

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI SHIV-SHAHU MAHAVIDYALAYA, SARUD

A/P-SARUD, TAL-SHAHUWADI, DIST-KOLHAPUR

416214

www.shreeshivshahu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shiv – Shahu Mahavidyalaya, Sarud, the then Arts and Commerce College was established on 15th June, 1983 at Sarud. In June 2014 we started Science Wing on permanently non grant basis with 4 departments at its last degree year.

In academics, last five years have proved to be very fruitful and productive. The institute introduced B.Sc. Programme and 6 CoCs; 8 teachers contributed to BoS in different capacities; Feedback has been made more formal. 5 teachers were awarded with Ph.D. degree, 1 teacher guided a M. Phil and a Ph.D. student successfully; 4 others got their names registered for Ph.D.; 3 have submitted U.G.C. funded Minor Projects. 93 research papers, 12 books, 16 chapters in books, 59 papers in conference proceedings were published. In addition to this, more than 200 research papers were presented at National and International seminars and conferences and teachers were invited as Resource Persons at 12 National and State level seminars. 11 teachers attended O.P., R.C., and FDP. Optimum use of ICT tools has increased the level of teacher quality during last five years. Introduction of Internal Evaluation Scheme (IES) has helped a lot to evaluate students' performance. A number of workshops, 12 professional development programmes were organized in the college during the last five years.

In sports, we got incredible success during the last five years. our students won 7 Gold Medals and 1 Silver medal in games such as Boxing, Karate and RGFI at National and International level.

Vision

The vision of the management include imparting knowledge and inculcating ethical, humanitarian values among hilly and rural people as well as awakening the women power through higher education.

Mission

Mission “Kuni na raho durbal adnya mhanuni ha shikshan yadnya” (Education for the unlearned and the weak).

Objectives

1. To impart qualitative education and offer valuable service to all classes of society regardless of its caste and creed in the field of higher education to the residents of Shahuwadi , Panhala, and Shirala Talukas.
2. To inculcate and ensure perfect discipline among students.

1. To impart education to deprived classes.
2. To create awareness among women about their rights and strengthen their power through curricular and extra - curricular activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Growing strength of Girl students leading to women empowerment
2. Well qualified and Research oriented faculty
3. Strong and robust N.S.S. and N.C. C. units with special Girl Student Cadet Corpse
4. Commendable results of university examinations
5. Consistency in Prizes for College Journal
6. Consistency in Shivaji University Merit Scholarship
7. Commendable achievement in various Competitive Exams

Institutional Weakness

1. Location of college in Hilly and Rural area
2. Low percentage of Placement after graduation
3. Students' reluctance for higher education
4. Low Computer literacy among students

Institutional Opportunity

1. Increase the number of Career Oriented/ Need based Courses
2. Introduce P. G. Programmes in the college
3. Introduce job oriented Computer Courses

Institutional Challenge

1. Promoting students to P. G. studies

2. Increasing placement ratio in the college
3. Making the institution an Education hub

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution does not enjoy academic autonomy as far as designing of curricula is concerned. Nevertheless, it does contribute while revising the curricula by encouraging its faculty to make oral or written suggestions to the BoS of the concerned subject in the syllabi workshops. Presently, the institution is running B. A., B. Com. and B. Sc. programmes. Once the curricula are introduced by the concerned BoS, the faculty implements it in the institution. It delivers it through a well planned and documented process namely, preparing Time Table, Teaching Plan, Conducting Extra lectures as and when needed, and by submitting a Portion Completion Report after a successful completion of the curriculum Besides this, the institution has introduced 6 Self Financing Career Oriented courses in 2016 which are relevant to the local needs and in tune with the emerging national and global trends. Co curricular activities such as Study tours, Projects, Seminars are conducted to deliver curriculum effectively. 8 teachers contributed to BoS in different capacities namely, Text book unit writers and SIM writers. 4 new courses (B.Sc.) were introduced during last five years. The number of students who enrolled in all Career Oriented Courses rose from 48 in 2012-13 to 998 in 2016- 17.

