NAAC Sponsored

Two Days National Seminar on "Revised Accreditation Framework"

2nd & 3rd August 2019.

Organized by

Internal Quality Assurance Cell (IQAC)

Shrimati Indira Mahadev Beharay College Of Arts Shriman Chandulal Sheth College Of Commerce & Shrimati Shobhanatai Chandulal Sheth College Of Science, Khed, Dist. Ratnagiri

Assisted by

IQAC Cluster India

REPORT

Two Days National seminar on "Revised Accreditation framework" sponsored by NAAC, Bangalore was organized at **SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE & SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE, KHED** during 2nd -3rd August, 2019. A total of 66 delegates were present for seminar. There were a total of 22 papers presented during the two days. Following sub-themes were dealt with during the seminar.

The inaugural session was held on the 2nd of August, 2019. The programme started with the invocation. Welcomed the dignitaries on the dice and the galaxy of the scholars from different parts of the country. The seminar was inaugurated by **Dr. Ganeshchandra N. Shinde, Ex-pro vice chancellor, SRTM University, Nanded**. He wished the seminar a great success and was of the opinion that new education policy is need of time. This was followed by speech of **Dr. Vyankat Pawar, Principal, Sunderrao Solanke Mahavidyalaya, Majalgaon Dist. Beed,** who highlighted briefly key point to achieve better grade in RAF. This is followed by **Mr. Mangeshbhai Butala**, focus on the vision Sahajeevan Shikshan Sanstha. He comprehensively talked on 3 core components namely to make educate, earner and empower to rural India. Then after **Dr. G.B. Sarang, Convener of the seminar** highlighted about theme of the Seminar, followed by **Dr. A.M. Shaikh, Co-ordinator of the Seminar,** focus on the seven themes of the seminar along with the total number of participants, different plenary session and technical sessions. He also brief about the modus operandi of the two days seminar. After this there was a comprehensive talk by **Honrable Hirachand Butala, President of Sahajeevan Shikshan Sanstha.** The session ended with the vote of thanks delivered by **Dr. A. M. Shaikh.**

There was a tea break for 15 minutes and followed by the key note addresses by **Dr. Ganeshchandra N. Shinde .Ex-pro vice chancellor, SRTM University, Nanded.**

Plenary secessions where conducted by eminent speaker of IQAC CLUSTER INDIA like Prof. Bharat Khangude, Prof. Parag Shaha, Dr. Hemant Chandak, Dr. Ayub Shaikh and many more. Litterly it was feast of information on Revised Accreditation Process for Colleges of Western Region of Maharashtra.

Dr. Ganeshchandra N. Shinde, Ex-pro vice chancellor, SRTM University, Nanded.

Topic- New education policy and NAAC:

Draft National Education Policy - NEP 2019: The last National Education Policy (NEP) was released in 1986 and modified in 1992. Since then major changes have been observed in the world and in our country and the education policy needed to be modified as per the current scenario.

In order to make changes and implement new policy from primary, secondary & higher education, a committee was set up (June 2017) to prepare a draft of a new National Education Policy, under the chairmanship of Dr Krishnaswamy Kasturirangan.

The committee handed over the draft of its new National Education Policy 2019 to the central government. In order to learn public opinion, MHRD has released the draft to public. Links to download PDF of Draft National Education Policy - NEP 2019 is given at the end of this article.

However, the Central Government has not considered the recommendation of the committee in which it has been suggested to make Hindi compulsory. After going through this article, you will learn about the recommendations that the committee has suggested for changes in education. Here you will also learn about the changes suggested by the committee regarding primary, secondary and higher education.

Some important features, recommendations & suggestions from Draft National Education Policy 2019:

➢ The Draft National Education Policy, 2019 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability

➢ Renaming of MHRD as Ministry of Education (MoE)

- Free and compulsory education from pre-school to 12th

- A major reconfiguration of curricular and pedagogical structure with Early Childhood Care and Education (ECCE) as an integral part of school education is proposed.

- Extension of Right to Education Act 2009 to cover children of ages 3 to 18. - A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children:

  Foundational Stage (age 3-8 yrs): 3 years of pre-primary plus Grades 1-2;

  Preparatory Stage (8-11 years): Grades 3-5;

  Middle Stage (11-14 years): Grades 6-8; and

  Secondary Stage (14-18 years): Grades 9-12.

