



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**MOHANRAO PATANGRAO PATIL MAHAVIDYALAYA,
BORGAON**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Inspired by great words 'Shilam Param Bhushanam', our respected, Late Mohanrao Patil (Anna), has established '**Hindmata Shikshan Mandal**' in 1965. Hon. **Mohanrao Patil (Anna)**, a visionary from rural area in Krishna Basin, pointed out importance of education. The institution has a vision of qualitative education for overall development of student. It manages Pre Primary, Primary, Secondary and Higher Secondary School, International school and a Senior College progressively. To provide opportunity of higher education to rural students, the college has been established in 2001 under the visionary guidelines of Hon'ble **Manikrao Patil (Aba)** and his fellow associates.

Hindmata Shikshan Mandal, Borgaon established the college, 'Mohanrao Patangrao Patil Mahavidyalaya' in the year 2001. It started with 71 students. In last fourteen years it has grown into a centre of Higher Education at Borgaon. The college has been trying to build competencies among students and faculty members with new technology to promote the core values given by the NAAC. Extensive efforts have been made for eco-friendly atmosphere. The college is located remote from the village, Borgaon, surrounded by agricultural area. Our students have made us proud by achieving meritorious scholarship from Shivaji University, Kolhapur. In the area of Sports, the college has achieved a great success at University level. Our college provides a good platform to students through college magazine '*Mohaniya*' to express their opinions, views and creativity. The N. S. S. unit and the volunteers of the college have achieved university and district level awards. Internet, Computer, Library, Reading room and outdoor facilities are available in the campus

Vision

- To empower culturally and socially underprivileged people.

Mission

- To provide qualitative education.
- To cultivate honesty, punctuality and devotion among students to create a responsible and respected citizen.
- To develop versatile personality through curricular and co-curricular activities.
- To enable students to face the challenges in the changing universal scenario.
- To inculcate feeling of co-existence among students.
- To create awareness about social responsibility and secularism among the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Research oriented faculty
- Organization of social and environmental awareness programmes.

- Excellent N.S.S. unit.
- Green Campus

Institutional Weakness

- Lack of funding from government.
- Limited programme offered.

Institutional Opportunity

- To start Short Term and Add on Courses.
- To community engagement.
- To organize national seminar conferences and on various topics.
- Alumni Network

Institutional Challenge

- To increase strength of students.
- To increase communication skills among students.
- Economic challenges.
- Placement

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion 1 focuses on the institution's curriculum design, content, and delivery methods. It assesses the relevance, flexibility, and effectiveness of the curriculum in meeting the needs of students and society. The SSR evaluates the institution's approach to curriculum development, its alignment with the latest developments in the field, and the mechanisms in place for periodic review and updating of the curriculum.

- The curriculum is designed by the university and the same is brought to the notice of the staff and students. All department staff members discuss about the changes in curriculum in their meetings.
- To understand the scope of revised curriculum, staff members attend workshops organized by the university.
- Academic plan is prepared before the commencement of new academic year.

In keeping view, the vision and mission, the students from all sectors of society are admitted to various courses without any discrimination of caste, creed, sex, and religion.

The co-curricular and extra-curricular activities motivate the students for their personality development. The students are also taught about the needs of clean environment, communal harmony, national integrity, importance of value inculcation, guidance on personality development. These activities are helpful for the national development.

The college networks with the stakeholders to collect documented responses on curriculum. Feedback from the students and teachers are collected in written format. Responses are also collected from alumni and parents.

The IQAC analyses feedback and prepares response (sheet) chart. The outcomes are communicated to Board of Studies, corresponding teachers, Board of examiners, respective department to use them to communicate the same to respective Board of Studies of Shivaji University, Kolhapur.

Teaching-learning and Evaluation

This criterion examines the teaching-learning process within the institution. It evaluates the methods and strategies employed by faculty members to facilitate effective learning. The SSR assesses the availability and utilization of learning resources, teaching aids, and technologies. It also examines the institution's evaluation methods, including assessments, examinations, and feedback mechanisms to ensure the quality and fairness of the evaluation process.

Experiential Learning, Participative Learning Experiences, Problem Solving Methods are these student centric teaching methods are used effectively to enhance teaching-learning experience using ICT enabled tools including online resources for effective teaching and learning process.

The institute has constituted a committee for making the assessment and evaluation effective and efficient on one hand and transparent on other hand. For achieving above goals, Exam committee is framed. The committee prepares annual CIE calendar for its implementation.

The Institution is affiliated to Shivaji University, Kolhapur and follows the curriculum prescribed by the university. The Board of Studies of concerned subjects of the university, designs Programme Outcomes (POs) and Course Outcomes (COs) for respective programmes and courses. The institution also introduces new short-term courses to the students having course outcomes. These outcomes are stated in the brochure of each course and displayed on the notice board in the campus.

The institute also evaluates the achievements of POs and COs through Continuous Internal Evaluation (CIE). The internal assessment is carried out through unit tests, assignments, quizzes, seminars, projects etc. The academic progress of students is monitored by concerned subject teacher. Analysis of the result is done and the students are intimated to improve their performance in the next examination.

Research, Innovations and Extension

Criterion 3 focuses on the institution's research activities, innovations, and extension initiatives. It assesses the quantity and quality of research output, the availability of research facilities, and the promotion of interdisciplinary research. The SSR also examines the institution's efforts to encourage innovation and entrepreneurship among students and faculty. It evaluates the impact of the institution's extension activities on the community and society at large.

The institution has created an ecosystem for innovations in its premises. Its main aim is to develop research culture and to bring innovations in its all activities. Various innovative practices have been started to inculcate the skills, expertise in the field of research. All the programmes are organized to inspire the budding researchers in the diverse fields. The Research Committee has been framed to take care of innovations in research. The

Research Promotion Committee, being a part of Innovation, aims to promote stakeholders to create knowledge.

Our college has taken lead in organizing various extension activities for the social welfare. The institution, in tune with its vision and mission, is committed to instil the sense of social responsibility among the students through the extension activities. It awakens the students on the needs of the neighbourhood community and sensitizes them on various social issues.

The Institution has organized various extension activities in tune with the vision and mission. These extension activities have received awards and recognitions from various bodies for substantial contribution through the social awareness and changes made in the society.

Infrastructure and Learning Resources

This criterion evaluates the adequacy and quality of the institution's infrastructure and learning resources. It assesses the availability and maintenance of physical infrastructure, including classrooms, laboratories, libraries, hostels, sports facilities, etc. The SSR also examines the institution's IT infrastructure, digital resources, and their accessibility to students and faculty.

Library has partially automated. For library automation, e-Granthalaya 3.0 version software has been installed to computerize the library. E-Granthalaya is a Digital platform. E-Granthalaya software consist of modules such as Book acquisition, Cataloguing, Circulation, Serials, Micro Documents, Budget, Search, OPAC. The software can be implemented either in stand alone or in client server PC while the data entry programme is installed on client PCs. The software provides LOCAL/ LAN/WAN based data entry solutions for a cluster of libraries. This is user friendly software.

Student Support and Progression

Criterion 5 focuses on the institution's efforts to provide comprehensive support to students for their holistic development. It evaluates the availability of counselling services, career guidance, and support for personal and academic challenges. The SSR assesses the institution's initiatives to promote student participation in co-curricular and extracurricular activities. It also examines the institution's efforts to ensure the progression of students through timely completion of courses and support for higher education and employment.

The institute has submitted a proposal of registration of Alumni Association named as 'Mohanrao Patangrao Patil Maji Vidhyarthi Sangh'. It was submitted under the Institute Regulation 1860 (Rule 21) of the Government of Maharashtra. The association has contributed significantly to the development of the institution financially as well as by rendering support services through engagement in various activities of the college.

The alumni of the institute have contributed to the institute through various activities for the diverse purposes.

The alumni of various departments donated useful equipment, books, furniture, table, chairs, electrical appliances etc. to the departments.

Governance, Leadership and Management

This criterion assesses the effectiveness of the institution's governance, leadership, and management structures. It evaluates the institutional leadership's vision and commitment to quality education. The SSR examines the transparency and efficiency of administrative processes, financial management, and decision-making mechanisms. It also assesses the institution's adherence to statutory and regulatory requirements.

Decentralization is the process by which the activities of an organization, particularly those regarding planning and decision making are distributed or delegated away from a central, authoritative location or group. In order to make better and faster decisions, the management has empowered the principal to take decisions related to curricular, co-curricular, and extra-curricular activities. This has resulted in the CDC, IQAC, Heads of Departments, and Faculty taking autonomous decisions at their level for accomplishing the set goals.

There are various functional bodies to ensure the smooth, effective, and efficient working of the institution. Being an affiliated college providing higher education, the college follows the guidelines, Statutes, and Mandates of UGC, Maharashtra University Public Act 2016, Shivaji University, Kolhapur, and the State Government of Maharashtra.

The very first functional body of the institution is Hindmata Shikshan Mandal, Borgaon which is the highest body in the institutional hierarchy.

Performance appraisal system for teaching and non-teaching staff is practiced as per the recommendations of the UGC, State Government, and affiliating University viz. Shivaji University, Kolhapur. For teaching staff, Performance Based Appraisal System (PBAS) and from the academic year 2019-20, Annual Self-Appraisal Reports (ASAR) - put in place of PBAS- are collected and scrutinized by IQAC and Scrutiny committee formed for this purpose, whereas for non-teaching-staff, Annual Confidential Reports are maintained by the official authority, taking cognizance of performance and compliance with the duties and orders of the administration.

The IQAC is very keen on institutionalizing and developing a quality culture in the functioning of the institution by continuously envisaging and executing quality assurance strategies. These quality assurance strategies include the promotion of 'Learning outcome' based teaching-learning practices, automation of administrative systems, imbibing research culture by organizing seminars/conferences, and creating awareness regarding social issues through activities conducted in *Smriti saptah* of the founder of the Sanstha Late. Mohanrao Patil Anna, and encouraging students to face competitive examinations through M. P. Patil Competitive Guidance Centre.

Institutional Values and Best Practices

Criterion 7 focuses on the institution's commitment to institutional values, ethics, and best practices. It examines the policies and practices in place to promote academic integrity, gender equity, social inclusivity, and environmental sustainability. The SSR evaluates the institution's engagement with local, national, and global communities, as well as its efforts to foster social responsibility and ethical values among students and faculty. A gender audit strengthens an organization's collective capacity to assess its actions from a gender perspective and identify strengths and weaknesses in promoting gender equality concerns. It tracks and evaluates the relative progress made in gender mainstreaming and aids in the development of organisational ownership.