In the current academic year, 428 students undertook field projects. The Feedback is collected, analyzed, and action taken report along with feedback is made available on the college website.

Teaching-learning and Evaluation

During the last five years, the institute has made efforts to serve students of different backgrounds and abilities through effective teaching-learning experiences. While enrolling students from different social and cultural background, care is taken to collect all necessary details about them making the admission process transparent. Average enrollment percentage of students is 79.44 of which 0.15 % students are from other states and 46.5 % seats are filled from reserved categories during the last five years. 88.89 % faculty has made optimum use of ICT tools and has adopted participatory teaching methods. The ratio of students to mentor is 59.32 % . Slow and Advanced learners have been given special attention and coaching by faculty members. Extra lectures, personal counseling has been carried out to improve the learning abilities of the students. 0.09 % of students are Divyangjan during the last five years. Of the 71.17 % of full time teachers 22.62 % teachers are Ph.D. degree holders. 6.82 % teachers are the recipient of different awards during the last five years.

Tutorial, Group discussion, Practice examination are the newly introduced methods of evaluation reforms whose mechanism is transparent and robust. As a result, the average pass percentage of final students was 70.77. The Pos, PSOs, and Cos are displayed on college website for information of students.

Research, Innovations and Extension

The institution is susceptible and sensible to faculty research. As a result of this, 3 teachers have submitted their U.G.C. funded Minor projects during the last five years. As many as 93 Research papers in journals and 12

books have been published by the faculty during the last five years. The faculty has also contributed to research publication commendably by writing 15 Chapters in books. 4 teachers were awarded 2 year U.G.C. Fellowship and of these, 3 were awarded Ph.D. during the last five years. 14 workshops, 9 seminars and 2 National level Conferences were organized.

8 teachers were the recipient of awards. 1 MoU was signed with Yestechno Education Society, Satara. Majority of faculty participated in paper presentations in large numbers and some of them have delivered talks and chaired sessions in conferences. A few faculty members delivered talks under faculty exchange programme. A few others are engaged in P.G. teaching outside.

The whole faculty along with students has devotedly participated in extension and outreach programmes. The N.C.C. and N.S.S. conducted programmes like Save Environment, Cycle Rally, Blood Donation camps, Skit, Health Check up Camp, Clean India Campaign, Lectures on Banking and Agriculture sector have proved very useful to the villagers. As a part of Women Empowerment, N.C.C. unit for girls has been started.

All in all, though we are not up to the mark with innovations, we are doing consistently good work in Research and Extension.

Infrastructure and Learning Resources

The institute has 27 classrooms and 3 seminar halls with ICT facilities. Besides this, there are 5 laboratories, special rooms for N.S.S., N.C.C., Central Assessment Programme, SRPD and Examination sections, The institution has its own Playground with its size 330 x 200 sq. feet, a Gymnasium Hall of 798 sq. feet and a Gymkhana Hall of 504 sq. feet. The user rate of the items ranges from 6.02 to 120.62

Special facilities are provided to Cultural activities such as Rehearsal Room, Sound system, Harmonium, Leather musical instruments like Tabla, Dholki etc. In times of cultural contests and programmes, musicians and choreographers are hired from outside. Special budget is reserved for it. The total budget allocated for infrastructure excluding salary during last five years is Rs. 49,50,000/- with its average percentage 40.61. The library is fully automated with RMI Infotech Library Management System with necessary security measures and modules. There are also 20 Rare books 2 Manuscripts and 5 Special Reports. There is also INFLIBNET facility provided to faculty members and students in which they can get access to e-journals, e-Shodh Sindhu, e-books and Databases online. The amount spent on books and journals in 2012-13 was Rs. 1,13,040 and it rose to Rs.1,53,973 in 2016-17 with an average of 1.18. Over the last one year, on-an average 215 teachers and students used library per day. The campus is fully Wi-Fi and maximum IT facilities are provided. The student-computer ratio is 26.21.