- Schools will be re-organized into school complexes. It also seeks to reduce the content load in the school education curriculum.

- There will be no hard separation of learning areas in terms of curricular, co-curricular or extracurricular areas and all subjects, including arts, music, crafts, sports, yoga, community service, etc. will be curricular. It promotes active pedagogy that will focus on the development of core capacities: and life skills, including 21st-century skills.

- The Committee proposes for massive transformation in Teacher Education by shutting down sub-standard teacher education institutions and moving all teacher preparation/education programmes into large multidisciplinary universities/colleges.

- The 4- year integrated stage-specific B.Ed. programme will eventually be the minimum degree qualification for teachers.

- In higher education, a restructuring of higher education institutions with three types of higher education institutions is proposed-

Type 1: Focused on world-class research and high-quality teaching;

Type 2: Focused on high-quality teaching across disciplines with significant contribution to research;

Type 3: High-quality teaching focused on undergraduate education.

➢ This will be driven by two Missions -Mission Nalanda & Mission Takshashila.

➢ There will be re-structuring of Undergraduate programs (e.g. BSc, BA, BCom, BVoc) of 3 or 4 years duration and having multiple exits and entry options.

➢ A new apex body Rashtriya Shiksha Ayog is proposed to enable a holistic and integrated implementation of all educational initiatives and programmatic interventions and to coordinate efforts between the Centre and States.

➢ The National Research Foundation, an apex body is proposed for creating a strong research culture and building research capacity across higher education.

➢ The four functions of Standard setting, Funding, Accreditation and Regulation to be separated and conducted by independent bodies: National Higher Education Regulatory Authority as the only regulator for all higher education including professional education.

➢ Creation of accreditation eco-system led by revamped NAAC; Professional Standard Setting Bodies for each area of professional education and UGC to transform to Higher Education Grants Commission (HEGC).

➢ The private and public institutions will be treated on par and education will remain a 'not for profit' activity.

➢ Several new policy initiatives for promoting the internationalization of higher education, strengthening quality open and distance learning, technology integration at all levels of education, adult and lifelong learning and initiatives to enhance participation of

underrepresented groups, and eliminate gender, social category and regional gaps in education outcomes are recommended.

➢ Promotion of Indian and Classical Languages and setting up three new National Institutes for Pali, Persian and Prakrit and an Indian Institute of Translation and Interpretation (IITI) has been recommended.

➢ The path-breaking reforms recommended will bring about a paradigm shift by equipping our students, teachers and educational institutions with the right competencies and capabilities and also create an enabling and reinvigorated educational eco-system for a vibrant new India.

Resource persons

1) Dr. Hemant Chandak, Asso. Prof. & IQAC Co-ordinatior,

G.S. Arts, Commerce & Science College, Khamgaon, Buldhana.

CRITERIA-III. RESEARCH, INNOVATION AND EXTENSION

Provision for research facilities in terms of laboratory equipment, research journals, seed money and research incentives are made available to the faculty.

The institution encourages and promotes research culture

Faculty are given due recognition and incentives for guiding research.

The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.

The institution has an Official Code of Ethics to check malpractices and plagiarism in research.

3.2 Resource mobilization for Research

The faculty are encouraged to undertake interdepartmental /inter-disciplinary research by collaborating with other research organizations/industry.

The institution takes special efforts to encourage the faculty to submit projects to various Govt and other funding agencies and to file patents.

Incentives are given to the faculty for receiving state, national and international recognition for research contributions.

A significant number of research articles are published in reputed/ refereed journals.

The institution has published books and proceedings based on research work of its faculty.

3.3 Innovation Ecosystem

The institution to create an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge.

The institution conducts workshops/seminars on Intellectual Property Rights(IPR) and Industry-Academia Innovative practises.

Awards for innovation won by the teachers, students and research scholars are commended by the institution.

3.4 Research publications and awards

Quality research is beneficial for the discipline, society, industry , region and nation.

Research is an evolving feature reflecting in their doctoral, post-doctoral projects and innovation and discoveries.