The college conducts various activities regarding cross-cutting issues like Gender equality, Climate change,

Environment education, Human rights, ICT etc. The Internal Complaint Committee and Anti-sexual harassment committee arrange various activities about the rights, responsibilities of women and woman empowerment. Lecture on Environment Day, International Woman Day and Climate change etc. are conducted by these committees.

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination.

With great fervour, the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Swami Vivekanand, Dr. Babasaheb Ambedkar etc are celebrated enthusiastically. The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony. Institute has conducted lectures in these villages for increasing their environmental and ethical awareness. Institute has also tested the quality of drinking water available in these villages.

Best Practices as the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. To put it differently, institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance. Aswad: A forum for Reading Culture and Ek Haat Madaticha are the best practices of the institute. Smrutisaptah is the distinctiveness of our institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOHANRAO PATANGRAO PATIL MAHAVIDYALAYA, BORGAON
Address	A/P Bargaon Tal. Walwa Dist. Sangli. Pin- 415413
City	BORGAON
State	Maharashtra
Pin	415413
Website	www.mppmborgaon.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Uday Nanaso Suryawanshi	02342-262524	9766428424	-	mppmborgaon@gmail.com
IQAC / CIQA coordinator	Milind Shivaji Desai	02342-264524	8459377465	-	79desaimilind@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-02-2013	View Document
12B of UGC	20-02-2013	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	A/P Borgaon Tal. Walwa Dist. Sangli. Pin- 415413	Rural	3	1068.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	36	HSC	English,Marathi	30	11
UG	BA,Economics	36	HSC	English,Marathi	30	11
UG	BA,English	36	HSC	English,Marathi	30	10
UG	BA,History	36	HSC	English,Marathi	30	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				7			
Recruited	0	0	0	0	2	1	0	3	4	2	0	6
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	2	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	4	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	123	0	0	0	123
	Female	22	0	0	0	22
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	18	16	14	10
	Female	8	4	3	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	47	42	29	34
	Female	16	16	13	12
	Others	0	0	0	0
General	Male	99	87	89	79
	Female	30	21	13	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		218	186	161	145

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The concept of "Multidisciplinary/Interdisciplinary" refers to the integration and collaboration of different academic disciplines or fields of study within a college or educational institution. It emphasizes the breaking down of traditional boundaries between disciplines and encouraging cross-disciplinary collaboration, research, and learning. As our vision, 'To empower culturally and socially underprivileged people', always motivates us to transform our plans to fit in for required educational changes by the guidelines of our affiliated university, Shivaji University, Kolhapur which prepares curricula to all the affiliated colleges and herewith we are glad to say that, the university has prepared curricula including</p>
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	<p>several programmes with multidisciplinary and interdisciplinary approach and introduced it and has been implemented for many years. Since 2019, the university introduced Choice Based Credit System (CBCS) for all the courses. In which, for undergraduate courses, Interview Technique and Personal Presentation Skill, Democracy and Good Governance, Constitution and Local Self Government are the courses included in the same. The courses, like 'Science, Technology and Development' for B.A. I and 'Environmental studies' for B.A. II students are included in the curricula to integrate humanities and sciences faculties whereas, subjects like 'Event Management', 'Co-operation' and 'Human Development' are selected for our college to integrate with other faculties as IDS (Inter Disciplinary Subject). For final year students, the project work is seen mandatory for clearing last semester exam in which the topics are supposed to select from interdisciplinary areas. Emphasizing the efforts to foster multidisciplinary research and innovation, the students of BA III programme allotted interdisciplinary projects for their final semester exam. Some subject teachers allotted collaborative research projects/ group projects involving faculty members and students from inter-disciplines to encourage cross-disciplinary research and knowledge exchange. The college promotes collaborative teaching and learning among faculty members and students from inter disciplines. The college organized One day National Interdisciplinary seminar that bring together faculty members from different departments to create a multidisciplinary learning environment. The seminar promoted interdisciplinary dialogue and exchange of ideas. This event provide platform for faculty members, researchers, and students from diverse disciplines to present and discuss their work, fostering cross-pollination of knowledge and perspectives.</p>
2. Academic bank of credits (ABC):	<p>The concept of an "Academic Bank of Credit" (ABC) refers to a system that allows students to accumulate and transfer credits earned from various courses or programs within a college or across different educational institutions. This system provides flexibility and recognition for the learning outcomes achieved by students and promotes lifelong learning.</p>

	<p>As our college is affiliated to Shivaji University, Kolhapur and follows the guidelines of the university. The university works on Academic Bank of Credits (ABC) and we are asked to prepare a college level committee. The committee has been prepared as per the guidelines of the university, in which three members are included as following- 1. Dr. V. K. More (Nodal Officer), 2. Dr. V. N. Rote (Member), and 3. Dr. M. S. Desai (Member). The work of ABC is in progress.</p>
<p>3. Skill development:</p>	<p>In the present curricula, the syllabus for UG students is prepared with inclusion of soft skills programmes. In our college, 'Interview Techniques and Personal Presentation Skill', 'MeHandi', 'Event Management', 'Yoga Meditation', and 'Human Development' are seen the soft skill development programmes to enhance the employability and holistic development of students. The college specifically focuses on developing skills such as communication, problem-solving, critical thinking, leadership, teamwork, digital literacy, and other domain-specific skills. Also we have Memorandums of Understanding (MoUs) or agreements in place to facilitate internships, apprenticeships, on-the-job training, or industry visits for students. Our two students got job in Kranti Patsanstha, Borgaon as clerk. The college takes initiatives to promote entrepreneurship and startup culture among students. Workshops are organized for the purpose such as 'Soil and Water Testing Workshop' and 'Soyabin Seed Processing Workshop' etc. that support aspiring entrepreneurs in developing their business ideas and skills. The affiliating university of our college provides us skill enhanced courses from the academic year 2022-23. The college aligns its skill development efforts with national skill development schemes and leverages government resources, certifications, or funding opportunities.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian knowledge system, encompassing language and culture, holds immense significance in college education. It forms the foundation for a comprehensive and inclusive learning experience, fostering a deep understanding of India's rich linguistic diversity and cultural heritage. The role of language and culture within the Indian knowledge system, emphasize their importance in college education and the holistic development of students.</p>

Language plays a crucial role in college education as it serves as a medium of instruction, communication, and expression. India's linguistic diversity, with over 1,600 languages spoken, necessitates an inclusive approach to language education. Colleges in India offer a wide range of language courses, enabling students to explore and appreciate the linguistic plurality of the country. Apart from the regional languages, the study of classical languages like Sanskrit, Hindi, and others provides a deeper understanding of India's cultural and intellectual heritage. These languages serve as repositories of ancient knowledge, covering disciplines such as philosophy, literature, science, and mathematics. Incorporating the study of classical languages in college curricula helps students develop critical thinking skills, logical reasoning, and a broader perspective on Indian culture and history. Culture forms an integral part of college education in India, enriching students' intellectual and social experiences. College campuses serve as melting pots of cultures, bringing together students from various regions and backgrounds. Embracing India's cultural diversity fosters a sense of unity, respect, and appreciation for different traditions and customs. The college actively promotes cultural activities, events, and clubs to celebrate and showcase the vibrant tapestry of Indian culture. Students participate in cultural festivals, music, art exhibitions, and theater productions. Such activities not only promote artistic expression but also instill a sense of pride and identity in students, fostering their emotional and social development. Integrating cultural studies within college curricula is equally crucial. Humanities faculty has the main role in teaching Indian languages, values, ethics and culture. The syllabus of language and literature subjects may be the prime strategy to integrate the Indian Knowledge System which is included in the present curriculum using offline and online mode. Some courses offered by SWAYAM online platform are recommended to the students to join in. To imbibe the Indian culture, the Cultural Department of our college organizes different cultural programmes and activities such as Zimma-Fugadi, Traditional Days, Commemoration days, Navaratri Utsav etc. Moreover, interdisciplinary approaches that connect culture with other academic disciplines provide students with a holistic

	<p>perspective on societal dynamics, history, and social change. The college has a vital responsibility to preserve and promote the Indian knowledge system by incorporating language and cultural education in their curriculum. It strives to create an inclusive and multicultural environment that encourages dialogue, appreciation, and understanding among students from diverse linguistic and cultural backgrounds. Furthermore, the college provides adequate resources and infrastructure to support language learning, cultural activities, and research. This includes well-equipped language labs, libraries with extensive collections of literary works, archives of cultural artifacts, and spaces for artistic performances and exhibitions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The curricula designed by the university have already Outcome Based Learning System. The university provides POs (Programme Outcomes) and COs (Course Outcomes) with the syllabus. The institution always tries to accelerate the courses and programmes up to the targeted outcomes. Outcome-Based Education (OBE) is a student-centric approach that focuses on defining desired learning outcomes and aligning educational processes to achieve those outcomes. It emphasizes the importance of clearly articulated learning goals, assessment methods, and continuous improvement in college education. Outcome-Based Education begins with the identification and definition of clear and measurable learning outcomes. These outcomes reflect the knowledge, skills, attitudes, and values that students are expected to acquire during their educational journey. By clearly defining learning outcomes, college provides a framework for effective curriculum delivery design, teaching methodologies, and assessment strategies. Once learning outcomes are defined by the affiliating university, the college aligns its educational processes to ensure that all aspects of teaching and learning support the achievement of those outcomes. This includes designing curriculum implementing frameworks, selecting appropriate pedagogical methods, and utilizing technology and resources effectively. By aligning educational processes with learning outcomes, the college creates a coherent and purposeful learning environment that enhances student engagement and success. In an Outcome-</p>