Student Support and Progression

Our efforts to support student, facilitate them for optimal progression, promote their active participation in social, cultural and leisure activities; engage Alumni in the overall development of the institution has born fruits during the last five years. The institution always seeks helps and extends cooperation to the Students Council. It is very active and vibrant in all activities especially, during the Annual Social Gathering; it provides all possible help to students and the faculty members. The Students' Council, for instance, 790 students were benefited by State Government Scholarships and 26 received scholarships provided by the institution. As many as 8 enhancement schemes have been started for students. 312 students were benefited by Career Counseling

Cell. Due to transparent and robust mechanism of Redressal for students' grievances, there has been only one case filed and the problem was resolved. The placement percentage is 5.04; 18.48 % of previous graduating batch joined higher education; 23.79 % students qualified NET/SET and other Civil service exams during the last five years and 156 students appeared for these exams. As many as 181 sports and cultural activities were organized in the institution. 7 students won Gold and 1 was the recipient of Silver medal in sports at National and International level during last five years.

Ours is a registered Alumni provided machinery with manual labour and other resources free of cost which is more than INR 5,00,000/- for preparing play ground.

Governance, Leadership and Management

The institution has evolved a strategic plan and policy of functioning to ensure that all activities reflect the vision and mission of the college. In a way, it follows participative decision-making process. As the college is affiliated to State University and receives grant-in-aid from the State Government, it is bound by its rules, regulations and statutes. As a part of perspective plan, the institution has introduced B.Sc. Part I in the year 2014-15 and has presently introduced 4 departments at the last year of its degree course. The institution has empowered the teaching and non teaching through its welfare schemes. 16 teachers were given financial help for attending conferences, 12 professional development programmes were organized, and 11 teachers attended O.P., R.C., Short Term Course and FIP during the last five years.

The IQAC has taken initiative to enhance the quality education. Of the 15 recommendations made by the earlier Peer Teams, the institution has successfully implemented 11 of it. 24 quality initiatives were taken during the last 5 years which include IQAC meetings, submission of AQAR and Feedback. To enhance the teacher quality, 3 teachers were awarded Ph.D., 4 others registered their names for Ph. D; 2 more submitted their Minor Projects, 2 are working as Ph.D. guides and of whom 1 teacher has guided 1 M. Phil and 1 Ph.D. student successfully. Besides this, the institute organized 2 National level conferences during the last five years.

Institutional Values and Best Practices

The institute has organized 22 gender equity programmes and carried out 2 Best Practices and has taken every care to ensure safety and security of girl students during the last five years. Measures such as CCTV, *Nirbhaya Pathak*, Common Ladies Room, Sanitary Napkin Vending Machine, Counseling etc, ensures safety and security of all girl students. The 27.2 % annual power requirement against the annual requirement of 2209.12 KWH is met by renewable energy sources. The 6.41 % annual lighting power requirement against the annual lighting power requirement of 667.98 KWH is met through LED bulbs.

In order to ensure Solid and Liquid management, its recycling is done in the college whereas a MoU is made for E-waste management. The college has taken initiatives for Green Practices. The average percentage of expenditure on green initiatives and waste management is 1.11 against the total expenditure of INR 98515/- during last five years of which Green Audit has been done. A number of activities were organized to increase consciousness about national identities and constitutional obligations. 27 activities were conducted for promotion of universal and human values during the last five years. Complete transparency is maintained in financial, academic and administrative functions.

Two institutional best practices namely, Book in place of Bouquet, Girl Adoption as well as

organization of innumerable activities and programmes are aimed at empowerment of women which we believe are the distinct features of the institution.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHIV-SHAHU MAHAVIDYALAYA, SARUD
Address	A/P-Sarud, Tal-Shahuwadi, Dist-Kolhapur
City	Sarud
State	Maharashtra
Pin	416214
Website	www.shreeshivshahu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Gadave Bhanudas Ramchandra	02329-244328	9420775672	02329-244509	srd56.cl@unishivaji.ac.in
IQAC Coordinator	Patil Pratap Bhaskarrao	0231-2320522	9623749634	02329-244887	pratappatil2025@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	
Date of establishment of the college	13-06-1983

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-06-1990	View Document
12B of UGC	06-09-2002	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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-Sarud, Tal-Shahuwadi, Dist-Kolhapur	Hill	5.83	3891.3