Research outcome is judged by the number of patents obtained and number of research publications of the institution. Findings of research through various media enhances quality of teaching and learning.

3.5 Consultancy

The institution publicizes the expertise available for consultancy services.

The institution has an official policy for structured consultancy.

Consultancy shows the credibility of the institutions' research quality to the outside world.

The finance generated through consultancy are fairly utilized by the institution.

3.6 Extension Activities.

The institution has a mechanism to track the students involvement in various social movements / activities which promote citizenship roles.

Extension also is the aspect of education which emphasizes community services.

The curriculum – extension interface as an educational value, especially in rural India.

Need-based extension programs like NSS/NCC, YRC are encouraged by the institution.

3.7 Collaboration

The institution has linkages for various activities such as faculty exchange, student placement, etc that enhance its academic profile

The range of collaboration include training student exchange, faculty exchange , research and resource sharing

The institution has MoUs with institutions of national/international importance/other universities/ industries/ corporate houses etc.

Collaboration helps academic activities in the institution in a more realistic perspective and expand the scope of learning experiences to students.

Criterion – VI.GOVERNANCE, LEADERSHIP AND MANAGEMENT.

6.1 Institutional Vision and Leadership

The vision, mission and goals of the institution are in tune with the objectives of higher education

The governance of the institution is reflective of an effective leadership.

The institution practices decentralization and participative management

The institution formulates its strategic planning and interacts with stakeholders.

The institution grooms leadership at various level.

6.2 Strategy Development and Deployment (10, 10, 10)

The institution has an effective feedback system involving all stakeholders.

The institution has a well defined Quality Policy and deployed with a systems perspective.

All decisions of the institution are governed by management of facts, information and objectives.

Perspective plan document is an important component of the institution's strategy development and deployment process.

6.3 Faculty Empowerment Strategies (30, 30, 30)

The institution adheres to GoI/ State Govt, policies on recruitment (access, equity, gender sensitivity and physically disabled).

The institution has an effective welfare mechanism for teaching and non-teaching staff.

Autonomy to academic departments is encouraged.

Institution conducts programs to enhance the competency of its faculty and non-teaching staff.

6.4 Financial Management and Resource Mobilization (20, 20, 20)

The institution and leadership takes initiatives for mobilization of resources.

The institution conducts internal and external audits regularly.

The institution maintains a Reserve and Corpus fund.

The institution has adequate budgetary provisions for academic and administrative activities.

6.5 Internal Quality Assurance System

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.

Academic audit of departments and its impact is an important quality initiative of the institution.

The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.

The institution adopts quality management strategies in all academic and administrative aspects.

2) Prof. Rajeev Sapre, Gogate – Jogalekar College, Ratnagiri

Criterion – VII . INSTITUTIONAL VALUES AND BEST PRACTICES

Criteria 7 – Innovations and Best Practices

7.1 Institutional values and Social Responsibilities

The institution organises gender equity promotion and shows sensitivity to issues like climate change and environment.

The institution focuses on eco-friendly activities like energy conservation, rain water harvesting, waste recycling (solid/liquid/e-waste management) and carbon neutral.

Emphasizing explicit concern for human values and professional ethics.

The institution shows concern for social responsibilities as well as values in its regular activities.

7.2 Best Practices

Any practice that the institution has internally evolved and leading to positive impact on the functioning of institution can be identified as Best practice.

Best practices of an institution would be in respect of teaching learning, office practices and dealing with people and money.

By adopting a best practice it should resolve the difficulty or bring in greater ease in working conditions of the institutions.

7.3 Institutional Distinctiveness

An institution could be recognised for certain attributes and such attributes make the institution distinct.

The institution could reflect its distinctiveness in all its activities and functions.

3) Dr. Ayub M. Shaikh, IQAC Coordinator I.C.S. College Khed

Overview of IIQA and AQAR.

Eligibility Criteria for Assessment & Accreditation (A & A)

Record of two batches graduated or six year of existence Affiliated / constitutes college come through University / not independently assessed.

Reassessment (Improvement in accredited status): - After minimum one year & before THREE year

Subsequent cycle are called as (2, 3, 4) AQAR from beginning of cast Quarter of the validity period

No Accreditation for Distance Education & offshore campus Upload information on AISHE portal-reference code is required for.

