.
- Results of external assessments made available to students within a defined period after evaluation.
- Transparent assessment mechanism, including revaluation by allowing to review their assessed answer sheets through a proper channel and grievance is redressed immediately, if any.

**Efficient Grievance Redressal System**

- We have Time-bound grievance redressal system.
- Students can approach examination cell within 7 working days of result declaration for the grievance related to examination &

	<p>assessment.</p> <ul style="list-style-type: none"> <li>• Un-redressed grievances can be escalated to the Principal, if necessary.</li> <li>• University related examination grievances such as Results Late due to Eligibility (RLE), Result Reserved Due To Provisional eligibility(RPV), Result late due to award (RLA) marksheets, certificates are facilitated by college to the university.</li> </ul>
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Thus, we maintain transparency in assessment and time bound grievance redressal system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Ramsheth Thakur College of Commerce and Science, Kharghar, is affiliated to the University of Mumbai. To establish and articulate the Program Outcomes(POs) and Course Outcomes(COs) and the Internal Quality Assurance Cell (IQAC) conducts meetings with the respective departments at the commencement of each academic year.

Aspect	Description
Establishment of Course and Program Outcomes	The Internal Quality Assurance Cell (IQAC) conducts meetings with respective departments at the beginning of each academic year to establish program outcomes and course outcomes.
Syllabus and Outcome Publication	University of Mumbai publishes prescribed syllabus program outcomes and course outcomes on its official website for some courses; college departments developed corresponding POs and Cos for remaining courses.
Accessibility of Documentation	All relevant documentation, including POs and COs,



	is available on the college website and displayed on notice boards for easy access of stake holders.
Coverage of Domains	POs and COs cover Cognitive, Psychomotor, and Emotional Domains.
Dissemination of Learning Objectives	Various channels like Parents Teacher Meetings (PTM) and Orientation Programs are employed to disseminate learning objectives.
Transparency and Accessibility	POs and Cos practices contribute to a transparent and accessible education environment, benefiting students and stakeholders.

The systematic approach taken by Ramsheth Thakur College of Commerce and Science, Kharghar, in establishing, articulating, and disseminating course and program outcomes ensures transparency, accessibility, and alignment with University of Mumbai standards. By actively involving stakeholders and employing diverse communication channels, the college fosters an environment conducive to student success and stakeholder engagement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The Institute employs indirect method to assess the attainment of program outcomes. The indirect method involves utilization of a Program End Survey. This survey consists of a questionnaire based on program outcomes and course outcomes, framed by the department.

The questionnaire is distributed among the final-year students towards the end of the program. Following the collection of student responses, the data is subjected to analysis. The evaluation of the college's Program Outcomes (POs) is conducted through a basic model developed in Microsoft Excel, utilizing the Weighted Average Method using the variables Yes, No and Maybe. The determination of whether POs have been achieved is based on percentage levels, with benchmarks serving as the criteria for achievement or non-achievement.

The process involves careful scrutiny of the collected data, allowing for a comprehensive assessment of the overall performance in meeting established program and course objectives. By employing indirect assessment method, the Institute ensures a well-rounded evaluation of student outcomes, incorporating

both academic achievement in examinations and feedback from the Program End Survey.

This systematic approach not only aids in gauging the effectiveness of the educational programs but also provides valuable insights for continuous improvement. The utilization of Microsoft Excel for data analysis enhances the precision and efficiency of the evaluation process, facilitating informed decision-making based on the attained percentage levels and benchmark criteria. Overall, this evaluation framework contributes to the ongoing enhancement of educational quality within the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 90.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	304	299	175	161

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

2022-23	2021-22	2020-21	2019-20	2018-19
249	306	303	176	174

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.57</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

Response:

Our college 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. The details are as follows:

Aspects	Activities Conducted	Outcome of Activities Conducted
<b>Innovations &amp; Indian Knowledge System</b>	<ul style="list-style-type: none"><li>• Seminar on Research Methodology</li><li>• Induction Program on Aavishkar Research Convention</li></ul>	<ul style="list-style-type: none"><li>• Understanding of various research methodologies and techniques.</li><li>• Enhancing research skills and knowledge among students.</li></ul>

	<ul style="list-style-type: none"> <li>• Participation in Aavishkar Research Convention</li> <li>• Marathi Bhasha divas Celebration</li> <li>• Hindi Bhasha divas Celebration</li> <li>• Bharatiya Sanskriti Gyan Pariksha</li> <li>• Seminar on Career Counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Inculcate Scientific temperament and research attitude among the students.</li> <li>• Promotes research culture among student</li> <li>• Increased awareness and appreciation for the Marathi and Hindi language and their culture.</li> <li>• Promotion of Sanskrit studies and its importance in preserving ancient Indian texts and traditions.</li> <li>• Insights into various career options, industries, and educational opportunities.</li> </ul>
<b>Intellectual Property Rights (IPR)</b>	<ul style="list-style-type: none"> <li>• Seminar on IPR</li> <li>• Session on IPR Awareness under NIPAM</li> </ul>	<ul style="list-style-type: none"> <li>• Raises awareness about the importance of IPR among students and faculty members.</li> <li>• Inculcates the spirit of creativity and innovation among students.</li> </ul>
<b>Entrepreneurship Development and Incubation</b>	<ul style="list-style-type: none"> <li>• Point of Sale Competition</li> <li>• Start-up Competition</li> <li>• Business Plan competition</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters entrepreneurship skills among students</li> <li>• Provides a platform for students to develop, showcase, and enhance their entrepreneurial skills.</li> </ul>

The institute prioritizes student creativity and innovation, fostering a platform through guest lectures and seminars. The Seminar and Workshop Committee arranges events covering diverse topics like gender sensitization and career counseling, inviting experts for knowledge exchange. Additionally, Faculty Development Programs enhance teaching methodologies. The Avishkar and Research Committee promotes research culture, guiding students through projects and competitions, culminating in participation at national levels. Intellectual Property Rights (IPR) sessions raise awareness, partnering with government bodies for support. The Entrepreneurship Development and Incubation Cell fosters entrepreneurial skills, offering platforms, activities, and competitions to nurture innovative ideas among students.

Thus, the ecosystem has been developed with an intention to inculcate sensitivity towards Indian Knowledge system and raise awareness for IPR to safeguard innovation and support entrepreneurship.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	7	9	7

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	01	05	00

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	02	2	4	01

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

The college intensifies its role towards society by organizing extension activities enabling students to achieve holistic development through their active participation in the same.

<b>Aspect</b>	<b>Activities Conducted</b>	<b>Outcome of Activities Conducted</b>
<b>Health Awareness Programs</b>	<ul style="list-style-type: none"> <li>• COVID-19 vaccination drive</li> <li>• Medicover health check-up camp</li> <li>• Cleanliness Drive &amp; Awareness Rally</li> <li>• Blood Donation Camp</li> <li>• Drug Free Kharghar: Anti-Drug Rally</li> <li>• Cleanliness Awareness at Sion Hospital</li> <li>• Health &amp; Hygiene Awareness Session at Owepeth School</li> <li>• Swachha Bharat Pakhwada</li> </ul>	<ul style="list-style-type: none"> <li>• Residents and family members including students were able to avail COVID-19 vaccination with relative ease.</li> <li>• Students, Faculty members and relevant stake holders could get their medical check-up facility at free of charge.</li> <li>• Local residents were made aware about positive implications of good health and hygienic surroundings.</li> </ul>
<b>Social Issues / Responsibility</b>	<ul style="list-style-type: none"> <li>• Chemistry Behind Superstitious Beliefs</li> <li>• Blood Donation Camp</li> <li>• Jal Hi Jeevan Rally: Awareness about Water Conservation</li> <li>• Road Safety Rally</li> <li>• Survey On Women Status (SWS)</li> <li>• Flood Relief Activity: Distribution of Essential Items</li> <li>• Started Library at New English School</li> <li>• Bal Bhojan Activity on NSS Day</li> <li>• Visit To Orphanage: Ray of Hope</li> <li>• Distress Relief Fund to Flood Affected Kerala</li> <li>• Ganpati Immersion at Spegati Kharghar</li> <li>• Save Food Campaign at</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribution towards upliftment of the masses subjected to natural calamities like flood.</li> <li>• Sense of comradery and social responsibility instilled among the students.</li> <li>• Communities benefitted through provision of workforce required for activities blood donation camp, Ganpati immersion, cleanliness drive.</li> <li>• Awareness regarding issues like road safety, water conservation, rural education raised among students and neighbourhood community .</li> </ul>