2.2 ACADEMIC INFORMATION

NAAC

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	H.S.C.	Marathi	360	123
UG	BA,Hindi	36	H.S.C.	Hindi	360	130
UG	BA,English	36	H.S.C.	English	360	44
UG	BA,Economics	36	H.S.C.	Marathi	360	225
UG	BA,History	36	H.S.C.	Marathi	360	143
UG	BA,Sociology	36	H.S.C.	Marathi	360	135
UG	BA,Geography	36	H.S.C.	Marathi	360	112
UG	BA,Political Science	36	H.S.C.	Marathi	360	131
UG	BCom,Advanced Accounting	36	H.S.C.	English	360	312
UG	BCom,Advanced Banking	36	H.S.C.	Marathi	360	29
UG	BSc,Microbiology	36	H.S.C.	English	360	125
UG	BSc,Chemistry	36	H.S.C.	English	360	250
UG	BSc,Physics	36	H.S.C.	English	360	103
UG	BSc,Mathematics	36	H.S.C.	English	360	102

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				14				29			
Recruited	0	0	0	0	12	2	0	14	14	13	0	27
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				14				29			
Recruited	0	0	0	0	12	2	0	14	14	13	0	27
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	16	3	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	16	3	0	19
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	1	0	0	1	0	6
M.Phil.	0	0	0	8	2	0	2	0	0	12
PG	0	0	0	4	0	0	2	0	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	11	14	0	25

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

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
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	627	1	0	0	628
	Female	488	1	0	0	489
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	39	40	52	48
	Female	27	42	50	49
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	51	65	73	74
	Female	24	28	44	49
	Others	0	0	0	0
General	Male	276	343	361	405
	Female	219	279	310	326
	Others	0	0	0	0
Others	Male	28	36	43	51
	Female	20	27	32	48
	Others	0	0	0	0
Total		684	860	965	1050

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response : 14

Number of self-financed Programs offered by college

Response : 10

Number of new programmes introduced in the college during the last five years

Response : 10

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1048	965	860	684	589

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

2016-17	2015-16	2014-15	2013-14	2012-13
660	576	516	408	408

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
303	257	214	191	179

Total number of outgoing / final year students

Response : 1143

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
38	39	33	26	26

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	23	25	23	23

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

2016-17	2015-16	2014-15	2013-14	2012-13
38	39	33	26	26

Total experience of full-time teachers**Response : 606****Number of full time teachers worked in the institution during the last 5 years****Response : 22****3.4 Institution****Total number of classrooms and seminar halls****Response : 30****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
17.53457	24.65188	22.66009	20.92571	38.73258

Number of computers**Response : 43**

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.376994

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.0167

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institution is affiliated to Shivaji University, Kolhapur. As it does not enjoy liberty to design the curriculum of all affiliated programmes, it has to implement the curriculum introduced by the Board of Studies formed as per the directives and guidelines of the State government and the university. Nevertheless, the faculty contributes in other ways in making the curriculum better and effective such as making some oral suggestions in the workshops on syllabi, writing units in the text books as well as in Self Instruction Material (SIM) of the university. The number of SIM and text book unit writers raised from 1 in 2012-13 to 4 in 2015-16. In accordance with the plan, the institute also organized two workshops on the revised syllabi during the last five years in which teachers and students concerned took active participation and gave their feedback which proved useful in delivering the syllabus effectively in the class.

Once the curriculum reaches the college from the university, the faculty prepares semester wise Teaching Plan as per the curriculum and sticks to it while teaching. The Principal reviews it in the Meetings of HoDs. Teachers who are sent on deputation for attending Orientation Courses, Refresher Courses Short Term and Summer Courses conduct extra lectures to complete their syllabus. Some teachers also engage extra lectures and make sure that students are benefited by it. The Portion Completion Report is submitted to the Principal at the end of every semester. The Principal ensures from the students that the syllabus is completed successfully by the concerned teacher.