	<p>Based Education framework, assessment plays a vital role in measuring student achievement of learning outcomes. Traditional examinations and assignments are supplemented by a variety of assessment methods, such as projects, presentations, and practical demonstrations. These assessments are designed to provide a comprehensive understanding of students' knowledge, skills, and competencies. Regular feedback and formative assessments enable students to monitor their progress and make necessary improvements. Outcome-Based Education emphasizes continuous improvement through regular feedback and data-driven decision making. By analyzing assessment results and other relevant data, the college identifies areas of strength and weakness in their educational processes. This enables them to implement targeted interventions, suggestions to revise curriculum and pedagogical approaches, and provides additional support to students as needed. Continuous improvement ensures that the college adapts to the evolving needs of students and the demands of the job market. Embracing Outcome-Based Education enables college to provide a robust and relevant educational experience that prepares students for success in a dynamic and competitive world.</p>
6. Distance education/online education:	<p>Distance/Online Education has emerged as a transformative force in the field of higher education, revolutionizing the way knowledge is disseminated and acquired. It offers flexible and accessible learning opportunities to a diverse range of students, irrespective of geographical boundaries or time constraints. This essay explores the significance of Distance/Online Education in expanding access and enhancing the quality of college education. SWAYAM is a programme initiated by Government of India, online platform which facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. We motivate and recommend our students to join the selected (based on their requirements) courses offered by SWAYAM and guide and monitor meanwhile the learning. Even, our teachers also engage in enrolling a number of courses in the same platform. By using 'Teachmint App', Facebook Live, YouTube Live channels and so on, our teachers connect to the students by sharing their</p>

views on prescribed topics through the online mode. Moreover, Distance/Online Education enables lifelong learning and upskilling, allowing individuals to acquire knowledge and skills at their own pace and convenience. It offers flexibility in scheduling and self-paced learning options, accommodating diverse learning styles and preferences. This accessibility has opened doors for non-traditional students, including working professionals, adult learners, and individuals seeking career advancement or personal development. Online education platforms provide data-driven insights and analytics, enabling educators to track student progress, identify areas of improvement, and personalize instruction. This data-driven approach allows for targeted interventions and support to ensure that students achieve their learning goals effectively. While Distance/Online Education offers numerous benefits, it also presents challenges that need to be addressed. Some common challenges include the need for reliable internet connectivity, ensuring equitable access to technology, and maintaining student engagement in a virtual environment. Colleges must prioritize technological infrastructure, provide technical support, and offer digital literacy training to both students and faculty members to mitigate these challenges.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

The college established Electoral Club. All the electoral registered students are members of the club. A teacher of the college is a nodal officer of the club who sets an election to elect Executive Committee for the same. It has specific functions to do and follows the procedure. Generally, the Electoral Club of the college focuses on engaging students in the electoral process and promoting civic participation. Here are some functions of an Electoral Club: Voter Education: The Electoral Club often aims to educate students about the importance of voting, the electoral system, and the electoral process. We organize workshops, seminars, or guest lectures to provide information on voter registration, voting rights, and the significance of participating in elections. Voter Registration Drives: The ELC conducts voter

	<p>registration drives on campus to help eligible students register to vote. The club assists students in completing voter registration forms, and provides guidance on absentee voting. Issue Awareness and Advocacy: The Electoral Club raises awareness about specific social or political issues and encourages students to engage in advocacy efforts. This can involve organizing campaigns, rallies, or initiatives to support causes relevant to the electoral process or promote political awareness and activism.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Election commission of the India directs to appoint a faculty from political science department as Nodal Officer, but the college do not have political science department however, the college shouldered the responsibility of the Nodal officer/coordinator to Dr. V. N. Rote, Marathi department. At the beginning of every academic year, the club works on to enroll new students for voter list. All the enrolled students are made as members of the club. Further the Executive Committee is formed having a chairman and vice-chairman from the students with two more members of the same. Under the guidance of Nodal officer, the ELC follows the policy and procedure prepared the functions of the ELC. The ELC of the college takes assistance from the collector of the district and follows the guidelines given by the collector office. The ELC conducts various activities regarding making awareness of electoral registration, election process and related all. The Executive committee of the ELC works actively and organizes different programmes related to the ELC.</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>The Electoral Literacy Clubs (ELCs) of our college undertakes several innovative programs and initiatives to promote electoral processes, voter registration, voter awareness, ethical voting, and the inclusion of underprivileged sections of society. The ELC organizes voter registration drives within the college campus, encouraging students to register as voters. It sets up registration desks, provides guidance on the registration process, and assists students in filling out the necessary forms. ELC members also reach out to communities outside the college and facilitate voter registration there. The ELC conducts voter awareness campaigns to educate college students about the importance of voting and their role in the democratic process. These campaigns include workshops, interactive sessions, and guest</p>

	<p>lectures by experts and electoral officials. The ELC also collaborates with local election authorities to organize mock elections and voting simulations. The ELC actively promotes ethical voting practices by organizing awareness campaigns and workshops. It highlights the significance of casting a vote based on principles of integrity, transparency, and fairness. The ELC members create informative posters, pamphlets, and videos, and distribute them within the college community. The ELC collaborates with district election administration to assist in the conduct of polls during local, state, or national elections. This collaboration provides students with hands-on experience in the electoral process and strengthens their understanding of democratic practices. The ELC focuses on enhancing the participation of underprivileged sections of society, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens. It organizes special sessions or workshops targeting these communities to raise awareness about voting rights, voter registration procedures, and the importance of their participation in the electoral process. It leverages technology to amplify its initiatives and provides dedicated websites or online portals with information about voter registration, polling booths, and candidate profiles. The ELC members use social media platforms to disseminate voter awareness messages, conduct online quizzes, and engage with students and the wider community.</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>The college has undertaken various socially relevant projects and initiatives related to electoral issues. Here are some: The College conducts surveys to gather data on voter awareness, participation, and perceptions of electoral processes. These surveys help identify gaps in knowledge and awareness, as well as provide valuable information for designing targeted awareness campaigns. The College along with the ELC organizes voter awareness drives within the campus and surrounding communities. These drives can include activities like rallies, street plays, poster campaigns, and interactive sessions to promote voter registration, ethical voting, and the significance of democratic participation. The College engages students and faculty members in creating electric content focused on electoral literacy. This could involve developing informative brochures,</p>

	<p>pamphlets, handbooks, on electoral processes, voting rights, and ethical practices. The College collaborates with local election authorities to organize joint initiatives and projects. This can include partnerships for voter registration camps, awareness campaigns, and training programs. Such collaborations help colleges contribute to advancing democratic values and strengthen their ties with the electoral ecosystem. The college appoints student ambassadors as representatives of the college for electoral literacy and awareness. These ambassadors actively engage with their peers, organize events, and promote democratic values and participation. They can also act as a bridge between the college and local election authorities. By undertaking these projects and initiatives, colleges play a crucial role in advancing democratic values, fostering electoral literacy, and encouraging active participation in the electoral process.</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>Specific efforts that the ELC and college undertook to institutionalize mechanisms for voter registration among eligible students: The ELC and college organize dedicated voter registration drives within the campus, setting up registration booths or centers. They allocate specific days or time slots as per the guidelines of the local election authorities for students to visit and complete the voter registration process, including filling out necessary forms and submitting required documents. It collects registration forms with required documents from the new enrolled students above 18 years. The ELC and college actively disseminate information on the voter registration process, requirements, and deadlines through various channels such as college notice boards, websites, and social media platforms. This ensures that eligible students are aware of the registration process and the necessary steps to be taken. The ELC and college establish collaborations with local election authorities, such as the District Election Office or Election Commission of Maharashtra. Through such partnerships, they organize joint initiatives, including voter registration camps or workshops conducted by election officials on the college premises. The ELC and college provide on-site assistance to students during the registration process. Trained volunteers guide students in filling out the necessary forms, verify</p>

documents, and ensure accurate submission of applications. This assistance can help students navigate any complexities or difficulties they may encounter during the registration process. The College integrates voter registration mechanisms into its administrative systems to streamline the process. This can include incorporating voter registration forms as part of the admission process, providing quick link on the college website for voter registration, or requiring students to provide proof of voter registration during enrollment or other administrative procedures. The ELC and college conduct awareness campaigns and workshops to educate students about the importance of voter registration and participation in the electoral process. These initiatives can include sessions on the electoral system, voting rights, and the impact of young voters in shaping democracy. Special workshops can be organized to provide step-by-step guidance on the registration process. The ELC appoints student ambassadors or representatives to raise awareness about voter registration among their peers. These ambassadors engage with students, conduct information sessions, and provide assistance in completing the registration process. They act as catalysts to promote voter registration and encourage maximum participation.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
161	186	218	231	238

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

2 Teachers

2.1

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

Response: 10

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	9	10

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.34	0.24	35.17	0.60	1.55

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution is affiliated with Shivaji University, Kolhapur, and follows its prescribed curriculum. The institution has the following mechanism for well-planned curriculum delivery and documentation.

1. Academic Calendar:

At the beginning of the year, the IQAC prepares the academic calendar as per the annual plan of various departments and committees; and after getting approval from CDC uploads it on the website. The board of the academic calendar is displayed on the college campus. The syllabi are completed as per academic calendar. At the beginning of any academic year, welcome function is organized in which POs and COs are put before the students and motivate, encourage them to participate in college activities.

2. Teaching-learning Methodologies:

Teachers use various traditional as well as ICT based teaching-learning methodologies such as Participative Learning, Experiential Learning, workshops, Group discussion, Funny Games, Computer and projector-assisted sessions, Lead activities, Seminar, Projects etc. Tours and field visits are also organized.

3. Department Meetings:

The heads of the departments conduct departmental meetings and prepares plan for the academic year. A number of items are discussed and finalized in these meetings such as workload, syllabus distribution, timetable, teaching plan, departmental activities, planning of internal examinations, updating academic diary, departmental library and syllabus completion by faculty members.

4. Learning Resources:

The library as learning resource center provides text books, reference books, journals, e-books, periodicals and question banks etc. to students, faculty members and visitors too. Also the library explores book bank facility, internet facility, reading room facility along with e-recourses such as N-List, ShodhGanga, INFLIBNET etc. Open access is provided to all stakeholders. Additionally, every department has their departmental libraries to assist the students.

5. Workshops on Curriculum Design and Delivery:

The institute organizes workshops on revised syllabi in order to familiarize the teaching staff and students in utilizing the knowledge in effective curriculum delivery through the university. Also teachers of the college attend revised syllabi workshops, seminars and conferences organized off campus. Every department organizes various guest lectures on the newly introduced syllabus related topics to advance the learning process for the students.

6. Feedback

The institute collects feedback from the students, teachers and alumni on curriculum and teaching learning process. After analyzing feedback forms, suggestions and opinions are collected and the selected responses are communicated with CDC and university authorities.