<p><b>Environmental Sustainability</b></p>	<p>Kharghar</p> <ul style="list-style-type: none"> <li>• Cycle Rally under Indian Swachhata League</li> <li>• Jal Hi Jeevan Rally</li> <li>• Paper-bags Distribution Drive</li> <li>• Tree Plantation through Germinating Seed Balls</li> <li>• Plantation of Medicinal Plants</li> <li>• Tree Plantation under Azadi ka Amrit Mahotsav</li> <li>• Cleanliness Drive Under Azadi ka Amrit Mahotsav</li> </ul>	<ul style="list-style-type: none"> <li>• Created awareness about the significance of environmental conservation and effective mitigation of environmental damage among students and relevant stakeholders.</li> <li>• Motivated students and members of society to opt for eco-friendly approach for various purposes such as commute, celebrations and day-to-day activities.</li> <li>• Inculcation of scientific temperament promoting sustainable development.</li> </ul>
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Ramsheth Thakur College of Commerce & Science, Kharghar is concerned not only with providing a high-quality education, but also mold students to be responsible citizens. For the holistic growth and long-term community development, the institute encourages students and staff to regularly interact with the local community through a variety of activities. Every year, programs are planned that encourage students to volunteer their time for neighborhood-based community activities. They are made aware of social issues like environmental sustainability, cleanliness, health & hygiene, pollution, use of plastic, population, AIDS awareness, etc. through activities carried out by committees like NSS, DLLE, WDC, and various departments in the college. These activities are planned by keeping in mind, the holistic development of the students and also the long-term benefit of the neighbourhood society. Through these activities, the institution develops a constructive linkage between curriculum and society.

Thus, we inculcate sensitization towards social issues through extension activities in the neighbourhood community. This ensure holistic development of our students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

Appreciation for developmental efforts have always encouraged the institutions and organisations to offer and induce quality, perennially throughout their existence. Our institute also thrives for the same. Rewards and recognitions ensure such deliverables are appreciated and immensely motivate the institute to take efforts tirelessly. We take pride while we mention our notable awards and recognitions received over the past 5 years.

<b>Year of Award</b>	<b>Awarding Agency</b>
2022-23	Panvel Municipal Corporation
2022-23	Group Gram Panchayat, Somatne, Panvel, Raigad, Maharashtra
2022-23	Gram Panchayat, Nere, Panvel, Raigad, Maharashtra
2022-23	Threco: The Recycling Company
2021-22	Navi Mumbai Municipal Corporation
2021-22	Navi Mumbai Municipal Corporation
2020-21	Mahatma Gandhi Council of Rural Education & Department of Higher Education, Ministry of Education, Government of India
2019-20	Nowrosjee Wadia Maternity Hospital Blood Bank
2018-19	Mahatma Gandhi Mission (MGM) Medical College and Hospital, Kamothe, Panvel, Raigad, Maharashtra
2018-19	Government of Kerala

Ramsheth Thakur College of Commerce and Science, located in Kharghar, actively engages in a diverse range of outreach activities aimed at improving the quality of life in the local community, assisting those in need, and promoting environmental sustainability. The college is dedicated to moulding its students into responsible members of society.

The institution organizes various initiatives such as awareness rallies, blood donation drives, health check-ups, support for the underprivileged, tree plantation, cleanliness campaigns, and community-oriented programs. These activities, whether directly or indirectly, contribute to the betterment of society and the comprehensive development of the college's students.

The institution takes pride in its efforts to benefit the community, which have been acknowledged through awards and recognition from governmental and non-governmental organizations. These accolades play a crucial role in motivating and encouraging students to participate in more such meaningful endeavours. In total, the institution has received 10 awards and recognitions for its extension outreach work within the local community.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	01	01	01	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 22

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

## 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:**

The institution has adequate infrastructure and other facilities to enable effective and outcome based knowledge imparting activities for development of primary stakeholders being the learners. Teachers and other staff members including the physical director, cultural committee head, etc are also benefitted through highly equipped campus in playing their roles efficiently.

Aspects	Description
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• Total Built-up area: 6000 sqm</li> <li>• Playground area: 4000 sqm</li> <li>• Total number of Classrooms: 25</li> <li>• Seminar hall: 01</li> <li>• Total number of Specialized laboratories: 09</li> <li>• Physics: 01</li> <li>• Botany: 01</li> <li>• Chemistry: 04</li> <li>• Information Technology: 03</li> <li>• Centralized Library: 01</li> <li>• Departmental Libraries: 05</li> <li>• Adequate covered parking area</li> </ul>
<b>Student : Computer ratio</b>	9.9 : 1
<b>Teaching-Learning Facilities</b>	<ul style="list-style-type: none"> <li>• Well-furnished, spacious, and ventilated classrooms</li> <li>• Well-maintained laboratory equipment with extended access hours</li> <li>• 100 computers with departmental allocations</li> <li>• Adequate safety measures in laboratories</li> </ul>
<b>ICT-Enabled Facilities</b>	<ul style="list-style-type: none"> <li>• Information Technology labs equipped with licensed and open-source software</li> <li>• Projector-enabled classrooms: 08</li> </ul>

<b>Cultural and Sports Facilities</b>	<ul style="list-style-type: none"> <li>• Spacious playground for outdoor sports like Cricket, Volleyball, Kabaddi, etc.</li> <li>• Sports room available on ground</li> <li>• Sports room for Indoor games like Table Tennis, Carom and Chess</li> <li>• Ground and stage for cultural events including green room</li> </ul>
<b>Yoga Center</b>	Large, well-ventilated Yoga Center.
<b>Medical Services and Cafeteria</b>	<ul style="list-style-type: none"> <li>• First aid facilities</li> <li>• MOU with "Medicover" hospital for medical emergencies and subsidized medical treatment for staff and students</li> <li>• Provision for ramp and wheelchair for differently abled persons.</li> <li>• Affordable and hygienically prepared food in the cafeteria.</li> </ul>

Ramsheth Thakur College of Commerce and Science, situated in Kharghar, Navi Mumbai, offers comprehensive facilities to cater to the diverse needs of its stakeholders. With a spacious built-up area of 6000 sqm and an extensive playground covering 4000 sqm, the institute ensures ample space for both academic and extracurricular activities. It has well-equipped laboratories, classrooms, and seminar halls conducive to effective teaching and learning experiences. The institution maintains a commendable student:computer ratio of 9.9:1, indicating sufficient access to computing resources. Furthermore, it provides ICT-enabled facilities, cultural and sports activities, a dedicated yoga center, medical services including an MOU with a hospital, and a hygienic cafeteria, ensuring the holistic development and well-being of its students and staff.