Regarding the Self Financed Career Oriented Certificate Courses, the institution has introduced 6 CoCs from June 2016 and 4 from June 2017 taking the total number to 10. Each course runs for 3 months. Liberty of choosing the course is given to students. The syllabi of these courses are designed by the faculty. Time table is prepared without hampering the regular time table of the college. After teaching for 3 months, examinations are conducted and answer books are assessed by the concerned faculty. Certificates of the courses are issued to students who pass the exams. Apart from this, the teachers are also indulged in co-curricular activities such as Study Tours, Projects, Seminars, etc. in order to deliver the curriculum effectively. The record of works and documents related to curriculum such as subject wise curriculum, teachers' participation in syllabus workshops, organization of workshops in the college, Teaching Plans, Portion Completion Reports, etc. is properly documented.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 5

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 34.78

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	4	3	0	1

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 28.57

1.2.1.1 How many new courses are introduced within the last five years

Response: 4

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 14

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 22.88

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
998	21	42	27	48

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

As the Curricula for all programmes are designed by the university, there is no scope for the institution to incorporate any cross cutting issues into it. However, the BoS of majority of Departments takes care to integrate these issues relevant to Gender, Environment, Human Values, Professional Ethics, etc. Especially, the curricula in Arts and Humanities is very much cautious about introducing topics which emphasize gender equality, environmental consciousness and its sustainability in the present world challenged by growing environmental imbalance and its decline. There is need to reestablish human values and learn the professional ethics in different areas. Yet, these cross cutting issues are seen in the syllabi of B. A., B. Com and B.Sc. Programmes.

In B. A. Marathi Course Paper I, there are 2 units that address the issues of Gender and Women Empowerment and 1 unit focuses on environment. In B. Com Part I Marathi, Paper I there are 2 units that deal with Human values.

In B. A. Hindi Paper I, and Paper II there are 6, in Paper III, IV and VI 9 units addressing the issue of Gender and Women Empowerment. In Paper I 1; III & IV there are 3; and in Paper VII there is 1 unit on Environmental Sustainability. In Paper I there are 5, in Paper III, IV and VI there are 13 units dealing with Human values. In Paper II there are 4 units on Professional Ethics.

In B. A. English Paper I & II there are 5 units ; In paper III; 1 and in Paper XIII and XIV there are 3 units relevant to Gender and Women Empowerment. In B. Com. I, B. A. II, B.Sc.III, B. A. I (Optional), B. A. III (Special) Papers VIII, X and XIII 9 units address Environmental Sustainability. Paper I, II, XIII, B. Com. II and B.Sc. III focuses Human Values. Paper A, F, III, B. Com I and II and B.Sc. I there is 1 unit each that address Professional Ethics.

In B. A. Sociology Paper V, IX and XIV there is 1 topic belonging to the issue to Gender; in IDS there are 3 issues which deal with human values and in Paper X and XV 1 topic each addresses Professional Ethics.

In B. A. Political Science Paper IV, V and XII there is 1 unit each on Gender. 1 unit in Paper XII is on Environmental Sustainability and 1 unit in Paper I on Human values.

In B. A. Economics Paper X there is 1 unit and in B. A. Geography course, in Paper IV there are 2 units on Environmental Sustainability.

In B. A. History Paper XIV there is 1 unit on Gender; 1 on Environmental Sustainability and 1 on Human Values.

In B. Com II Paper II, there is 1 unit on Gender.

In B.Sc. Paper V in Chemistry there is 1 and in Paper XV in Microbiology there is 1 unit on Environmental Sustainability.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 6

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 6

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 33.59	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 352	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise A.Any 4 of the above B.Any 3 of the above C. Any 2 of the above D. Any 1 of the above Response: B.Any 3 of the above	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.15

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	2	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 79.41