CIE

The institution strictly adheres to the academic calendar. Every department has to submit the annual plan and compliance with the academic calendar. At the beginning of the academic year, every teacher is assigned the subjects to be taught. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation are planned by the examination department discussion with the head of the department. The assessment of the students for all courses and programs was transparently done continuously throughout the year. Students' learning assessment is done through unit tests, preliminary exam, departmental tests, oral test, quizzes, debate competitions, project works, seminars, assignments as per the CIE calendar prepared by IQAC and Examination Cell. This assessment process results in student progression in their results as some got rewarded gold medals in university exam.

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

1.2 Academic Flexibility

1.2.1

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

Response: 23

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 59.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	100	204	134	73

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The affiliating university designs the curriculum integrating crosscutting issues relevant to professional ethics, gender equity, human values and environment sustainability. The institution applies crosscutting issues during curriculum transaction effectively.

To enhance the awareness and to inculcate ethics and values among the students, the institute conducts various activities, certificate and value added courses, workshops, seminars, webinars, projects, guest lecture etc.

Professional Ethics:

In order to cultivate professional ethics, certificate courses such as 'Spoken English', 'Mehandi', 'Modi Lipi', 'Event Management', 'Interview Techniques' etc. are run by the institution. The curriculum of Language departments inculcates professional ethics among students. The activities done in the college such as lectures on '*Itihas vishayatil Sandhi*' (opportunities in History), 'Competitive exams', 'Job opportunities in Psychology', '*Marathi Bhashetil Rojgar Sandhi*' (opportunities in Marathi), Advertisement and Marketing Strategy, workshop on Competitive exam and Economics etc.

Gender:

Gender equity is integrated in the curriculum of Social sciences (Sociology, Psychology and History) and Languages too. The curriculum of Sociology Science inculcates gender equality. The institution gives special emphasis on organizing diverse activities such as Health Check-up programme, lecture on *Mahilana Kayada Vishayak Janiv Jagruti* (Law Awareness to Women), Visit to Sugarcane Farm, lecture on Krantijyoti Savitribai Phule, Wallpaper on Indian Folk culture and Women, Debating competition on Women security in Today's Scenario, lecture on '*Tiala Samjun Ghetana*' (Understanding HER), Counseling, Safety and Security programme for girl students to make them confident, fearless and self-reliant.

Human Values:

The inculcation of human values such as patriotism, social commitment and non-violence are imbibed among the students through celebrating the birth and death anniversaries of social reformers. Thus, the curriculum nurtures honesty, humanity, equality, love, truth, morality, nationalism, justice, nonviolence, secularism, sympathy, empathy, rationalism and co-operation among the students. The department of NSS inculcates human values among the students and takes efforts in making the sustainable use of environmental resources. The cultural department organizes major activities in the campus.

Environment and Sustainability:

Environmental consciousness is created among the students through the curriculum of Environmental studies which is compulsory for all programmes for second year at UG level. Students are made aware about protection and conservation of biodiversity, pollution control, ecosystem management and proper utilization of natural resources through environmental studies. The curriculum includes project work with emphasis on experiential learning. The curriculum of Geography makes the students aware about eco system, soil erosion, global warming, deforestation, crop patterns and environmental protection activities such as Ozon Day, Environment Day, Geography Day, Lecture on Global Warming, Soil Analysis and Soil Conservation, Tourism Day etc.

The institute tries to ensure environmental protection and sustainability through different initiatives such as 'Plastic-free campus', 'Nirmalya Sankalan in Ganesh Festival', 'Shat-Koti Vruksh Lagavad (Corers Tree Plantation)', 'Regular Campus Cleaning', 'Tree Plantation', 'Environment Oath' 'Green Campus' etc. Through these activities the students will become nature volunteer.

The students are motivated to organize the activities to create environmental and social awareness among the people in the society. The institute has maintained consistency in addressing the crosscutting issues.

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

1.3.2

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

Response: 38.51

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

Response: 62

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	60	99	120	120

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	120	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 65

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	26	38	58	58

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.1

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:

Response:

Various student centric teaching methods are used effectively to enhance teaching-learning experience using ICT enabled tools including online resources for effective teaching and learning process.

Experiential Learning:

- The Institution follows experiential learning methods across all programmes. These include: Field visits to gain first-hand experience such as visit to Audumbar, Sagareshwar Sanctuary-sky observation, Language Lab at ASC College Ashta, Mahabaleshwar, Matoshri Vruddhashram, Bhavani Musiam Aundh, Hutatma Smarak, Walwa etc.
- Publication of Wall Papers in order to ensure student participation.
- State level Book Review Presentation Competition, Workshop on How to use of e-resources of N-List, NDL and e-PG.
- These experiments develop learning ability of the students.

These experiential learning methods enrich the subject knowledge of the students.

Participative Learning Experiences:

- Organization of group discussion and debate events, like Round Table Discussion, Debate on Mahatma Gandhi's Life
- Student seminar on various allotted topics shows student engagement through participation.
- Poster Presentation and Guest Lecture
- Survey Projects and Field Work Projects like Case Study of Folksongs and folk culture in Walwa Tehsil of Sangli district.
- NSS activities in collaboration with NGOs and other agencies.
- Elocution Competition, Online quiz on Environment Day
- Organization of Sports events and Cultural programmes
- Activities such as 'Meet the Author' by Library Department, and lead college workshops ensure participative learning.
- *Pustak Abhivachan* Programme.

Problem Solving Methods:

The Problem Solving Methods enable the students to acquire new knowledge by solving actual problems.

- Project Works of Environment Studies aim at ensuring experiential learning.
- Case study report on Life and Work of Patthe Bapurao, eminent writer of the Tahsil area.
- Surevey-*Unnat Bharat Abhiyan*, Socio-economic Survey in NSS adopted village
- One day online workshop on Police Bharti.
- Online Quiz on "Corona Awareness", Quiz Competition organized by English Department, Online Webinar on Krantidin- *Hutatmyanchi Amar Gatha*, Lecture on 'Menstrual health and hygiene, Online Quiz on Forts in Maharashtra, Guest lecture on 'Opportunity in Tourism', Dengue Awareness Programme, Online quiz -*Sahitya-yatri Prashnamanjusha, Charitrkatha Prashnamanjusha-A Quiz.*

- One day workshop on Stress Management
- Presentation of Short film on scientific approach- *Vivek Laghapat*
- Group Project on Land Salinity

Use of ICT in Teaching-Learning:

For effective curriculum delivery, ICT tools were used by faculty members of all departments. The consistent use of ICT tools in teaching includes well configured Computers, Scanners, Webcam, Printers, LCT Projectors enhanced learning experience of the students. The institution is well equipped and is upgraded with ICT enabled classroom. It is also supported with Wi-Fi, INFLIBNET, OPAC and subscribed e-resources & softwares.

Teachers used extensively the online platforms such as Zoom and Google Meet, TeachMint App classroom to conduct the online lectures. The faculty members created class-wise WhatsApp groups of the students. They prepared video lectures, PPTs, Quizzes, audio lectures and shared the same to the students on their respective WhatsApp groups. Teachers also shared syllabus oriented You-Tube videos, PDF files, google drive links and other academically relevant e-resources to the students.

The institution has given more emphasis on utilization of ICT tools in effective teaching of curricula of all subjects.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 75.38

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

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

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

2.4.2

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	09	10

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute has constituted a committee for making the assessment and evaluation effective and efficient on one hand and transparent on other hand. For achieving above goals, Exam committee is

framed. The committee prepares annual CIE calendar for its implementation.

1) Internal Assessment:

- The meetings of all the staff members are conducted by IQAC and all the instructions are given to them regarding internal evaluation system.
- The instructions are given to the students by the course teachers regarding internal evaluation.
- The CIE includes Unit Tests, Home Assignments, Quizzes, Orals, Preliminary Exams, Seminars, Project Works, Tour Reports, Field visit Reports etc.
- All the departments display the marks of students of internal assessment on the notice board.
- Question banks are prepared and made available to the students for better performance in the university examinations.
- Attendance of students is strictly monitored during university and college level examinations.
- Examination timetable is displayed on the notice board.
- Internal evaluation is conducted in view with the Program and Course Outcomes.
- Internal squad is appointed to conduct the examination as per guidelines of the university.

2) External Assessment:

- The university level examinations are conducted by the affiliating university as per timetable declared in advance.
- The Institution conducts the examinations transparently as per rules and regulations of the university.
- External assessment of first year U.G. students is done in institute by the faculty members of respective subjects.
- For the assessment of the second and third year of U.G. students is done by University through CAP Centers.
- The faculty members assess and moderate the answer papers in CAP Centers only.
- The process of assessment is made transparent by university itself through its radical mechanism.

3) Grievance Redressal System:

- The Institution has developed efficient mechanism to curb the malpractices in the examinations.
- The Institution has developed strong Complaint Redressal Mechanism. The Complaint Committee is formed to resolve students' grievances during university and college level examinations.
- Examination related notices, circulars, timetable, hall ticket information are displayed on the notice board.
- The students are given statutory warnings regarding malpractices in examinations.
- The complaints are resolved in discussion with Principal and Examination Cell.
- Complaint regarding marks is forwarded to the University for further process.
- Complaint regarding result is resolved by the Examination Committee after checking record.
- Grievances regarding student attendance and results are resolved by Grievance Redressal Cell.
- Permission of re-examination is given to the students participating in sports or cultural programmes as per guidelines in this matter.
- The answer sheet photocopy is issued on demand for the purposes of re-evaluation and verification as per University rules.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institution is affiliated to Shivaji University, Kolhapur and follows the curriculum prescribed by the university. The Board of Studies of concerned subjects of the university, designs Programme Outcomes (POs) and Course Outcomes (COs) for respective programmes and courses. The institution also introduces new short term courses to the students having course outcomes. These outcomes are stated in the brochure of the each course and displayed on the notice board in the campus.

Creating awareness among the students, all the POs and COs have been displayed on the college website. These are also displayed in the respective departments and made available to the students in the library. The students are conveyed about POs and COs at the introductory lectures of the syllabus of all programmes and at the welcome function. The Principal and HODs of all the subjects take review of the same.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The level of attainment of Programme Outcomes and Course Outcomes are measured through the performance of the students in the semester-end examinations. The external assessment system consists of university theory and practical examinations. In the assessment process, university assessment has 80% weightage and internal assessment has 20% weightage for last year students.

The institute also evaluates the achievements of POs and COs through Continuous Internal Evaluation (CIE). The internal assessment is carried out through unit tests, assignments, quizzes, seminars, projects etc. The academic progress of students is monitored by concerned subject teacher. Analysis of the result is done and the students are intimated to improve their performance in the next examination.