Instructions to the Institute (HEIs) for submission of IIQA

Eligibility Criteria before applying online IIQA – Refer Eligibility Criteria

Are you previously Accredited- Yes if No, then first cycle & application rejected?

As per Registration Record automatic cycle No. will display

Tab- Basic eligibility, Affiliation compliance, profile information, Academic information, and Quality information- Complete information & submit.

All Required document PDF format; not exceed 1MB.

List of Documents required to be uploaded in pdf format (maximum 1MB)

Permanent affiliation letter or current year affiliation letter) application sent to university for affiliation)

Apart from UGC- Recognition approval from SRA as applicable like AICTE, MCI, BCI, PCI

UGC- 2f 12b letter, UGC- CPE/ PE letter

Autonomous college – UGC letter confirming autonomous status

AISHE latest certificate

If name change- University letter & UGC letter

Standalone Institute – approval letter from SRA

SSR using Autonomous manual

Cycle -2 & subsequent – AQAR on college website provide URL to IIQA

Undertaking by principal – as per format regarding complying rules regulation of Central Govt. State Govt., University.

Point to be noted:

If affiliation letter is vernacular translate, self-attested with original, upload

Name of institute with trust name should be same in IIQA application, affiliation letter, UGC letter, AISHE certificate otherwise IIQA rejected

Cycle -2 & above (subsequent) AQAR on college website

Functioning website

First time accreditation called cycle 1, subsequent are called as cycle 2, 3, 4….

Once accredited any time, any methodology; need to apply cycle 2 – correct cycle no. is entered during registration

Re-assessment only once in one cycle

AISHE certificate having AISHE code of institution that should be uploaded; otherwise IIQA application rejected; Do not – upload entire AISHE & DCF documents.

AQAR- Overview

The AQAR documents information on an annual basis, which when collated and compiled should provide a base for the Self-Study Report (SSR) to be submitted to NAAC for accreditation purposes.

Both the AQAR and the SSR essentially need:

o   Descriptions (Qualitative Metrics) and / or Numbers (Quantitative Metrics) as data / information regarding the query.

o   Evidence to show that these descriptions / numbers are correct. The evidence will be in the form of documents generated during the administrative / academic process; documents that are obtained as outcomes of processes (Certificates and Letters awarded to individuals or the institution); compiled documents listing the outcome of processes such as examinations (Students' Examination Results, Enrolment, Scholarships, Teachers appointed in various designations, and the like). Evidence can also be in the form of photographs and videos, which are dated and geo-tagged. Indirect evidence may also be necessary. This is usually in terms of analysis and inference of surveys conducted, e.g. Student Satisfaction Survey.

o   Outcome / Output of the processes and activities that is described and enumerated. This is to be written carefully, and is generally connected back to the objectives outlined for each process / activity.

On surveying reports of several affiliated / constituent colleges, it has been possible to tentatively arrive at some benchmark for each Metric (especially the Quantitative Metrics). These benchmarks are indicative of the effort that needs to put in to obtain the desired goal(s). It must be remembered that these benchmarks are not 'finish lines' and that an institution can do things more or different than what is indicated. Innovative ideas by institutions can lead to better benchmarks.

At times, very simple queries tend to baffle institutions as the query seems to be irrelevant to the institution. In such cases, the institution should track back to the core values and the Key Indicators to understand the core competency / aspect that is expected. For example, if an institution does not have or cannot have an NCC Unit, the institution could train students in aspects expected of the NCC Unit for ceremonial purposes. Extension activities such as disaster management training expected of the NCC Unit could be done with another group of students. The reflection therefore is that the institution knows what to do and how to do it, as the key goal is to imbibe all skills in a student during his / her tenure at the institution.

The AQAR has been carved out of the SSR. Considering this, the document is divided into 3 Parts:

1.   The AQAR.

2.   Metrics of SSR not included in the AQAR.

3.   Metrics from the SSR not included in the AQAR and need not to be recorded each year, but require documentation. Queries are related to permanent / semi-permanent processes of the institution.