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1048	965	860	684	589

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1320	1152	1104	816	816

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 46.5

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
319	294	238	189	166

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The institution assesses the learning levels of the students at the entry level of B. A., B. Com and B. Sc. graduation programmes. Once the students are admitted to Part I class, the teachers classify the students on the basis of their percentage at H.S.C. examination. The usual practice followed by the institution is that the students who score the percentage between 35 to 44.99 in the H.S.C. exams are treated as Slow Learners and those who score 70% and above are considered Advanced Learners. After that, the subject-wise list of the students who fall in the category of Slow and Advanced learners is prepared. Both Slow and Advanced Learners are given free access in the library for all working days. They can enter in the stack room and take any book of their choice for study, general reading and updating general knowledge. Considering the level of difficulty, it is found that for slow learners there is need of extra coaching with regard to English (Compulsory) and Economics (Optional) for the students of B.A. Part I, English (Compulsory) Economics and Accountancy for B.Com Part I students and Physics and Chemistry for B.Sc. Part I students. The institution has taken initiative to help the slow learners to improve their knowledge of English, Economics, Accountancy, Physics and Chemistry at the entry level. The teachers teaching particular subject are asked to engage extra classes as per the time table prepared for the slow learners. In addition to that the slow learners are supplied with extra study material and question papers are discussed and get it solved in the classrooms to improve their percentage in the university exams. So far as advanced learners are concerned, special guidance is given to them to prepare for various competitive examinations. A free book set is given to them from the library. In addition to that teachers give them extra books on their personal account from the college library as well as from their personal library for extra reading and preparation for getting good marks in the university exams and succeeding securing jobs in competitive exams. Extra coaching and motivation is given to them to participate in

various activities like essay writing and elocution competition as well as writing articles and poems for college annual magazine Pradnyanjali. Informal counseling of the students is done by the teachers now and then. The improvement of both slow and advanced learners is checked out by their performance in the semester examination.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 49.9

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.1

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

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

Response:

The institution is quite aware of the growing needs of use of innovative and new methodologies in Teaching and learning process. The faculty is encouraged to adopt these methods in their classroom teaching. The focus of the process is of course students. The teachers make use of ICT such as LCD projector, Internet print-outs, screening films, documentaries and videos and other audio visual aids. In

participative learning, the students are drawn into classroom activity such as group discussion, question-answer, quiz etc.

In order to make continuous evaluation of students, the college introduced Internal Evaluation Scheme (IES) for B.A., B. Com, Part I and II from the year June, 2012. As a part of this scheme, the students of Part I and II are required to appear for Tutorial in the first term and Group Discussion for the second term. Apart from this, some teachers also conduct Practice Exams and Open Book Tests of their respective subjects as and when time permits. This scheme is exclusively implemented for Part I & II students and not for Part III students. For Part III students, the university has introduced Seminar for Semester V for the first term and Project work for the semester VI for the second term. For B. Com. III and B.Sc. III, there are oral tests for the VI semester.

In case of Problem solving, the teachers either solve their problems in the classroom or try to get their problems solved later. The teachers also try their level best to solve personal as well as family problems of the students by counseling them or giving financial assistance to them. Sometimes the students are taken on a study tour.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 123.81

2.3.2.1 Number of teachers using ICT

Response: 26

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 49.9

2.3.3.1 Number of mentors

Response: 21

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

To make the teaching learning process effective and productive, the faculty always strives to use innovative and creative methods of teaching. While keeping in view the limitations of the new techniques, the teachers make optimum use of the available teaching aids besides traditional lecture method. The language department makes use of LCD projector, Internet print-outs, DTP notes, PPTs, to show audio and video clips to make the teaching units lively and meaningful. The students are also asked to read out poems and passages loudly in order to enhance their speaking skill.

The faculty in the social science departments supports their classroom teaching by conducting visits to the nearby banks and corporate and local self government offices to see their functioning. Bank and Industry visits are intentionally organized with a purpose to let the students interact with the officers and to see actual functioning of industries and banks. Sometimes the bank authorities are invited in the college as guest lecturers for clearing some doubts of the students while learning the topic in the classroom. As a part of learning, many departments conduct study tours and relate them to the prescribed topic. Visits to academic institutions, forts, monuments, places of historical importance are on the top of agenda. This enables the rural students to get more exposure to the outside world and culture. Surveys, Projects are also carried out by the students. Some teachers like those of Geography carry with them different kinds of stones and sand to have a closer study of the objects.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 73.38

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 22.62

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	7	4	4

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 28.86

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 34.78

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	3	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

As recommended by the previous Peer Team, the institution has introduced Continuous Internal Evaluation system from the academic year 2012-2013. Prior to that, there was no CIE scheme at the institutional level. The university had already introduced semester system from June 2010 to Part I, from June 2011 to Part II and from June 2012 to Part III. Nevertheless, for Part II, the university had introduced Home Assignments and Orals and for Part III, Seminars and Project Works.