The various activities like guest lectures, workshops, curricular and co-curricular activities etc. related to the outcomes are organized by the institution. Motivational lectures and skill enhancement activities are organized regularly. Various course specific activities such as projects, departmental activities and certificate courses enable the students to work towards achieving course outcomes.

The result analysis of the last five years of the above mentioned programs shows that student strength and their passing percentage is increasing progressively. As a result, students' progression to the higher education and placement has been increasing consistently in the last five years. The Institution takes utmost care of measuring the level of attainment of POs, PSOs and COs. It follows formal as well as informal mechanism for the measurement of attainment of the outcomes.

The learning outcomes of learners are measured based on the results of the final year students of all programmes and certificate and value added courses. The results of CIE exams and feedbacks on co-curricular activities are taken into consideration for measuring attainment of the learning outcomes. The feedbacks from all final year students facilitate in measuring the learning outcomes. Based on passing percentage, the learning outcomes in terms of course attainments of all learners got the Level-3 (above 60%).

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

2.6.3

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

Response: 81.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	41	56	26	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	57	44	51

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.83</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.40	0	0.60	0.10	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:

Response: An ecosystem for innovations: The institution has created an ecosystem for innovations in its premises. Its main aim is to develop research culture and to bring innovations in its all activities. Various innovative practices have been started to inculcate the skills, expertise in the field of research. All the programmes are organized to inspire the budding researchers in the diverse fields. The Research Committee has been framed to take care of innovations in research areas. The committee provides guidance to the students who are involved in research projects, participating in 'Avishkar Research Competition' and field visits. The experts motivate the students to create knowledge through their research work and also help in publishing the same. The Research Promotion Committee, being a part of Innovation, aims to promote stakeholders to create knowledge. As an outcome of innovation ecosystem- 09 Ph. D. (01 remain to award and 01 registered), 05 M. Phil., 02 MRPs. ? Training programs such as Soyabean Seed Processing, workshops on IPR, Research Methodology, courses such as Modi Lipi, Mehendi etc. ? Participation in 'Avishkar' competition. ? Research Sensitization Scheme under Lead

College Cluster. ? Research Poster presentation. Transfer of Knowledge: The institution has taken a good number of initiatives for the transfer of knowledge. Some of the prominent initiatives are: ? Workshop on Soil Testing and Conservation, Problem of Land Salinity etc. ? 14 Skill oriented courses and 10 value added courses have been run by the institute as a part of knowledge transfer initiative. ? National Webinar, Seminar and Conferences, Workshops, Guest lectures etc. were organized in order to provide expertise in the diverse areas to the students. ? Different Subject Associations organize subject related functions to introduce the innovative ideas to the students and transfer the knowledge. ? Language learning initiatives such as Quizes, Vocabulary development Competition, Spoken English Course etc. ? An evaluation-based initiatives such as Wall paper, Vachan Katta, Aaswad Reading Culture activities etc. ? Other prominent practices of the Institution are ‘Meet the Author’, ‘A Day on a Farm’, Field Visits, Visit to Coin Exhibition etc. have been participated with the view of giving experiential knowledge to the students. ? Study tours and industrial visits are organized to give the first-hand experience of various subjects. All these activities widen the experiences and knowledge canvas of the students and sustain their interest in the field of academics and research.

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

3.2.2

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	3	4	3

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 7.8**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	19	11	20

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.7**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	2	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

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:

Our college has taken lead in organizing various extension activities for the social welfare. The institution, in tune with its vision and mission, is committed to instill the sense of social responsibility among the students through the extension activities. It awakens the students on the needs of the neighbourhood community and sensitizes them on various social issues.

- Seven-days Residential Camps of NSS volunteers were organized in the adopted villages Banewadi and Junekhed of Tal=Walwa. Several social activities were carried out which includes Blood Donation Camp, Cleaning Campaigns, Tree Plantation Drives, Street Play Performances, Guest Lectures, Awareness Rallies, Group Discussion and Debate etc. Experts' lectures were organized to awaken the villagers on issues such as Public Health and Hygiene, Water Conservation, Soil Conservation, Environmental Issues, Superstition Eradication, Women Health and Empowerment, Gender Equity, Adult Education, Organic and Dairy Farming.
- NSS Unit organized the campaigns against female foeticide. The institute has taken great initiatives by organizing event 'Beti Bachao, Beti Padhavo' in Junekhed village.
- The institute has made material (foodgrain, educational material) help to needy villagers and students in the vicinity of the college especially for deprived people. Also the college has distributed cloths collected from Students, Teachers and Senior Citizens, to sugarcane cutter families.
- Under Cleaning Drive, the campaigns were organized in the campus and the neighboring community.
- Special Cleaning Drives were organized in the flood hit areas to prevent the aftermath outbreaks of various pathogenic diseases.
- The Institution is committed to protect the environment by organizing various social awareness

programs such as Online Quiz on Environment and Ozone, Tourism, Safar Gadkot Killyanchi', Workshop on Ground Water Literacy, Bicycle Rally to create awareness about the environment.

- In order to create health awareness in the society, our institution has been carrying out several health consciousness programs such as Rallies on Addiction Free Society, AIDS Prevention, Blood Donation Camp, Health, HB, Dental Checkup camps etc.
- During COVID-19 pandemic, the Departments of NSS and Cultural with Faculty members started noteworthy movement of 'Online to Offline'. Under this activity, awareness campaigns such as Workshop on Healthy Foods (*Sakas Aahar*), 'Ya ga Sayano- Sanman Nari Shakticha' organized on an off campus for the villagers. Also the college has organized COVID vaccination camp and mask distribution.

Thus, the Institution organizes such extension activities which ensure the holistic development of the students. These activities have made tremendous impact on the personality of the students making them socially aware, addiction free, gender sensible, environmentally conscious, more health conscious, more responsible citizen.

The involvement of the students in the extension activities has improved their self- confidence, communication skill, behavioural skills, interpersonal relations, Emotional Quotient (EQ), brotherhood and inculcated moral and ethical values among them. As per the vision statement, the institute is fulfilling its vision of social commitment through education by undertaking diverse extension activities for the sake of society.

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

3.4.2

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

Response:

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

Response:

The Institution has organized various extension activities in tune with the vision and mission. These extension activities have received awards and recognitions from various bodies for substantial contribution through the social awareness and changes made in the society.

Index of Award

Sr. No.	Name of Faculty/Student	Name of Award	Name of Agency	Year
1	Principal, MPPM, Borgaon	Appreciation -Blood Donation	Rajarambapu Blood Bank, Islampur.	11 Aug. 2022
2	Principal, MPPM, Borgaon	Blood Donation	Rajarambapu Blood Bank, Islampur.	2 Oct. 2021
3	Dr. Vasant Krishna More	Social Work	Grampanchayat, Bahe	26 Jan. 2021
4	Principal, MPPM, Borgaon	Social Work	Primary Health Centre, Borgaon	2020-21
5	Dr. J. A. Mhetre Principal, MPPM, Borgaon	Blood Donation	Rajarambapu Blood Bank, Islampur.	25 Dec. 2019
6	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Junekhed	2019-20
7	Dr. Uday Nanaso Suryawanshi	Social Work	Grampanchayat, Junekhed	2019-20
8	Gitanjali Ramchandra Mane	Social Work	Grampanchayat, Junekhed	2019-20
9	Pratik Sanjay Patil	Social Work	Grampanchayat, Junekhed	2019-20
10	Principal, MPPM, Borgaon	Blood Donation	Lions Blood Component Lab and Apheresis Center, Islampur	2019-20
11	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Borgaon	2019-20
12	Principal, MPPM, Borgaon	Self-Less Service to Society	Grampanchayat, Junekhed	2019-20
Sr. No.	Name of Faculty/Student	Name of Award	Name of Agency	Year
13	Dr. Vasant Krishna More	Self-Less Service to Society	Grampanchayat, Junekhed	2019-20
14	Prathmesh Pandurang Patil	Self-Less Service to Society	Grampanchayat, Junekhed	2019-20
15	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Bahe	2019-20
16	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Junekhed	2019-20
17	Dr. Vasant Krishna More	Social Work	Grampanchayat, Junekhed	2018-19
18	I/c. Principal, MPPM, Borgaon	Social Work	Grampanchayat, Junekhed	2018-19
19	Rushikesh Rajendra Patil	Social Work	Grampanchayat, Junekhed	2018-19

20	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Junekhed	2018-19
21	Puja Vinayak Farne	Social Work	Grampanchayat, Junekhed	2018-19
22	Aniket Jagannath Otari	Social Work	Grampanchayat, Junekhed	2018-19
23	Dr. Uday Nanaso Suryawanshi	Social Work	Grampanchayat, Junekhed	2018-19
24	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Junekhed	2018-19
25	Principal, MPPM, Borgaon	Social Work	Grampanchayat, Banewadi	2017-18

Thus, the Institution has received due attention from government and government recognized bodies for organizing various extension activities.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	13	11	8

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Classrooms:

The Institution has 09 classrooms for UG classes, of which one classroom is ICT enabled. The facilities such as green boards, fans, LED bulbs etc. are provided for effective teaching and learning. Also we have computers, LCD Projector, speakers and 50 mbps internet fiber optics connection. In addition, there is a seminar hall equipped with above facilities.

Administrative Office:

It includes Separate Principal cabin, staff room and well equipped with computers, scanners and zerox machine and furnished administrative office. The staffroom is provided with facilities like essential furniture, cupboard, tables, chairs etc. Also have separate Generator and Battery Backup with inverter unit. Separate Exam cell with SRPD facility.

Library:

The library of the Institution is a spacious and well-furnished unit having area of 68.7 square meters. There is reading room seating arrangement for girls, boys and faculty members. There is Reference Section, Text Book section, Internet Section, Periodical Section in the library. The library provides e-resources for knowledge to the students through INFLIBNET, N-LIST, whatsApp, YouTube channel, library blog etc.

ICT Facilities:

The Institution has made considerable growth in providing ICT facilities. We have one language lab having 05 computers with software and speakers. The administrative office is equipped with computers, printers, scanners and Xerox machine for its efficient functioning. The entire campus has Wi-Fi access facility to all the stakeholders. Our Library has 04 computers, 01 barcode scanners and 01 laser printer. Out of them 03 computers are made available for students with internet facility.