Thus, the institute is equipped with necessary provisions and infrastructure required for overall development of the learner including extra- curricular endeavors.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **4.1.2**

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

**Response:** 12.57

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise**

**during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
35.18806	0.9242	0.075	0.105	0.24922

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

At our college the library is optimally used by the faculty and students using Integrated Library Management System (ILMS) and other e-resources.

Aspects	Description
<b>Library Management System (ILMS)</b>	<ul style="list-style-type: none"> <li>• Our college library utilizes e-granthalaya ILMS, developed by NIC India for automation of library functions like cataloguing, circulation, acquisition, and inventory.</li> <li>• Our library provides centralized database for efficient resource management and access.</li> <li>• Our library offers access to electronic resources which enhance user experience.</li> </ul>
<b>Open Education Resources (OER) &amp; Online Public Access Catalogue (OPAC)</b>	<ul style="list-style-type: none"> <li>• Library Provides OER like Shodhganga, E-books directory, etc on college website.</li> <li>• Library system gives access to OPAC which enables users to search for books, journals,</li> </ul>

	and other materials available in the library.
<b>Library Usage Tracking</b>	<ul style="list-style-type: none"> <li>• Barcode scanning employs Excel mechanisms to track library usage and footfall accurately.</li> <li>• Implements ERP software 'MasterSoft Cloud' for streamlined operations.</li> </ul>
<b>Learner Support &amp; Resource Acquisition</b>	<ul style="list-style-type: none"> <li>• The college invests in a variety of books and journals tailored to learners' needs.</li> <li>• Our Library constantly expands and updates collection to provide relevant materials.</li> <li>• The college library offers need-based services and assistance from library staff for resource accessibility and academic success.</li> </ul>
<b>Identity Card Printing System</b>	<ul style="list-style-type: none"> <li>• Our library utilizes Assure ID with DataCard system for printing student and staff identity cards.</li> </ul>

Ramsheth Thakur College of Commerce and Science, Kharghar library employs e-granthalaya Integrated Library Management System (ILMS) for efficient library management, including barcoding, automation of various tasks, and access to electronic resources. The institution tracks library usage through Excel mechanisms and ERP software, ensuring continuous improvement based on feedback. Significant investments are made annually to procure and update learning resources, reflecting a commitment to providing the best educational experience. Additionally, services like assistance in accessing resources and identity card printing further support the college's dedication to learner support and educational quality.

Thus, we ensure optimal utilization of library as a resource for dissemination of knowledge to our stake holders.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth*



*within a maximum of 500 words*

**Response:**

The college regularly updates its IT facilities and provides sufficient bandwidth for internet connection

<b>Aspects</b>	<b>Description</b>
<b>IT Infrastructure</b>	<ul style="list-style-type: none"> <li>• Total number of personal computers: 100</li> <li>• Total number of projectors: 08</li> </ul> <p>Departments: 05</p> <p>IT Lab.: 03</p> <p>Boardroom: 01</p> <p>Seminar Hall: 01</p> <ul style="list-style-type: none"> <li>• Total number of printers: 20</li> <li>• Total number of scanners: 02</li> <li>• Total number of laptops: 02</li> <li>• CCTV cameras: 09</li> <li>• Computer UPS: 08</li> <li>• Wi-Fi Bandwidth: 100 MBPS</li> <li>• Standby Wi-Fi bandwidth: 15 MBPS</li> <li>• Servers: 4</li> </ul>
<b>Educational Enhancement</b>	<ul style="list-style-type: none"> <li>• IT infrastructure supports programming and simulation experiments</li> <li>• Each department has its dedicated computer</li> </ul>
<b>Administrative Operations</b>	<ul style="list-style-type: none"> <li>• Everyday administrative work is done electronically with dedicated desktop computers and active internet connection</li> <li>• ERP software 'MasterSoft Cloud' facilitates attendance management, employee profile management, student profile management, salary management, and examination management</li> <li>• Centralized storage of data, uniform communication among departments, and systematic data management enabled by ERP software</li> </ul>
<b>Website and Communication</b>	<ul style="list-style-type: none"> <li>• Well-designed and mobile-optimized website provides information about the institute, news, and events</li> <li>• Institutional email IDs provided for official communication to each teacher and students.</li> </ul>
<b>Software and Hardware Management</b>	<ul style="list-style-type: none"> <li>• Ethical use of licensed software in various departments and offices</li> </ul>

	<ul style="list-style-type: none"> <li>• Barcode system deployed in the library for book issuing</li> <li>• 10kV UPS for protection against power surges and blackouts</li> <li>• DG (Diesel Generators) for power backup</li> <li>• Digital Duplicators for high-volume, low-cost printing</li> </ul>
<b>Collaboration with Google Workspace (Education Plus)</b>	<ul style="list-style-type: none"> <li>• MOU signed with Google Education Plus through Shivaami Cloud Services Pvt. Ltd.</li> <li>• Access to Google Education Plus services, including Domain email ids, Google Drive, Google Meet, Google Docs, Sheets, Slides, etc.</li> <li>• Aimed at enhancing communication and productivity through cloud-based collaboration tools</li> </ul>

The college boasts a robust IT infrastructure featuring various hardware components like computers, projectors, printers, scanners, and CCTV cameras, along with high-speed internet connectivity. This infrastructure supports educational endeavors such as programming and simulation experiments. Administrative operations are streamlined through the use of dedicated desktops and ERP software. The institute also prioritizes communication through its mobile-optimized website and institutional email IDs. Ethical software practices, barcode systems, and backup power sources ensure smooth operations. Collaboration with Google Workspace further enhances productivity and communication across institution.

Thus, the college takes care that the IT facilities are updated and internet is available with sufficient bandwidth.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 9.91

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

**Response:** 100

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

#### 4.4 Maintenance of Campus Infrastructure

<p><b>4.4.1</b></p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p><b>Response:</b> 67.16</p>														
<p><b>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)</b></p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>64.34403</td> <td>55.86384</td> <td>22.8572</td> <td>26.04799</td> <td>26.18461</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	64.34403	55.86384	22.8572	26.04799	26.18461
2022-23	2021-22	2020-21	2019-20	2018-19										
64.34403	55.86384	22.8572	26.04799	26.18461										
<b>File Description</b>	<b>Document</b>													
Institutional data in the prescribed format	<a href="#">View Document</a>													
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)	<a href="#">View Document</a>													
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>													

## 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:** 73.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
991	924	74	636	708

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[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](#)

#### 5.1.2

*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:** E. None of the above

<b>File Description</b>	<b>Document</b>
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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 42.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
991	517	104	210	121

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 10.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	25	18	35	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	301	299	175	161

<b>File Description</b>	<b>Document</b>
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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 1.12

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

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

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	09	02	00	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 28.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	42	17	28	32



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

As a part of making network of passed out students our college has formally registered the Alumni Association with charity commissioner of the district. This Alumni association contributes to the development of the institution.