In all 3 Parts, wherever possible / applicable, the benchmarks have been indicated. It must be remembered that these benchmarks are for a 5-year period, and not yearly. The expected descriptions have also been indicated. In some cases, documents have been hyperlinked as examples or references.

In Part 1 (AQAR), the corresponding Metric of the SSR has also been indicated.

Part 2 includes those metrics of the SSR not included in the AQAR. Of these queries, there are some queries given in Part 3 which required documentation which can change on an annual basis, and needs to be collated and summed up for the SSR.

4) Prof. Parag Shaha, Modern college of Art's, Commerce and Science, Pune.

CRITERIA-I CURRICULAR ASPECTS.

 1.1 (U) Curriculum design & development.

Assessment Indicators

Curriculum design should be in tune with the institutional goals and objectives developed keeping in view the National & International scenario.

Employability & entrepreneurship, skill development, pursuit of higher knowledge, overall development of students are major considerations in the design & development of the curriculum.

Range of program options that are relevant to the local needs and in tune with emerging national and global needs.

Consultation with academic experts, industry/employment sector/alumni/other stakeholders within and outside the institution be given importance.

1.1(A) Curricular planning & implementation

Assessment Indicators

The institution develops and deploys action plans for effective implementation of the curriculum.

Teachers receive support for effectively translating the curriculum and improving teaching practices.

The institution interacts with beneficiaries such as industry, research bodies and the University for Effective Operationalization of the curriculum.

1.2 Academic Flexibility

Assessment Indicators

Institution has mechanisms to analyze and ensure that the stated objectives of curriculum are achieved in the course of implementation.

Freedom in the use of time-frame of the courses, horizontal mobility & inter-disciplinary options.

The curriculum offers a number of elective options / Choice Based Credit System (CBCS).A number of new programs and program combinations be made available to meet the needs of the students and the society.

1.3 Curriculum enrichment

Assessment Indicators

Options are made available to students for acquiring additional skills which may not be directly linked with one's discipline of study.

The institution provides for inter-institutional credit transfers.

Institution integrates the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, Human values and Professional ethics into the curriculum.

1.4 Feedback system

Assessment Indicators

Structured feedback from students and other stakeholders is an essential component.

Feedback in terms of its relevance and appropriateness in catering to the needs of society, economy and environment.

Analysing the feedback and identifying and drawing pertinent pointers to enhance the learning effectiveness

Criteria 2.TEACHING, LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

Assessment Indicators

The admission process of the institution is widely publicized and is transparent &complies with the norms of regulatory/ governing agencies.

The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement.

The institution has an inclusive admission policy catering to different socio-economic geographical, cultural and educational backgrounds.

2.2 Catering to Student Diversity

Assessment Indicators

To satisfy the needs of students from diverse backgrounds including backward communities & from different locales.

The institution assesses the learning levels of the students, after admission and designs programs for advanced learners, slow learners and differently abled students. The institution fosters an inclusive academic ambience.

2.3 Teaching-Learning Process

Assessment Indicators

The learner – cantered education with participative learning, experiential learning and collaborative learning methods are used for enhancing learning experiences.

Institution draws upon latest available technology supports like Learning Management Systems (LMSs) and other e-resources and to meaningfully incorporate them in one's scheme of teaching learning.

The learning environment is conducive for critical thinking, creativity and scientific temper.

Teachers readiness to use Digital resources and latest Technology support enriches Teaching Learning.

2.4 Teacher profile and Quality

Assessment Indicators

Teaching positions are filled in reasonable time by strictly adhering to the UGC/Central and State Govt. norms.

The institution has adequate, well qualified faculty.

The institution recognizes the professional development and teaching abilities of the faculty.

The faculty takes initiative to learn and keep abreast with the latest developments, to innovate, and continuously seek improvement.

2.5 Evaluation Process and Reforms

Assessment Indicators

The institution adheres to the academic calendar for conduct of examinations and disseminates the evaluation processes to all its stakeholders.

Transparency, Security and Technology is effectively used in the examination management process.

Examination system tests the Programs Specific Outcomes(PSOs) and course Outcomes(COs).

The institution has an effective mechanism for redressal of grievances pertaining to examinations.