Though the students were busy in semester exams, still the institution dared to introduce CIE to Part I and II classes from June 2012 without hampering teaching and the semester exam of the university. For this, a few faculty members conduct extra lectures. As per the policy of the CIE committee, there is a Tutorial system introduced in the first term and Group Discussion in the second term, for Part I and Part II students. A tutorial of ten marks is conducted in the class by individual teacher as per the time table of the CIE committee. Teachers after assessing the tutorials return them to the students with individual and common suggestions for improvement. These suggestions help the students to improve quality of their answers in the university examinations. Group discussions help the students to build their confidence

during the discussion among the groups. It also provides good medium for them to exchange various ideas among themselves. Since then, the institution has been running this academic practice effectively.

Besides this, Part III students are required to present a Seminar of every paper individuality in the first term and group wise Projects in the second term for 10 marks each. The teachers assess the seminar papers and Projects and send online marks to the university. The marks obtained by the students in the seminars and projects are included in the university exam results.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Since its introduction in June 2012, the institution has evolved a transparent and forceful system of internal assessment. The institution has adopted two methods of internal evaluation, namely Tutorial and Group Discussion. These are exclusively applied to Part I and Part II students. Besides, these two activities, a few faculty members conduct Open Book Test, Practice Exam, Orals, etc. to test how much knowledge the student has gathered in the classroom teaching. Such practices keep students and the teachers busy throughout the year. To begin with, Tutorial is conducted usually in the second half of September every year with due notice to the students and faculty well in advance. The printed answer book is supplied by the institution. The faculty is asked to devise the question according to the pattern of the university question paper. The question is written on the blackboard and the students are given 40 minutes to attempt the question. The teachers then assess the tutorials and in order to maintain transparency, the papers are given back to them with suggestions for improvement. Two papers and a mark sheet of all students is maintained and kept with the teacher for record.

Group Discussion is conducted in first half of January every year. Yet the teachers are asked to conduct it as the time permits. The subject teachers give a topic related to the syllabus or prescribed unit for discussion in the class. It is usually debatable in nature. Groups are formed and they are encouraged to take active part in the discussion. In case there is shortage of time as it happens in every discussion, the Group leader is asked to talk on behalf of his group. The attendance of the students present is taken on a sheet of paper by the teacher and is kept for record.

Secondly, though for Part III, there is no internal assessment system implemented by the institution on its own, the university has introduced its own IES viz. College Assessment of 10 marks each, in addition to 40 marks for written examination which is conducted by the university. Under this scheme, Part III students are required to present a seminar paper consisting of 10 marks each in the first term. To avoid repetition, the teachers give a list of topics for the seminar and ask the students to choose any topic of their interest. The seminar papers are presented in the class and are discussed. The teacher then evaluates the performance of the student and sends the marks to the university online.

Under this scheme, in the second term, the students of B. A., B.Com. and B.Sc. III are required to do a Project Work or Oral or Assgement or Seminar of 10 marks each on the topic related to

their papers. The Projects are then assessed by the concerned teachers and the marks are sent to the university online. The university includes these marks in Mark statement of final result of the students.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

There are two different mechanisms adopted to deal with examination related grievances- formal and informal. The university follows formal mechanism to deal with its examination related grievances that is transparent, time bound and efficient. The whole exercise of the examination begins with filling in the exam forms the time table is prepared by the university, displayed on its website and hard Print is sent to the college well in advance. It also sets the question papers which are emailed to the respective exam centers half an hour before commencement of every paper. The assessment is carried out various centers known as CAP centers by the teachers except the assessment of Part I classes for it is carried out in the respective colleges only. The marks are filled online and are sent to the university. The university declares results of all exams in due course of time on its website. Students who are not happy with it can apply for verification of result and also get the photo copy of their answer books and if found not properly assessed, can apply to the University for Revaluation. The university gets the paper reassessed blindly from another examiner and if there is an increase in marks, the students gets its benefit. At the same time, the concerned examiner is called before the Lapses Committee and if found guilty, he /she is fined or debarred from assessment work for a period of time as the norms of the university (the case may be). Thus, it is a time bound efficient and transparent mechanism.