Aspects	Description
<b>Registration</b>	<ul style="list-style-type: none"> <li>Alumni Association officially registered on December 22, 2022, with registration number Maharashtra/397/2022</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>Managed by an Alumni Committee, that is officially registered.</li> <li>Actively fosters interactions and solidarity among present students, faculty, and management</li> <li>The College is committed to maintaining a vibrant Alumni Network</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>To support development of current students by providing a platform for interaction, planning, and organizing annual reunions.</li> </ul>
<b>Mission</b>	<ul style="list-style-type: none"> <li>To create a dynamic, global network and platform connecting alumni with their alma mater</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Regularly organizes activities and alumni meetings throughout the year</li> <li>Departmental alumni meetings facilitate sharing career and life experiences among alumni and younger students</li> <li>Foster connections, discussions on new developments, and career planning while building social connections</li> </ul>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>Beyond financial support, alumni contribute warmth, appreciation, and participation in academic and social life of the college.</li> <li>Provide guidance to juniors, arrange</li> </ul>

	specialized training sessions, and support employment and placement opportunities <ul style="list-style-type: none"> <li>• Participate in college events like sports day, cultural programs, and career counselling.</li> <li>• Engage in mentoring, organizing talks, and workshops by accomplished alumni</li> </ul>
<b>Entrepreneurship Development</b>	<ul style="list-style-type: none"> <li>• Entrepreneur alumni visit campus to interact and guide students, encouraging entrepreneurship</li> </ul>

The Alumni Association at college was officially registered in 2022 with the objective of supporting the development of current students and fostering interactions among alumni, faculty, and management. It organizes various activities and meetings throughout the year, including departmental alumni meetings. Alumni contribute significantly beyond financial support, offering guidance, arranging training sessions, and supporting employment opportunities. They actively participate in college events, mentorship, academic enrichment, etc. The college maintains strong relationships with alumni through email groups and social media platforms.

Thus, the registered alumni association contributes to the development of the college.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The college ensures that the governance and leadership are in accordance with the vision and mission of the Institution. We are also focusing on various institutional practices like NEP implementation, decentralization in order to ensure sustained institutional growth. The college has formulated its perspective plan to attain gradual sustained growth.

Aspects	Description
<b>Vision of the Institute</b>	To be the most valued growth partner to all stakeholders by establishing new standards in higher education.
<b>Mission of the Institute</b>	To provide optimal opportunities in higher education for holistic student development and create problem-solving global leaders in the <b>Volatile, Uncertain, Complex and Ambiguous (VUCA)</b> world.
<b>NEP Implementation</b>	The College is affiliated with the University of Mumbai. Hence awaiting the implementation plan of NEP 2020 from the University.
<b>Sustainable Growth</b>	<ul style="list-style-type: none"> <li>• We promote quality education and develop resourceful, problem-solving global leaders.</li> <li>• We establish new standards in higher education and provide value-based, quality-assured, and activity-oriented education.</li> </ul>
<b>Decentralization</b>	<ul style="list-style-type: none"> <li>• We Provide governance through functional committees, democratic and transparent policies.</li> <li>• The administrative and academic departments effectively governed through mandatory bodies like CDC and IQAC.</li> <li>• We encourage a pleasant, collaborative, and learner-friendly atmosphere.</li> </ul>
<b>Participation in Institutional Governance</b>	There is visible participation in governance through involvement of management, teaching and non-teaching staff, students and other stakeholders.

<b>Perspective Plan</b>	<ul style="list-style-type: none"> <li>• <b>Future Objective:</b> To become the most valued growth partner, setting new standards in higher education as well as collaboration in research.</li> <li>• <b>Vision:</b> Becoming autonomous college to provide holistic development of learners and creating global leaders out of them.</li> <li>• <b>Focus:</b> In order to focus the research activity, we decentralize and involve students in the research.</li> </ul>
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Thus, we ensure the institutional governance and leadership remain in tune with the vision and mission of the institution. We also focus various institution practices like preparedness for NEP Implementation, sustain institutional growth, decentralization and participation in institutional governance. The college emphasizes its sustainable growth through perspective plan.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 policies, administrative setup, appointment, service rules and procedures are effectively and efficiently deployed through perspective plan.

Aspects	Description
<b>Perspective Plan</b>	<p><b>Alignment with Vision and Mission:</b></p> <ul style="list-style-type: none"> <li>• Perspective plan drives academic quality improvement.</li> <li>• It strives hard to establish new standards in higher education.</li> <li>• To prove ourselves as trusted growth partner to all stakeholders.</li> <li>• To provide equal and optimal opportunities</li> </ul>

	<p>to all the students as well as staff members.</p> <ul style="list-style-type: none"> <li>• To offer conducive environment for holistic development of students thereby creating global leaders and provide them to the world.</li> </ul> <p><b>College Development Committee (CDC):</b></p> <ul style="list-style-type: none"> <li>• CDC comprises of academicians, entrepreneurs, industry and management experts.</li> <li>• It constantly guides the college to align with its vision and mission.</li> </ul> <p><b>Administration and Future Strategies:</b></p> <ul style="list-style-type: none"> <li>• To develop plans, policies, and procedures.</li> <li>• To ensure transparency and stakeholder participation.</li> </ul> <p><b>Strategic Planning:</b></p> <ul style="list-style-type: none"> <li>• Perspective plan provides macro and micro level planning.</li> <li>• It also provide strategies for curricular, co-curricular, extra-curricular and administrative excellence</li> </ul> <p><b>Internal Quality Assurance Cell (IQAC):</b></p> <ul style="list-style-type: none"> <li>• IQAC will keep on enhancing and sustaining the quality in academics and administration</li> <li>• IQAC will continue monitoring internal quality of the institution</li> </ul>
<p><b>Policies &amp; SOPs</b></p>	<p><b>Clarity and Effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Drafted and revised numerous policies &amp; SOPs for better clarity and effectiveness in the operations.</li> <li>• Policies and SOPs reflect institutional commitment to excellence and gives guidelines.</li> <li>• They ensure hassle-free functioning and transparency in the academics and administration.</li> </ul>
<p><b>Administrative Setup</b></p>	<p><b>Well-Structured:</b></p> <ul style="list-style-type: none"> <li>• There are clearly defined roles and responsibilities of administrative staff.</li> <li>• There is judicious distribution of authority among the administrative staff members.</li> <li>• There is streamlined communication flow</li> </ul>

	from administration to academics and vice-versa.
<b>Appointment and Service Rules</b>	<b>Systematic Approach:</b> <ul style="list-style-type: none"> <li>• We possess fair, transparent appointment and service rules as given by the parent body.</li> <li>• Our recruitment policy is aligned with the recruitment policy of parent body.</li> <li>• It includes career progression, performance appraisal, and professional development as per the set of rules given by the parent body.</li> </ul>
<b>Procedures</b>	<b>Student-Centric:</b> <ul style="list-style-type: none"> <li>• Our procedures are student centric, participatory, inclusive, experiential, problem solving and responsive.</li> <li>• Our procedures promote quality education and leadership development.</li> <li>• This procedures address challenges of the Volatility, Uncertainty, Complexity and Ambiguity (VUCA) filled in the world.</li> </ul>

The institution's strategic approach focuses on aligning its perspective plan with the vision and mission, facilitated by a College Development Committee and strategic planning at macro and micro levels. It emphasizes clarity and effectiveness through drafted policies and SOPs, ensuring transparency and excellence in operations. The administrative setup is well-structured, with defined roles and streamlined communication. Appointment and service rules follow a systematic approach, while procedures are student-centric, participatory, and responsive to the challenges of a dynamic world, promoting quality education and leadership development.

Thus, our perspective plan defines the policies, administrative setup, rules & procedures and ensures effective functioning of the college.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

***Institution implements e-governance in its operations***

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 management of the college has given a defined performance appraisal system. This performance appraisal system is applicable to teaching as well as non-teaching staff. The college also ensures the avenues for career progression for our staff members.