Cultural /NSS:

The cultural department has separate room and open stage for spacious activities. A spacious hall is available for cultural activities. There is a separate room for NSS unit through which the NSS activities carried out.

Sports and Yoga:

The Department of Physical Education and Sports has separate unit having sports equipments for outdoor games with outdoor gym and indoor games. The Gymnasium with adequate equipments is made available for students. The Institution has its own separate play ground for outdoor games. The sport department avails guidance and ground facilities from Sport Associations in the city. The Yoga activities are organized in premises of the campus and gymnasium room.

Other Facilities:

Staff room for teachers with adequate facilities.

IQAC room is well equipped and furnished.

Separate toilet blocks for boys, girls and faculty members.

User friendly washroom for differently abled (Divyangjan) students.

Separate girls' common rooms.

Separate store room for office and library.

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

4.1.2

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

Response: 90

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	34.11	00	00

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

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:

Library has partially automated. For library automation, e-Granthalaya 3.0 version software has been installed. E-Granthalaya is a Digital platform. E-Granthalaya software consist of modules such as Book acquisition, Cataloguing, Circulation, Serials, Micro Documents, Budget , Search, OPAC. The Software has been design and developed by National Informatics Centre Government of India. Barcode facility is available in software. The software can be implemented either in stand alone or in client server PC while the data entry programme is installed on client PCs. The software provides LOCAL/ LAN/WAN based data entry solutions for a cluster of libraries. This is user friendly software. OPAC (Online Public Access Catalogue) - This software deals with the Catalogues and Searches. The Books present in the Library can be searched on the basis of various criteria such as Title, Author, Subject, Publisher, Year of Publication, The exact details and the status of the books is present in the Library. Computer and Internet facility have been made available for the users. The magazines, journals, news paper clipping files, educational CDs, DVDs are also available in the library. The books are being barcoded, internet facility, whats app messeges, youtube channel, Library Blog available for users.

The college has subscribed N-LIST which is a database through which the facilities of e-journal and e-books are provided. This facility is open to students and faculty of teachers at free of cost. The College access e-books under the N-List program which are available to the faculty and students through remote access.

Library Services –

Student Centric, Physical and ICT Facilities- Reading room, Book Bank scheme, Suggestion Box, OPAC, NList, Library Blog, Library You tube, Whatsapp, CD-DVD Collection, Open Access, Book Issue/ Return , Internet facility, Reference service, Question Paper, Syllabus copy, QR Code is available for users.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution has enhanced its IT facilities to strengthen the teaching-learning processes and administrative services. Effective utilization of IT facilities is ensured by the institute from time to time. College has made IT Infrastructure development policy.

The Administrative Office is fully equipped with computers having latest configuration and softwares. Adequate printers, scanners, Xerox machines are made available to meet the needs of the users. All the computers are connected with LAN. Updation of ICT facilities helped in efficient functioning of Administrative Office. The college has Broad Band 50 mbps connection Internet facility with Wifi facility free to all.

Language Laboratory is well furnished and fully equipped with computers, speakers and other useful tools to enhance the teaching-learning experiences of the students. There are 05 computers with latest softwares.

IQAC room is also equipped with ICT facilities such as 1 laptop, 1 scanner, 1 printer and with 50 mbps internet connection.

The Library is also equipped with ICT facilities. Library software is upgraded to enhance the services of the library. Computer Usage Center with internet connection is made available to the students and the faculty members in the library. 03 computers are reserved for the usage of the students.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 161**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 01

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 10.08**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.34	0.24	1.09	0.60	1.55

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 24.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	30	73	103	21

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: A. All of the above

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

5.1.3

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

Response: 40.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	0	75	85	104

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 49.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	24	20	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	41	56	26	36

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

5.2.2

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

Response: 4.7

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

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

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

5.3 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: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	11	08	03

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 6.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	06	06	07	06

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Response:

The institute has submitted a proposal of registration of Alumni Association named as 'Mohanrao Patangrao Patil Maji Vidhyarthi Sangh'. It was submitted under the Institute Regulation 1860 (Rule 21) of the Government of Maharashtra. The association has contributed significantly to the development of the institution financially as well as by rendering support services through engagement in various activities of the college.

The alumni of the institute have contributed to the institute through various activities for the diverse purposes. The details of contribution are as follows:

The association membership registration fees Rs.100/-. The alumni of various departments donated useful equipment, books, furniture, table, chairs, electrical appliances etc. to the departments.

Non-financial contribution from Alumni:

The alumni of institute has contributed in the form of active participation in organizing events, guidance in the form of sports coach, keynote speakers, guest lecturers, cultural activities, competitive exam guidance etc.

Most of the alumni engage themselves in extension activities conducted by NSS and its residential camps in various villages. They are actively involved in activities which come under *Ek Haat Madaticha* as and when occurred.

Prestigious Alumni:

Hon. Judge Indrajeet Mahadev-Koli, Apex Judge

Hon. Mrs. Gunjawate Aparna, Apex Court Judge

Hon. Hindurao Shivaji Chaudhari, API, Mumbai

Hon. Smt. Dipali Dattatraya Chavan, Taxation and administration Officer, Islampur MC

Hon. Tatyaso Narale, School Teacher, Atapadi

Hon. Adv. Jayashri Dadaso Kale, Advocate, Sangli

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response

The institution is accountable for its vision, mission, and objectives. As per the rules and regulations of the UGC, the State Government, and the affiliating university, the institution runs its governance. Also, it is strictly observed the Statues of The Maharashtra University's Act 2016 and the Ordinance made under the Act by the governance of the institution. As the IQAC and CDC are nuclear bodies, they function in planning, monitoring, and evaluating various curricular, co-curricular, and extra-curricular activities in alignment with the vision and mission of the institution. The CDC has representation from teaching and non-teaching stakeholders. Similarly, stakeholders from the Management and society have representation in the IQAC. The IQAC outlines perspective plans for the development of the institution. The CDC and the Governing Council of the institution approve the plan with necessary amendments. The IQAC, CDC, and the Governing Council of the institution strive together to achieve excellence in academic, co-curricular, and extra-curricular activities. The required development of the infrastructure has been done and bound to adequate infrastructure. To motivate the students for competitive examinations, the institution tries to arrange need based lectures through which students have been guided. In order to develop an overall personality and to inculcate a sense of social responsibility among the stakeholders, the institution conducts various co-curricular and extra-curricular activities through NSS.

The institution provides diverse facilities such as library, IT infrastructure, out door sports for achieve its vision and mission.

Teaching practices are in tune with the Cos, POs and PSOs set for all programmes.

Use of diverse teaching methodologies such as group discussion, seminar, project, debate, elocution, experiential learning, problem solving and ICT based etc. aim at active participation of student in teaching and learning.

Making advance participation of CDC in student development is done with approving and allowing number of new ad-on and certificate courses to the students.

Decentralization and Participation

Decentralization is the process by which the activities of an organization, particularly those regarding planning and decision making are distributed or delegated away from a central, authoritative location or group. In order to make better and faster decisions, the management has empowered the Principal to take

decisions related to curricular, co-curricular, and extra-curricular activities. This has resulted in the CDC, IQAC, Heads of Departments, and Faculty taking autonomous decisions at their level for accomplishing the set goals. This decentralization has resulted in increasing the overall quality and effectiveness of the system and at the same time empowering and strengthening the capacities of the various branches of administration. Every committee has the freedom to prepare its plan, policies and decide on implementation strategies. The college committees are responsible for admission, timetable, examination, purchases, the welfare of students, organization of extension activities, and preparing the working strategy for the effective functioning of the college. The committee meetings are held as and when required for the implementation and organization of certain activities. A report of activities is prepared by each committee at the end of every academic year.

The teachers participate in administrative work as a Chairman, member of committees.

The students participate in the decision making process as representative in various committees.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

There are various functional bodies to ensure the smooth, effective, and efficient working of the institution. Being an affiliated college providing higher education, the college follows the guidelines, Statutes, and Mandates of UGC, Maharashtra University Public Act 2016, Shivaji University, Kolhapur, and the State Government of Maharashtra.

The very first functional body of the institution is Hindmata Shikshan Mandal, Borgaon which is the highest body in the institutional hierarchy.

The Governing Council of the Sanstha has a major role in governing various policies and procedures regarding infrastructural development, financial assistance, policy decisions, strategic planning, etc.

The second important body is the College Development Committee (CDC) which is formed according to Maharashtra University Public Act, 2016. It prepares the budget and gives sanctions to the financial

statements of the college, recommends the management regarding recruitment of the teaching and other posts, discusses the academic progress of the college, and makes recommendations to the management for the improvement of the overall quality of the college.

As per the requirements and the recommendations, the institutional perspective plan has been made. The institution always takes initiative to run different value-added/add-on/ certificate courses.

Appointment

Government non-aided posts are recruited by the institution on contract basis

Service rule

For all stakeholders, the code of conduct is framed by the institute and is made available for awareness.

Deployment

The third one and principal functional body at the college level is the Internal Quality Assurance Cell (IQAC) which monitors the functioning of all other committees and keeps coordination for quality assurance. It prepares a perspective plan for every academic year as well as the long-term development of the institution. It prepares the Annual Quality Assurance Report and submits the same to the NAAC office.

Perspective Plan

To promote use of ICT tools in the teaching learning processes.

To run skill based short term certificate courses.

To take review of POs COs and PSOs for learning outcome assessment.

To sign MoUs and Linkages.

To promote sports culture.

To organize activities for electoral awareness.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response

Performance appraisal system for teaching and non-teaching staff is practiced as per the recommendations of the UGC, State Government, and affiliating University viz. Shivaji University, Kolhapur. For teaching staff, Performance Based Appraisal System (PBAS) and from the academic year 2019-20, Annual Self-Appraisal Reports (ASAR) - put in place of PBAS- are collected and scrutinized by IQAC and Scrutiny committee formed for this purpose, whereas for non-teaching-staff, Annual Confidential Reports are maintained by the official authority, taking cognizance of performance and compliance with the duties and orders of the administration.

The service rules and regulations of the state Govt. of Maharashtra are applicable to the non-teaching staff. As per the directives of the Education and Employment Department (Standard Code Rules, 1984), Confidential Report (CR) is used to appraise the performance of the non-teaching staff. The performance is assessed on the basis of the information in CR. The CR is assessed and verified by the Head Clerk and is reviewed and signed by the principal. The Principal verifies these Confidential Reports (CRs) and submits them to Management for the remark. These CRs are taken into consideration for the promotion of non-teaching staff.