2.6: Student Performance and Learning Outcomes

Assessment Indicators

The institution encourages all its departments to clearly state the learning outcomes of its programs. The achievement of intended learning outcomes is central to the pedagogical and assessment processes falls in achievement of learning outcomes and suggest measures for improvement.

Learning outcomes are specifications of what a student should be capable of doing on successful completion of a course program.

2.7: Student Satisfaction Survey

Assessment Indicators

Student feedback significantly showcases the actual quality of teaching learning process.

Student satisfaction level is decided by the kinds of experiences they undergo, the extent of the comfort feeling and intellectual stimulation the learning situations provide.

Learning can be meaningful and impactful only to the extent students perceive it to be meaningful.

Student satisfaction is the direct indicator of the effectiveness of the teaching learning in the institution.

5) Dr. Bharat Khangude, B.G. College of Art's, Commerce and Science, Sangvi, Pune.

Criterion – IV. INFRASTRUCTURE AND LEARNING RESOURCES

4.1: Physical Facilities

The institution has adequate physical facilities for effective and efficient conduct of Educational programs.

The institution provides effective ambience for curricular, extra-curricular and administrative activities.

Infrastructural facilities are augmented from time to time to keep pace with the academic developments in the institution.

The institution has a annual budget provision for maintenance and replenishment of physical and academic support facilities.

The institution facilitates active academic participation of physically disabled students by providing the necessary facilities.

4.2 Library as a Learning Resource

The library has adequate holdings such as books, journals, other learning materials and technology aided mechanisms.

Automation of library using the Integrated Logistics Management System (ILMS), use of e-journals and e-books.

The library collects feedback from users and incorporates the suggestions for its enhanced functioning

The institution is connected with the National Knowledge Network/ INFLIBNET and also networked with other libraries.

4.3 IT Infrastructure

The ICT facilities and other learning resources are adequately available for academic and administrative purposes.

Budget provision is made for purchase, upgrading and maintenance of computers.

The institution frequently upgrades its IT facility and has latest computing facilities –hardware and software.

The institution deploy and employs ICTs for a range of activities.

4.4 Maintenance of Campus Infrastructure

Regular maintenance and replenishment of Infrastructure is essential.

The institution allots sufficient funds for maintenance of infrastructure and utilize them in total.

Develop mechanisms for the up keep of the infrastructure facilities and promote the optimum use of the same.

Criterion – V STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

Adequate student welfare measures (scholarships, free ships, insurance, etc.) and other means are identified by the institution

Personal enhancement and development schemes – coaching classes for competitive examinations, career counselling, soft skill development activities are available to the students

Provision is made for bridge and value added courses in relevant areas

Student participation in co-curricular and extra-curricular activities is encouraged

The institution has a placement cell, guidance cell, grievance redressal cell.

5.2 Student Progression

On-campus interviews are an essential mechanism to ensure student placement.

The institution has a successful track record of students appearing and qualifying in competitive examinations.

The institutional provisions for vertical growth in higher education and employment to be created.

Institution facilitates students to publish materials like catalogues, wall magazines, institution magazines, etc.

5.3 Student Participation and Activities

The institution promotes inclusive practises for social justice by providing specific student support to SC, ST, OBC and other economically weaker sections of society.

Institution promotes active participation of the students in social, cultural and other activities.

The institution promotes value based education for inculcating social responsibility and good citizenship traits among the students.

Encouraging student participation in activities for developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

Alumni Association can contribute significantly in academic matters, students support and resource mobilisation both financial and non-financial.

The Alumni Association participation actively in the development plans of the institution.

Institution nurtures the Alumni Association /chapters for their active involvement.

Inauguration Function

Participants

Dr. Ayub M. Shaikh
Overview of IIQA and AQAR.

Resource persons Dr. Hemant Chandak
CRITERIA-III. RESEARCH, INNOVATION AND EXTENSION

Dr. Bharat Khangude

Criterion – IV. INFRASTRUCTURE AND LEARNING RESOURCES

Prof. Parag Shaha

CRITERIA-I CURRICULAR ASPECTS

Dr. Bharat Khangude

Criterion – V STUDENT SUPPORT AND PROGRESSION

Prof. Parag Shaha

Criteria 2.TEACHING, LEARNING AND EVALUATION

Valedictory Function