<b>Aspects</b>	<b>Description</b>
<b>Performance Appraisal System</b>	<ul style="list-style-type: none"> <li>• We have developed a robust mechanism for performance appraisal guided by the parent organization.</li> <li>• As a part of structured setup, feedback of teaching and non-teaching staff collected at classroom, departmental, and college levels.</li> <li>• We have a system to communicate outcome of the appraisal to individual staff for areas of improvement.</li> </ul>
<b>Effective Staff Welfare Measures &amp; Career</b>	<ul style="list-style-type: none"> <li>• We have employee provident Fund scheme</li> </ul>

## Development

- for all teaching and non-teaching staff.
- We provide financial assistance for Ph.D. research, publications, Avishkar Research projects and attending conferences/Seminars/Workshops/FDPs.
- We organize stress management seminars.
- There is a provision of free medical check-up and medical aid in critical situation at concessional rate at “Medicover” hospital through health check-up camps and MOU respectively.
- We have proper division of work through various committees
- Our college observes principle of equity and takes care that there is no gender discrimination.
- We encourage our faculty members to acquire higher qualifications.
- In case of working on public holidays or Sundays, the college provides the staff members a compensatory leave.
- We provide concession in fees for staff members' wards in parent organization's institutes.
- We provide financial support for staff to complete NPTEL courses to enhance their knowledge.
- Maternity leave is provided on demand.
- We also provide tea/coffee to non-teaching staff.

A comprehensive performance appraisal system has been established, incorporating feedback from various levels within the organization. Staff welfare measures include financial support for NPTEL courses, an Employee Provident Fund scheme, funding for Ph.D. research and Avishkar projects, stress management seminars, free medical check-ups, equitable treatment, encouragement for higher qualifications, compensatory leave for holidays, and fee discounts for staff members children at affiliated institutes. These initiatives aim to enhance staff well-being, professional development, and work-life balance, fostering a supportive and inclusive work environment.

Thus, the college has provision for effective staff welfare measures and career development opportunities.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 5.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	01	01	02	02

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 49.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	33	31	15	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	19	16	20	20

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 has developed strategies for mobilization and optimal utilization of resources and funds from various sources. We also conduct internal and external audits regularly.

Aspects	Description
---------	-------------

## Mobilization of Funds

## Source of Funds

Fees from students is the only source of funds being unaided institution.

## Additional Funding

- We receive monthly rent form canteen contractor.
- Occasionally we rent out playground and parking area.
- We receive mere funds through sale of old paper.

## Utilization of funds

- Funds are majorly utilized for payment of salary to staff.
- Secondly, funds are used for augmentation, repair and maintenance of infrastructure, library development, playground maintenance and learning resources.

## Support for Students

- We utilize funds for academic development of the students by arranging guest lectures, expert lectures, etc.
- We organise industrial visits, BSE visits, bank visits etc. for students' academic development.
- We take special efforts in overall personality development of students.

## Activities Sponsored

- Through the available funds we sponsor various sports and cultural events for students.
- We sponsor our students and physical director to participate in sports competitions at district, university and state level.
- We also sponsor our students to participate in Avishkar research convention.
- We also bear expenses incurred towards research publications, NPTEL courses, FDP, conference attendance by students and faculty members.

## Automation

We have automated the following processes through an integrated ERP system:

	<ul style="list-style-type: none"> <li>• Admission process</li> <li>• Fee collection</li> <li>• Examination</li> <li>• Administration</li>   <li>• Accounting process</li> </ul> <p>We have also automated our library with the help of a software named as e-Granthalaya.</p> <p>We use Tally and cascade for accounts management.</p>
<p><b>Utilization of Financial Resources</b></p>	<p><b>Facilities Utilized</b></p> <p>We utilize the financial resources to maintain and upgrade infrastructural facilities such as classrooms, library, laboratories etc.</p> <p><b>Special Rooms Developed</b></p> <p>The institution has also developed special rooms for NSS, DLLE, Sports and Yoga to carry out respective activities.</p> <p><b>Fund utilization</b></p> <ul style="list-style-type: none"> <li>• At our institution funds are also utilized extensively to conduct guest lectures on various topics, industrial visits and field trips at various places, workshop, seminars and conferences.</li> <li>• We encourage our students to participate in intercollegiate competitions by sponsoring their expenses.</li> </ul>
<p><b>Audit Mechanisms</b></p>	<p><b>Internal Audit</b></p> <ul style="list-style-type: none"> <li>• We conduct internal audit twice a year.</li> <li>• The scrutiny of internal audit is done by the auditor appointed by parent organization.</li> </ul> <p><b>External Audit:</b></p> <ul style="list-style-type: none"> <li>• External audit is conducted annually by external auditor</li> <li>• External auditor ensures financial clarity, authenticity, transparency, and accuracy.</li> </ul> <p><b>Top of Form</b></p>

The college's mobilization of funds primarily relies on student fees, allocated towards staff salaries, infrastructure development, and student support initiatives like academic and personality development. Additional funding is acquired from the parent organization and through canteen and facility rentals. Automation systems such as ERP and library software streamline administrative processes. Resources like classrooms and special rooms are efficiently utilized for various activities, including sports and cultural events. Audit mechanisms, both internal and external, ensure financial transparency and accuracy, conducted twice and annually respectively, to maintain accountability and operational efficiency.

Thus, we mobilize & utilize financial resources and regularly conduct internal and external financial audits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The IQAC of our college plays a significant role in institutionalizing the quality assurance strategies and processes. Our IQAC periodically reviews teaching learning process, methodologies of operations for incremental improvements in various activities

Quality Initiatives by IQAC	Description
<b>Planning &amp; Monitoring</b>	<b>Role of IQAC</b> <ul style="list-style-type: none"> <li>• IQAC plays a major role in Planning and monitoring academic activities.</li> <li>• The IQAC Ensures overall quality through periodic reviews.</li> <li>• IQAC Establishes methodology of operation</li> </ul> <b>Activities</b>

	<ul style="list-style-type: none"> <li>• With the help of HoDs, IQAC prepares academic calendar, teaching plan, exam calendar. It also plans and monitors Conducting seminars, conferences, add-on courses</li> </ul>
<b>New Practices for Quality sustenance /improvement</b>	<p><b>Quality sustenance during Covid-19</b></p> <ul style="list-style-type: none"> <li>• During lockdown period IQAC ensured execution of Skill development programs for students and Faculty development programs for teachers.</li> <li>• Post COVID-19 IQAC again came in action for Quality improvement.</li> </ul>
<b>Teaching-Learning Process</b>	<p>In <b>Pre-pandemic</b> IQAC ensured Offline teaching-learning methodologies.</p> <p><b>During lockdown</b> we shifted our teaching-learning methodology from Offline to Online mode completely.</p> <p>As the lockdown norms started diluting our IQAC also put the teaching-learning methodology in hybrid mode.</p> <p>The College resumed to complete offline mode of teaching learning after the lockdown was lifted off by the government. Necessary instructions were communicated by the IQAC.</p>
<b>Structures and Methodologies of Operation</b>	<p>IQAC insisted on weekly Mentor Mentee meetings to address academic and personal issues of students.</p> <p>IQAC also focused on intensive induction programs for effective orientation of students at the beginning of academic year.</p> <p>To bridge the gaps between academia and industry, IQAC guided all the departments to develop various diploma and certificate courses.</p> <p>Along with that number of remedial and bridge courses also conducted.</p>
<b>Feedback Mechanism</b>	<p>At our college we have developed a robust feedback mechanism it is a multi-layered system.</p> <p>The Teachers' feedback is collected from students, then HoDs and finally from Principal.</p>

	<p>We collect feedback from other stake holders like alumni, parents, teachers and employers.</p> <p>Finally we analyse all the feedbacks, communicate it to relevant bodies and decide our course of action on the same.</p>
<b>Learning Outcome</b>	To identify the learning outcomes we conduct Program-end survey from the students.
<b>Functional Committees</b>	<p>IQAC has structured 40 functional committees for enhanced smooth operation.</p> <p>It also ensures the periodic review and recommendations for improvement.</p>
<b>Student Council</b>	In order to improve the Liaisoning between teachers and students, IQAC has promoted the formation of student council. Frequently they meet together and organize various programs for holistic development of students.