The institution, the state government, UGC, the University, etc. have several welfare measures for the well-being of teaching and non-teaching staff.

1. Group insurance scheme for the students, staff as well as parents are adopted as per Shivaji University, Kolhapur Guidelines.
2. Benefits of General Provident Fund, Loans and DCPS scheme.
3. Our staff has the facility to take various types of leaves viz. Casual Leave, Earned Leave, Medical Leave, Maternity Leave, Duty Leave, On Duty Leave, etc.
4. A health check-up camp and Yoga camp.
5. The institution provides uniforms to Class IV employees.
6. Deputation of staff for faculty development program.
7. Group insurance scheme offered by the Bank of Maharashtra for the staff is adopted as per Bank of Maharashtra Guidelines.
8. The availability of medical reimbursement facilities as per the state government norms.
9. The institute works as a guarantor for various loan facilities from different credit societies.
10. After death the family members of the teacher get 50000/- rupees from TBF as immediate relief. It is a unique scheme run by Shivaji University Teachers Association (SUTA).
11. Felicitation of staff by Sanstha and Staff Academy.
12. Salary Certificate as per the demand of staff is issued to get them other financial support.
13. Internet and library facilities are freely availed to staff members.

Feedback:

This is another source for collecting feedback about the satisfaction of various services provided by the teaching and administrative staff. Accordingly, necessary suggestions are given to the staff for improvement in their work.

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 36.73**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	06	05	03

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 51.02**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

The institute receives grants and funds from UGC, State Government, University and Donors for academic, administrative and infrastructure development. It generates funds from its stakeholders like alumni, former teaching and administrative staff and well-wishers.

Financial Resources

1. Salary grants received from the State Government and UGC.
2. Funds for NSS from Shivaji University, Kolhapur
3. Funds for Research from Shivaji University, Kolhapur and UGC.
4. Scholarships from State Government and Govt. of India.
5. Financial resources for examination from the university.

6. Admission fee
7. Alumni registration fee.
8. Funds under Lead College Scheme.
9. Donations from stakeholders for memorial and inspirational prizes.

The College is aided by the Government of Maharashtra. Also, our college is listed by the UGC under sections 2(f) & 12(B). Therefore, grants from the UGC are the major source of resource mobilization. At the institutional level, the major source of funds comes in the form of tuition fees as well as fees like library fees, gymkhana, magazines, examination fees, etc. collected from the students. The salary grants received from the Government of Maharashtra, Planned and non-planned Grants received from the UGC.

The College receives funds from the parent institute as per the requirement of the college.

Optimal utilization of resources:

1. Requirements of all departments.
2. Discussion with the Principal about the requirements.
3. Preparation of the annual budget.
4. Sanctioning of the annual budget by IQAC, CDC and Management.
5. Distribution of funds on the basis of allocation.
6. The utilization of funds by respective departments.
7. Assessment of fund utilization by the Principal.
8. Account settlement and auditing of all expenditure.

The annual budget is prepared and it is sanctioned through CDC. The budget for each activity is prepared by the concerned co-ordinator or by the head of the department. The control over the expenditure throughout the year is maintained by the principal. The library budget is prepared and the amount is allocated to each department considering the collection of library fees and the need of the department. The library is upgraded as per the need of the time. Additional textbooks and reference books are purchased considering the change in the curriculum by the university.

Internal External Audit:

The college has framed its Financial Management as per norms laid down by the UGC, State Government of Maharashtra, and Shivaji University, Kolhapur. The Fees are collected from students and deposited in the Bank account of the College. Various Grants are deposited in the Bank account accordingly. The fund is used by raising contributions from lead college activity as well as various seminars, workshops on the revised syllabus, etc. An expenditure incurred by crossed Cheque is duly

signed by The Principal of the college and The General Secretary of Hindmata Shikshan Mandal. The monthly Trial Balance is prepared and submitted to Sanstha Office.

Internal Audit:

The internal audit is carried out by the authorized Chartered Accountant appointed by the parent institute every financial year.

External Audit:

At the end of each financial year, the external audit is carried out by the government bodies such as the Joint Director of Higher Education, the Senior Auditor, and by the Auditor General of the State.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

The IQAC is very keen on institutionalizing and developing a quality culture in the functioning of the institution by continuously envisaging and executing quality assurance strategies. These quality assurance strategies include the promotion of 'Learning outcome' based teaching-learning practices, imbibing research culture by organizing seminars/conferences, and creating awareness regarding social issues through activities conducted and encouraging students to face competitive examinations through MPP Competitive Guidance Centre.

Teaching Learning Process:

IQAC framed a structure for teaching learning process which based on student centric methods such experiential learning, problem solving method, participative learning method etc. by traditional mode as well as ICT based mode. They prepared video lectures, PPTs, Quizzes, audio lectures and shared the same to the students on their respective WhatsApp groups.

Evaluation Process:

At the beginning of the academic year, every teacher is assigned the subjects to be taught. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation are planned by the examination department discussion with the head of the department. The assessment of the students for all courses and programs was done continuously throughout the year. Students' learning assessment is done through unit tests, oral test, quizzes, debate competitions, project works, seminars, assignments as per the CIE calendar prepared by IQAC and Examination Cell.

Research:

The Research Promotion Committee, being a part of Innovation, aims to promote stakeholders to create knowledge. As an outcome of innovation ecosystem- 09 Ph. D. (01 remain to award and 01 registered), 05 M. Phil., 02 MRPs.

- Training programs such as Soyabean Seed Processing, workshops on IPR, Research Methodology, courses such as Modi Lipi, Mehendi etc.
- Participation in 'Avishkar' competition.
- Research Sensitization Scheme under Lead College Cluster.
- Research Poster presentation.

Other Major Contribution:

IQAC of the college always motivates all the departments and committees to organize various activities for contributing in social, economic and cultural development of the students and faculty. The major activities such as:

- Since academic year 2017-18, the IQAC has been practicing the initiative *Aswad-Vachan Abhivruddhi Upkram* (Reading Culture Activities).
- The other initiative taken by IQAC is that Cloth Distribution to Sugarcane cutter Workers.
- Meanwhile COVID-19 outbreak, the college organized a number of programmes under the title Immunity Booster Programme.
- On the 150th birth anniversary of Mahatma Gandhiji, the IQAC conducted State level Workshop and Quiz on Life and Work of Mahatma Gandhiji.

Incremental Improvement in the Last Five years:

The overall improvement of academic, administrative and infra have been done and the drastic change is marked. The major changes of them are as follows:

- The number of Ph. D. holder teachers increased by 20%.
- The number of research papers published in national, international journals/souvenir/proceedings and edited books increased by 36%.
- Out of all the faculty members, 70% members got Ph. D. guideship.
- 02 faculty members elected as Member on Board of Studies of Economics and Sociology of the affiliating university.
- Since last accreditation the institute introduced add-on and certificate courses for the students enhancing skills, life skills and employability.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A gender audit is nothing but a "social audit" that examines internal practises and related support structures for gender activity. It sets a baseline, identifies important gaps and difficulties, and suggests solutions, including potential enhancements and innovations. It also outlines best practises for achieving gender equality. A gender audit strengthens an organization's collective capacity to assess its actions from a gender perspective and identify strengths and weaknesses in promoting gender equality concerns. It tracks and evaluates the relative progress made in gender mainstreaming and aids in the development of organisational ownership.

The college conducts various activities regarding cross-cutting issues like Gender equality, Climate change, Environment education, Human rights, ICT etc. The Internal Complaint Committee and Anti-sexual harassment committee arrange various activities about the rights, responsibilities of women and woman empowerment. Lecture on Environment Day, International Woman Day and Climate change etc. are conducted by these committees.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**Response:**

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. With great fervour, the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Swami Vivekanand, Dr. Babasaheb Ambedkar etc are celebrated enthusiastically. The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony. a. Unnat Bharat Abhiyaan- Adopted 4 villages to conduct activities for their socio-economic development. Institute has conducted lectures in these villages for increasing their environmental and ethical awareness. Institute has also tested the quality of drinking water available in these villages.

Celebration of National Days- Every year Institute celebrates Republic Day, Maharashtra Day and Independence day on January 26, May 01 and August 15 respectively. The celebration is attended by Students, Teaching and Non-teaching Staff, Invitees, guests, and other attendees. Flag hoisting with National anthem and oath of national integrity.

Constitution day- Constitution Day is celebrated on 26th November every year. The programme initiates with Preamble reading of the constitution followed by lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties, and responsibilities of citizens.

Cleanliness/Plantation drive- Students consistently and regularly participate in the cleaning activities on the several occasions including Mahatma Gandhi Jayanti on October 02, every year. Moreover, students are encouraged for active participation in the plantation. Ekata Din and Voter Day also been celebrated in the institute.

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice 1

1) **Title of the Practice:** '*Aaswad*' *Reading Culture*': A Campaign to develop the reading skill.

2) **Goal:**

- To spread reading culture across the surrounding area.
- To develop the quality of critical thinking/ insight among students.
- Stimulate research and independent study through reading culture.

3) **The Context:**

'Aaswad' *Reading Culture*': A Campaign to develop of a reading skill will work collaboratively to nurture the good habit of reading and reading to learn task through this activity. Education should make students competent enough to consider public issues and form their opinion on them judiciously. Youth is a season of hope and aspiration. '*Aaswad*' *Reading Culture*' is a platform where students express their views, opinions and thought about social issues through reading culture. It involves researching, public speaking, reading and writing skills and coining opinion.

4) **The Practice:**

'Aaswad' *Reading Culture*' is an activity to develop the mind and personality of students particularly and ultimately enriches intellectual lives generally. '*Aaswad*' *Reading Culture* is organized to develop the abilities like learning skills and critical thinking. To develop reading culture among students the college has introduced '*Aaswad*' *Reading Culture: A Forum to Develop the Reading Skill*. Many programmes are conducted through this activity. The co-ordinator of the committee conducted the meet of a faculty members in our mother institute including secondary, higher secondary and college unit. In that meeting, annual plan has been prepared and followed throughout the year.

5) **Evidence of Success:**

'Aaswad' *Reading Culture: A Forum to Develop the Reading Skill* aims at to develop reading skill and critical thinking among students. It also helps to find solutions regarding social problems and issues.