The Quality Initiatives by IQAC encompass planning, monitoring, and implementing strategies to enhance academic quality. This includes preparing academic calendars, conducting skill development programs, and facilitating a smooth transition to online and hybrid teaching methods during the pandemic. Structures like the Mentor Mentee Program and Induction Program ensure personalized support for students, while feedback mechanisms from various stakeholders aid in curriculum assessment. A program-end survey evaluates learning outcomes, and 40 functional committees oversee operations and recommend improvements. The Student Council fosters communication between faculty and students, contributing to a comprehensive quality assurance framework.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## 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:**

Ramsheth Thakur College of Commerce and Science is devoted in its commitment for promoting gender equity and social responsibility, evident through numerous measures and initiatives implemented over the years. College organizes various programs based on annual gender sensitization action plan to ultimately achieve Goal 5 (Gender Equity) of the United Nations Sustainable Development Goals (UNSDG).

#### **Initiatives for promotion of Gender Equity:**

<b>Aspects</b>	<b>Initiatives</b>	<b>Outcomes</b>
<b>Curricular Inclusions</b>	<ul style="list-style-type: none"> <li>• Inclusion of projects focused on gender equity.</li> <li>• Gender based dissertations and research projects are carried out by students.</li> <li>• Women faculty are appointed in administrative positions ( HODs, Committee heads and Student Council members)</li> <li>• The college has 44.30% girl students.</li> <li>• 71.42% of the faculty positions were occupied by female faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting inclusivity and gender balance in student leadership roles.</li> <li>• Integrating gender-related topics into academic learning and research projects.</li> <li>• highlights importance of these issues for holistic development of students as a responsible citizen of the country.</li> </ul>
<b>Co- Curricular Inclusions</b>	<ul style="list-style-type: none"> <li>• Gender Audit Report &amp; Gender Equity policy</li> <li>• National Service Scheme (NSS) Unit</li> <li>• Women Development Cell (WDC)</li> <li>• Internal Complaints Committee (ICC)</li> <li>• Anti- Ragging Cell</li> <li>• Seminars, invited talks and</li> </ul>	<ul style="list-style-type: none"> <li>• An annual gender audit report is compiled to understand male/female ratio representation across various levels.</li> <li>• National &amp; International days celebrating the role of women in society are observed.</li> <li>• Promoting inclusivity and</li> </ul>

	<p>workshops are organised on Human Rights, legal rights, cyber security, physical safety and medical awareness to help raise gender consciousness.</p> <ul style="list-style-type: none"> <li>• Student's Council leadership</li> <li>• Gender equity at classroom level is ensured by electing a boy and a girl each as class representatives</li> <li>• Discipline Committee</li> </ul>	<p>gender balance in student leadership roles.</p> <ul style="list-style-type: none"> <li>• Ensuring a safe environment and addressing complaints related to gender-based discrimination or harassment.</li> <li>• Maintains discipline among students and staff members.</li> <li>• Monitors and evaluates gender equity measures and initiatives.</li> </ul>
<b>Facilities for Women on Campus</b>	<ul style="list-style-type: none"> <li>• Sanitary Pad Vending Machine</li> <li>• Early leave in-case of Medical issue</li> <li>• Flexi -working hours (if needed)</li> <li>• Maternity leave</li> <li>• CCTV Camera Surveillance</li> <li>• Common Rooms</li> <li>• Rest rooms</li> <li>• Counselling facility</li> <li>• Female security personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting women's needs and ensuring their comfort and safety on campus.</li> <li>• Counselling session help managing the stress level.</li> <li>• Sanitary Kit Distribution Drive addressing hygiene needs and promoting women's health awareness.</li> <li>• Various activities fostering gender equity through inclusive participation (cooking competitions, yoga, cricket, rangoli, etc.).</li> </ul>
<b>Other initiative</b>	<ul style="list-style-type: none"> <li>• Annual gender audit report is consolidated to understand the composition and representation of male/female ratio at various levels.</li> <li>• <b>Conducting awareness programs on:</b></li> <li>• Women empowerment &amp; safety</li> <li>• Prevention of Sexual Harassment (POSH)</li> <li>• Constitutional rights &amp; humankind</li> <li>• Voice against gender discrimination</li> <li>• Health &amp; hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing hygiene needs and promoting women's health awareness.</li> <li>• Highlighting the contributions of female and promoting gender equality awareness.</li> <li>• Encouraging expression on gender-related themes and issues.</li> </ul>

Thus, the college promotes gender equity and social responsibility, weaving these values into its

institutional fabric through a diverse array of initiatives and celebrations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:

Ramsheth Thakur College of Commerce and Science is deeply committed to community engagement, woven into the institution's ethos with the guiding principle of "**Unity in Diversity**". The college fosters an inclusive environment, emphasizing tolerance, harmony, and cultural diversity in alignment with its mission of ethical, academic, and cultural awareness. Central to its philosophy is a belief in the equality of all cultures, welcoming students without discrimination based on caste, religion, region, or linguistic affiliations.

Key Aspects of Community Engagement	Description
<b>Celebration of National Events</b>	Special awareness sessions during Republic Day, Independence Day, Constitutional Day, Library Day, Reading Day, Gandhi Birth Anniversary, Dr. B.R. Ambedkar Birth Anniversary, and other days of national importance serve as reminders of constitutional values, fostering civic responsibility among the college community.
<b>Awareness of Constitutional Obligations</b>	Regular sessions create a platform for insightful discussions on the values, rights, duties, and responsibilities outlined in the Constitution, sensitizing the college community to the importance of upholding constitutional principles in their daily lives.

<b>Celebration of Linguistic Diversity</b>	Events like Marathi Bhasha Divas, Sanskriti Gyan Pariksha, and language-oriented competitions promote linguistic diversity and provide opportunities for students to express themselves in different languages.
<b>Social Initiatives</b>	Blood Donation Camps, Education Camps for underprivileged children, and support for disaster-stricken regions demonstrate the institution's commitment to impactful social initiatives.
<b>Various Events</b>	Annual Cultural Fest - <i>PRATIBIMB</i> , NSS, DLLE, and various departmental programs provide vibrant platforms for students to showcase and appreciate diverse cultures and traditions.
<b>Role of NSS and IQAC</b>	The National Service Scheme (NSS) and the Internal Quality Assurance Cell (IQAC) organize initiatives that extend beyond academic pursuits, such as vaccination drives during the COVID-19 pandemic, underscoring the institution's commitment to community health and well-being.

Thus, the college embodies inclusive education, where community engagement is integral. Through diverse activities and national observances, the college fosters diversity and social responsibility. Students emerge as proactive contributors, empowered to make meaningful societal impacts. It's not just an institution but a vibrant center of learning, where diversity flourishes, and contributions are celebrated.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 No. 1**

#### **Mentor – Mentee Scheme**

**A Holistic Approach to Student Development through Mentor-Mentee Scheme - An Interactive Approach between Faculty and Students**

**Objectives:**

- To understand the expectations of Students towards college.
- To understand socio-economic status of Students.
- To understand learning levels of Students.
- To develop rapport between Faculty and Students.
- To create amicable relation between Faculty and Students.
- To suggest any recommendations to Head of Institution for redressal of any grievance of students.
- To conduct administrative mentoring of students.

**Context:**

- Mentor-mentee meetings serve as pivotal touchpoints for personalized guidance and strong support.
- Faculty-led sessions foster purposeful, resilient, and holistic student academic journeys.
- The context emphasizes the importance of creating an environment where students feel valued and supported.

**Practice Overview:**

- Our Mentor-Mentee Scheme reflects our commitment to holistic student development.
- With the systematic allocation of students among teachers, each student receives personalized attention.
- Mentor-mentee sessions cover academic, personal, and administrative aspects, creating a comprehensive support system.
- Mentor-mentee outcomes are further supported by counselling sessions with the teachers and a counsellor which help the students in their personal and professional growth.
- Mentors actively address student challenges, fostering resilience and belonging, embracing obstacles as opportunities for growth.

**Evidence of Success:**

- Students open-up their minds to the mentor that helps in expressing their emotions.
- Increase in Student participation in various activities inside and outside the class.
- Initiation of participative learning fosters interactive and collaborative educational experiences.

#### **Problems Encountered Resources Required:**

- Fostering open communication between teachers and students.
- Students hesitated to respond to some questions fearing privacy breach.
- Infrastructure challenges pose difficulties at times as Mentor-mentee meetings were scheduled at different days and timings.
- Challenge in getting response from students due to different level of student involvement.

#### **Note:**

- The Mentor-Mentee Scheme is seamlessly integrated into our timetable, ensuring frequent and regular meetings between mentors and mentees.
- This proactive inclusion in the schedule guarantees that student issues are promptly identified and resolved, fostering a supportive environment where challenges are addressed as soon as they arise.

### **Best Practice No. 2**

#### **Inculcating Scientific Temperament among the Learners**

#### **Objective:**

- To instil a strong scientific temperament among learners of our college.
- To go beyond traditional academic approaches and foster a curiosity-driven mind-set that prepares students for real-world challenges.
- To align with the broader vision of creating well-rounded individuals capable of contributing meaningfully to the **Volatility, Uncertainty, Complexity and Ambiguity (VUCA)** of the world.

#### **Context:**

- In the dynamic landscape of education, nurturing a scientific approach is vital for holistic development.

- The College values hands-on experiences, research projects, and community engagement to foster active learning and contribute to scientific innovation.

#### **Practice:**

- The College employs several practices to instil a scientific temperament among learners:

#### **Cultivating a Spirit of Research:**

- Our institution prioritizes putting a profound spirit of research among learners. Seminars, sessions on Scientific research are held regularly in the campus.

#### **Soil Analysis for Farmers:**

- Students participate in soil analysis projects which involve collecting soil samples from farmers, analysing their composition, and proposing solutions for sustainable agricultural practices.

#### ***Andhashradhha Nirmulan* - A practice to debunk superstitions:**

- The College actively participates in initiatives like *Andhashradhha Nirmulan*, a campaign against superstitions. This practice involves organizing awareness programs, debunking myths through scientific reasoning, and promoting critical thinking among community.

#### **Science Fest:**

- The Science Fest organized by the College serves as a platform for students to showcase their scientific prowess. The fest includes exhibitions, demonstrations, and interactive sessions etc. allowing learners to share their scientific views with community.

#### **Electronic Waste Recycling:**

- Recognizing the environmental impact of electronic waste, the College engages students in recycling initiatives. Learners actively participate in collecting, dismantling, and recycling electronic waste, gaining practical knowledge about environmental conservation and sustainable practices.

#### **Conservation of Environment:**



- The College integrates environmental conservation into its curriculum. Students are involved in projects focused on biodiversity conservation, tree plantation drives, and waste reduction campaigns.

### **Evidence of Success:**

- The success of these practices is clearly visible in the active participation and enthusiasm exhibited by students.

### **Research**

- AVISHKAR research projects have gained recognition at the university level.
- Research papers written by students have been published in UGC CARE-listed journals.

### **Social Initiatives**

- College students analyse soil samples & reports are shared with farmers basis which they can assess the type of treatment to be done for growing the crops. Science behind Miracle Programme demonstrates the application of scientific principles, and has proven to be advantageous for a multitude of students.
- Our annual intercollegiate-level Science Fest, featuring diverse events such as CHEMBOND, TECHNOBRINK etc., has achieved remarkable success by active participation of Commerce students as well.
- The e-waste bins are present in campus & collected e-waste is sent to M/s. Threco Recycling LLP with which the college has done MoU for managing e-waste.
- Strategically positioned bird feeders are distributed throughout the campus, Kharghar Hills, and neighboring village, supporting local biodiversity and providing an opportunity for students to appreciate diverse bird species.

### **Problems Encountered and Resources Required:**

- While implementing these practices, challenges arise, such as the need for additional resources, including laboratory equipment, technological tools, etc.
- Maintaining consistent enthusiasm among students and overcoming logistical hurdles.
- Resources required include funding for research projects, collaboration with industry, and continuous professional development for faculty to stay updated with scientific advancements.

### **Notes:**

- The success of these best practices hinges on the continuous collaboration between stakeholders and the broader community.
- We recognize the importance of adaptability and continuous improvement in refining

these practices to meet the evolving needs of learners and the scientific community.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

#### **Inclusive approach towards growth of students**

**“Value-Based, High-Quality Education with Inclusive Recognition”**

Ramsheth Thakur College of Commerce and Science is dedicated to providing an inclusive and high-quality educational environment, transcending traditional boundaries of caste, religion, and gender discrimination. With a commitment to inclusivity, the college's admission policy welcomes students from diverse regions, ensuring that every individual is valued and supported.

- Ramsheth Thakur College of Commerce and Science is dedicated to providing value-based, high-quality education to all students.
- The institution firmly believes in transcending traditional boundaries, irrespective of factors such as caste, religion, learning levels, or gender discrimination, to foster an inclusive environment.
- The admission policy of the college is designed to welcome students from diverse regions, ensuring that inclusivity remains the cornerstone of its educational philosophy.
- Student achievements are celebrated and recognized through honors, financial aid, scholarships, and various other forms of support.
- The college emphasizes the creation of a conducive environment for learning and personal development by placing a strong emphasis on inclusivity in its participative and experiential teaching-learning process.
- Additionally, the institution prioritizes student safety and comfort within the campus,

adhering to strict discipline norms and a code of conduct.

- Through these comprehensive measures, Ramsheth Thakur College of Commerce and Science aims to equip its students not only to excel academically but also to thrive beyond the classroom.

**The Institution fosters various facilities to the students, which are as follows:**

**Admission on Overall merit basis:**

- Adopting a unique admission policy that sets us apart from others.
- Belief in providing equal opportunities to all aspiring students, irrespective of their merit.
- The admission process is based on the guidelines given by University of Mumbai. The process is entirely online.
- We ensure that talented individuals from diverse backgrounds have the chance to pursue quality education and contribute to our vibrant student community.
- There are significant number of minority students in our college. We encourage the minority students from our area to pursue education in our institution and provide them equal opportunities.

**Student Council with Female Leadership:**

- Our institute's Student Council consistently demonstrates a dedication to gender inclusivity, with female students frequently leading the way.
- Over time, a trend has been observed where female students take up key positions, notably the role of President and Secretary, showcasing their active involvement in decision-making processes.
- There are female leaders at the forefront. Every student's perspective is valued, fostering an inclusive environment where all voices are heard.
- This ongoing initiative not only champions gender equality but also encourages students to aspire to and excel in leadership roles.
- To ensure equal opportunities of representation, students of every class elect one boy and one girl as class representatives.

**Training & Placement Cell:**

- Our Training & Placement Cell provides equal opportunities in education and employment, irrespective of background or gender.
- The Cell actively seeks to bridge the gap between industry requirements and student capabilities through training.
- We take pride in creating a level playing field for all deserving candidates, ensuring that opportunities are accessible to individuals from marginalized social groups, physically challenged students, and men and women alike.
- Organizing campus recruitment drives, internships, and counselling sessions, fostering an environment where talent is recognized and nurtured, breaking down barriers that may limit certain individuals' access to employment opportunities.