In the academic year 2017-18, the faculty of our institute presented their book reviews in front of the students for each semester. Students were encouraged with activity and started to write and present themselves. At the end of the academic year, 38 students wrote book reviews and some of the students presented their book reviews in front of their class. The result of this practice is that our student received first prize in state level essay writing competition. Three students in our college participated in university level & state level essay writing competition. Two students were participated in university level essay writing competition.

The institution organized University level "*Granthjagar* Book Review competition" on 10th January 2019. In which, thirty nine students from Sangli, Satara, Kolhapur district participated enthusiastically.

At the end of the academic year, 42 students wrote book reviews and some of the students presented their book reviews in front of their class.

Best Practice- 2

1) **Title of the Practice:** *Ek Haat Madaticha*-'Helping Hands'.

2) **Goal:**

? To instill a sense of social responsibility and philanthropy among college students.

? To create awareness about the challenges faced by marginalized individuals and communities

? Encourage students to contribute towards their upliftment through various forms of assistance and support.

3) **The Context:**

Ek Haat Madaticha-'Helping Hands' initiative is a noteworthy best practice implemented at our college as part of our commitment to social responsibility and community engagement. This initiative aims to provide support and assistance to underprivileged individuals and communities, thereby fostering a spirit of empathy and social consciousness among our college students.

4) **The Practice:**

The initiative is implemented through a multi-faceted approach, involving collaboration between students, faculty, and local community organizations. Various activities and programs are organized throughout the academic year to engage students in meaningful community service and outreach. These activities include: organized *Rashtriya Ekatmata Dindi*-Rally themed National Integrity in 23-07-2018, *Ek Divas Gavasathi*, *Ek Divas Aplyasathi*-One Day for Community and Us in 16-01-2020, Cycle Rally in 14-08-2017 etc.

Volunteer Programs: Students are encouraged to volunteer their time and skills for community service. This may involve organizing educational workshops, health camps, cleanliness drives, or providing support to local NGOs and charitable organizations. The activities done with NSS department such as Blood Donation camp in Rethare Harnax with an NGO of Walawa Taluka Senior Citizen Association, Junekhed, Borgaon and Islampur; Cleanliness programme done in flood affected area at Junekhed ZP school; *Nirmalya Sankalan*- Cleanliness drive done at the bank of Krishna River on the occasion of Ganesh Chaturthi etc.

Donation Drives: Students actively participate in donation drives to collect essential items such as food, clothing, books, and stationery for marginalized individuals and communities. These drives are organized off the campus and in collaboration with local community partners. With the help of Senior Citizens and Borgaon *Grampanchay* at, the college initiates the cloth donation programme to Sugarcane cutter Workers in the vicinity for 3 years. Other programmes are: Food and grocery donation to flood affected families in Bahe and Kharatwadi; in the adopted village Junekhed, the college donated notebooks.

Skill Development Programs: Students are provided with opportunities to share their knowledge and skills with underprivileged individuals. This may include conducting vocational training sessions, computer literacy programs, or career guidance workshops to empower them with employable skills. The noteworthy programme for enhancing skills to parents is 'Spoken English Course for Parents' practiced

in the campus.

5) Evidence of Success:

Ek Haat Madaticha-'Helping Hands' initiative has had significant positive impact and outcomes, as observed through various indicators:

Empathy and Sensitization: Through their participation in the initiative, students have developed a deeper understanding and empathy towards the challenges faced by underprivileged individuals. They have become more sensitized to issues of social inequality and have demonstrated increased compassion and willingness to make a difference.

Community Impact: *Ek Haat Madaticha*-'Helping Hands' initiative has made a tangible impact on the lives of marginalized individuals and communities. Through the various activities and programs, students have been able to provide support, knowledge, and resources to those in need, thereby empowering them and improving their quality of life.

6) Problems Encountered and Resources Required:

- 1) Lack of awareness from the community regarding habit of cleanliness.
- 2) To make habitual of cleanliness to community.
- 3) Conservation of trees at public places
- 4) Lack of co-ordination among people in society

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

To furnish the skills and develop socio-cultural awareness among the students, the institute celebrates *Smrutisaptah* (Memorial Week) every year on the Memorial Day of Loknete Mr. Rajarambapu Patil and Late Mr. Mohanrao Patil from 10th Jan. to 17th Jan. The institute organises several programs during this period every year.

The institute emphasises on four-point programme in which Exhibition, Memorial Lecture series, Awareness Rallies, and Health Programmes are included. These elements have been chosen by having specific aims. In order to promote learning and student engagement, to foster collaboration and networking, to encourage critical thinking, to build confidence and public speaking skills, and to encourage interdisciplinary exchange, the activity of exhibition is designed. The Memorial Lecture Series is designed having aims such as community engagement, lifelong learning, cultural and intellectual enrichment, networking opportunities, cultivate critical thinking and analysis, inspiration and motivation, enriching learning beyond the classroom, exposure to diverse perspectives, and academic enrichment. The Awareness Rallies are designed to reach the outcomes like promoting social causes, encouraging civic engagement, creating a sense of community, empowering student voices, influencing policy and decision, and personal development. Whereas the activities designed for Health Programmes aims at to empower students to take control over their health, health screenings and assessments, to access to healthcare services, to promote a supportive campus environment, to promote healthy behaviours, and health education and awareness.

To reach the aims and objectives of aforementioned programmes, the institute tries to organise number of innovative activities in and off the campus. Out of the total organised activities, some are highlighted here.

In the educational year 2018, the institute organized various programs as *Yuva Sansad*, a lecture on Personality Development, one act play Competition, Funny Games and Annual Prize Distribution. Scholarly guests were present for these programs.

In the year 2019, Computer Exhibition, Science Exhibition, Art Exhibition, Water Literacy Poster Exhibition, Traditional Dress Competition and other programs were organized to enlighten the talent of the students every year.

The institute celebrated next year by organizing environmental conservation exhibition, *Smritigandh* life film exhibition, dental camp, sari day, Funny games Rallies and a rangoli competition. Apart from these *Granth Jagar*, a state level 'Book Review Presentation Competition' was organized. In this year, the institute organised *Haladi Kunku* program with sugarcane cutter women in vicinity. This year many scholarly lectures were organised on different topics.

Under the shadow of corona pandemic in 2020-21, the institute organised Immunity Enhancement (booster) Campaign and felicitation of Corona Warriors.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Language learning initiatives such as Quizes, Vocabulary development Competition, Spoken English Course etc.
- An evaluation based initiatives such as Wall paper, *Vachan Katta*, *Aaswad* Reading Culture activities etc.
- Other prominent practices of the Institution are 'Meet the Author', 'A Day on a Farm', Field Visits, Visit to Coin Exhibition etc. have been participated with the view of giving experiential knowledge to the students.
- Study tours and industrial visits are organized to give the first-hand experience of various subjects.

All these activities widen the experiences and knowledge canvas of the students and sustain their interest in the field of academics and research.

Concluding Remarks :

- The number of research papers published in national, international journals/souvenir/proceedings and edited books increased by 36%.
- Out of all the faculty members, 70% members got Ph. D. guideship.
- 02 faculty members elected as Member on Board of Studies of Economics and Sociology of the affiliating university.
- Since last accreditation the institute introduced add-on and certificate courses for the students enhancing skills, life skills and employability.
- Keeping in view vision and mission, the college is creating opportunities to students through various guidance lectures and programmes. It is our goal to empower students culturally and socially to make themselves competent, to stand on their toe. We are striving hard for achieving our goal which is committed by the college. It is our immense pleasure to present our college to NAAC for assessment and accreditation and look forward to the visit of the Peer Team.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.2.2	<p><i>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</i></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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>100</td> <td>209</td> <td>134</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>100</td> <td>204</td> <td>134</td> <td>73</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	105	100	209	134	73	2021-22	2020-21	2019-20	2018-19	2017-18	105	100	204	134	73
2021-22	2020-21	2019-20	2018-19	2017-18																	
105	100	209	134	73																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
105	100	204	134	73																	
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>78</td> <td>91</td> <td>106</td> <td>116</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>26</td> <td>38</td> <td>58</td> <td>58</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2021-22	2020-21	2019-20	2018-19	2017-18	59	78	91	106	116	2021-22	2020-21	2019-20	2018-19	2017-18	15	26	38	58	58
2021-22	2020-21	2019-20	2018-19	2017-18																	
59	78	91	106	116																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	26	38	58	58																	

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	180	180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

Remark : DVV has made changes as per the report shared by HEI.

2.6.3

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	27	47	56	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	41	56	26	36

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	47	66	46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	57	44	51

Remark : DVV has made changes as per the report shared by HEI.

3.2.2

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	3	4	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	3	4	3

Remark : DVV has made changes as per the report shared by HEI.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	19	10	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	19	11	20

Remark : DVV has made changes as per the report shared by HEI.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	5	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	2	0

Remark : DVV has made changes as per the report shared by HEI.

4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>34.11</td> <td>0</td> <td>0.43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>34.11</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	34.11	0	0.43	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	34.11	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	34.11	0	0.43																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	34.11	00	00																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 13 Answer after DVV Verification: 01</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1494 1046 1628"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.34</td> <td>0.24</td> <td>1.05</td> <td>0.70</td> <td>1.55</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1706 1046 1841"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.34</td> <td>0.24</td> <td>1.09</td> <td>0.60</td> <td>1.55</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0.34	0.24	1.05	0.70	1.55	2021-22	2020-21	2019-20	2018-19	2017-18	0.34	0.24	1.09	0.60	1.55
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.34	0.24	1.05	0.70	1.55																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.34	0.24	1.09	0.60	1.55																	
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	24	20	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	24	20	16

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	66	47	41	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	41	56	26	36

Remark : DVV has made changes as per the report shared by HEI.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
08	01	11	08	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	11	08	03

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	30	40	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	06	06	07	06

Remark : DVV has made changes as per the report shared by HEI.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	09	08	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	06	05	03

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	10	06	05

Answer After DVV Verification :

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

05	05	05	05	05
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>105.2</td> <td>194.1</td> <td>117.5</td> <td>93.92</td> <td>95.99</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.34</td> <td>0.24</td> <td>35.17</td> <td>0.60</td> <td>1.55</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	105.2	194.1	117.5	93.92	95.99	2021-22	2020-21	2019-20	2018-19	2017-18	0.34	0.24	35.17	0.60	1.55
2021-22	2020-21	2019-20	2018-19	2017-18																	
105.2	194.1	117.5	93.92	95.99																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.34	0.24	35.17	0.60	1.55																	