### **Research Policy for All Students:**

- We believe in providing a well-rounded education that encourages intellectual growth and innovation.
- With accessible resources, mentorship, and improving facilities, we support students from different backgrounds to explore research.
- Our approach ensures that every student can join academic discussions, fostering curiosity and critical thinking.
- This growth defines our college's identity, showing our commitment to progress and excellence in education.

This inclusive approach ensures that every student, regardless of their academic background or specialization, has the opportunity to contribute to the academic discourse, fostering a culture of curiosity and critical thinking.

### **Guidance for Government Scholarships:**

- Live support and guidance is provided in recognizing the economic diversity among our students.
- We actively guide and support them in availing the benefits of scholarships offered by the Maharashtra government.
- Our commitment to inclusivity extends to providing assistance in navigating the application process and securing scholarships that alleviate financial burdens.
- This guidance particularly focuses on fees concessions in diploma and certification courses, opening doors for students to access higher education irrespective of their economic backgrounds.
- Empowerment to students to pursue their educational aspirations and unlock higher opportunities, breaking down economic barriers to learning.

### **Awards & Recognition for Meritorious Students:**

- Our institution places a high value on academic excellence and leadership qualities.
- To recognize and motivate students who demonstrate exceptional merit, we have established a comprehensive awards and recognition system.
- This system is not based solely on academic achievements but also considers leadership abilities, entrepreneurial spirit, sports and overall contributions to the community.
- By fostering a culture of appreciation and acknowledgment, we inspire our students to excel in various facets of their academic journey.

These pillars form the foundation of our unique identity, setting us apart as an institution that values equality, diversity, and continuous advancement in education.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

We believe in the role of higher education that it has to transform the lives of our students from ordinary to legendary. That is the reason, we focus our activities, mentoring, counselling, value added courses for the transformation of our students. We try to provide proper exposure to the students with the outer world through numerous Memorandum of Understandings including industry and academia. In the pursuit of quality in higher education, we keep on adding certain initiatives in our system. Academic year 2023-24 witnessed some of such examples, which are mentioned below:

1. We have applied for NIRF.
2. We have applied and received financial grant from the industry to carry out minor research projects worth ₹10,00,000/-
3. We have concentrated on enhancing activities facilitated by the alumni association, including securing financial assistance from its members.
4. We strive to enhance the students' council by fostering increased communication through numerous meetings and various communication channels.
5. Our college teachers and administrative staff has prepared ourselves to implement NEP 2020. We are just awaiting a notification from the affiliating University.
6. We have joined hands with the Maharashtra Knowledge Corporation Ltd. (MKCL) for conducting the most contemporary computer certificate courses
7. We organized an international conference during current academic year, 2023-24.
8. Our faculty members published UGC-CARE listed research papers. Some papers are published with students. Additionally, our teachers published number of text books.
9. At our college, every department conducts numerous extension activities.
10. We conduct faculty orientation programme (FOP) for newly joined faculty members to make them aware about various academic and administrative procedures, code of conduct, examination and evaluation pattern as well as quality standards of the college.
11. We communicate feedback on the curriculum given by teachers to the Dean of respective faculties of the affiliating university.
12. Our college has entered in a memorandum of understanding with M/s. Threco Recycling LLP for collection of e-waste from the students and staff. This practice will help the stakeholders to get disciplined towards e-waste.

### Concluding Remarks :

Ramsheth Thakur College of Commerce & Science, Kharghar, Navi Mumbai is a 13-year old institution. Since inception, the college is trying very hard and rigorously to bring quality in the higher education. Such higher education that will transform the students from youth to the most responsible citizens of the country. Along with formal education, we provide life skills, soft skills to our students which makes them either employable, entrepreneurial or ready to take the challenges of higher education. Our efforts to prepare our students to face the competitive examinations is also bringing the positive results. Our students have started getting success into it.

According to the new National Education Policy 2020, we, the staff members have prepared ourselves to make

the necessary changes in our curriculum delivery as well as examination and evaluation pattern. The choice of major and minor elective subjects will also be given to the students. Once the affiliating University publishes notification regarding implementation of NEP, we will do it. We have also started making awareness among parents and students about the nature and student-centric approach of NEP through frequent Parent-Teacher meetings and awareness programmes for students. This will make sure that the provisions of NEP are implemented properly and the benefits will reach to the real beneficiary of the national education policy.

We are having tremendous hopes about the future opportunities for our students looking at the infrastructural development happening around our college. For example, Metro Railway has been functional. The Metro is going to be expanded in future. New international airport is getting developed which may become functional from the year 2025. Road network is increasing and a Corporate Park is going to be developed by CIDCO in more than 600 acres of land. This corporate park will be just like the corporate park situated in Bandra-Kurla Complex (BKC), Mumbai. In that case, our college will be at the centre of corporate park and the residential zone, that will produce intelligent, skilled and efficient human resource to satisfy the need of all types of companies in that corporate park.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :14</p> <p>Remark : Input is edited from data template .excluding most of the courses the students completed is zero.</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>991</td> <td>924</td> <td>0</td> <td>588</td> <td>515</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1698</td> <td>1695</td> <td>0</td> <td>596</td> <td>515</td> </tr> </tbody> </table> <p>Remark : Input s edited from data template students enrolled for the add on program are considered.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	991	924	0	588	515	2022-23	2021-22	2020-21	2019-20	2018-19	1698	1695	0	596	515
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991	924	0	588	515																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1698	1695	0	596	515																	
1.4.1	<p><b>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</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input os edited frm clarification .</p>																				
3.2.2	<p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on</p>																				



**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	12	7	9	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	7	9	7

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	01	05	00

Remark : Input is edited from supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	02	11	10	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	02	2	4	01

Remark : Input is edited from clarification documents.

3.4.3	<p><b><i>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.</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>17</td> <td>05</td> <td>01</td> <td>11</td> <td>09</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>7</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </table> <p>Remark : Inpiut is edoited from clarifivation docments.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	17	05	01	11	09	2022-23	2021-22	2020-21	2019-20	2018-19	7	01	01	01	01
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	05	01	11	09																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	01	01	01	01																	
5.1.2	<p><b><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Soft skills</i></b></li> <li><b><i>2. Language and communication skills</i></b></li> <li><b><i>3. Life skills (Yoga, physical fitness, health and hygiene)</i></b></li> <li><b><i>4. ICT/computing skills</i></b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: E. None of the above</p>																				
5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Implementation of guidelines of statutory/regulatory bodies</i></b></li> <li><b><i>2. Organisation wide awareness and undertakings on policies with zero tolerance</i></b></li> <li><b><i>3. Mechanisms for submission of online/offline students' grievances</i></b></li> <li><b><i>4. Timely redressal of the grievances through appropriate committees</i></b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. 3 of the above  Remark : Input is edited fromclarification documents.</p>																				
5.2.1	<p><b><i>Percentage of placement of outgoing students and students progressing to higher education during the last five years</i></b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2016 1046 2087"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

29	67	58	70	27
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	25	18	35	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153	301	299	175	161

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
153	301	299	175	161

Remark : Input is edited from clarification documents.

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

**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.)**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
08	09	02	15	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	09	02	00	00

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	42	17	28	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	42	17	28	32

Remark : Input is edited from clarification documents considering the events only.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	02	01	07	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	01	01	02	02

Remark : Financial support less than 2000 shall not be considered input is edited according to it.

6.3.3

**Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative**

*training programs during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	33	31	15	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	33	31	15	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 83 Answer after DVV Verification : 59