There is an informal but transparent mechanism to deal with internal examination related grievances such as Tutorial, Open Book Tests, and Practice Tests followed in the college. Regarding the internal exams, the students get their tutorial marks along with the papers immediately after the assessment and incase they have some grievances about it, they bring it to the notice of the subject teacher. If the teacher finds them valid, he corrects them and sees that their grievances are addressed.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institution sticks to the academic calendar for the conduct of continuous internal examination. The institution follows its Academic Calendar as decided by the university. The university through its

calendar informs the institution about the beginning and closing of the terms well in advance. While preparing the annual plan of all activities, including CIE, the university calendar is kept in view by the institution. It also publishes its Activity Calendar in college prospectus and informs the students through notices and through verbal instructions.

In the first term, the tutorial of Part I and II and in the second term Group Discussion of the same classes are the two major activities carried out by the institution in every academic year. The students are informed about it and after completing a topic or two, the teachers conduct tutorial of their respective papers in the classroom during their regular lecture. Group discussion is conducted the last week of January. A notice of tutorial and group discussion is displayed on the notice board and thus the students and the teacher are informed above the continuous internal evaluation system. This internal activity of assessment has proved of great help to the students and the teachers alike in updating their knowledge. Though the institution likes to introduce variety of internal assessment methods, due to hectic semester system, it has become highly difficult and challenging in the present scenario.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of Communication POs, PSOs and COs

Response:

The institution offers B. A., B. Com and B. Sc. Programmes to the UG students. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all programmes are stated and displayed on institute website and communicated to teachers and students through prospectus, university circulars and curriculum. In addition, at the beginning of the academic year, the broad learning objectives and outcomes are verbally communicated to the students in the class by teachers. Apart from these academically determined POs and PSOs, the institution through a number of curricular, co curricular and extracurricular activities and programmes strive to instill in students universally accepted and necessary learning outcomes such as communication skills, life skills, problem solving, creativity and innovation along with enhancement of human values. The college publishes Academic Calendar along with the Activity Calendar in the college Prospectus which is given with admission forms to the students. As soon as the admission process is underway, the teachers begin to conduct classes and inform the students about their Programme Outcomes, Programme Specific Outcomes and finally about the Course Outcomes prior the implementation of the Time Table. The Principal drafts a notice asking the teachers to prepare their Teaching Plan. The HoDs conduct Departmental Meetings and distribute the work load as per the directives of the UGC and State Government. The same is submitted to the Time Table committee who prepares time table for all programmes and courses immediately. The time table is displayed and

communicated to students through Notice Board and in the class and accordingly teaching of all classes and courses undergo successfully. Semester wise portion of each paper is completed by the concerned teacher. The Portion completion reports are submitted to the Principal at the end of every semester. Students' progress is checked through Tutorials, Tests, Practice Exams, Group Discussions, Seminars and Projects work before the Semester exam begins. Records of results of all types of exams and tests are maintained by the concerned IES committee and the concerned departments. In this way, the display and communication of POs, PSOs and COs is done by the institute.

File Description	Document
Any additional information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Every teacher is indulged in structuring and designing the course specific learning outcomes. The IQAC directs the faculty to monitor the progress of the course from time to time. It also directs various curricular, extra-curricular activity committees to see that the activities and programmes reflect the vision and mission of the institute. After taking into account the outcome of the activity, the IQAC permits to carry out it.

Regarding the method of measuring attainment of POs, PSOs and COs; the institution monitors multiple evaluation tools and methods. The learning outcomes are monitored through the performance and the results of students in internal and university examinations. Each department analyses the performance of their students in its **Departmental Meeting**. The Principal also takes its review in the **Staff Meeting** and directs the faculty to concentrate on increasing the quantum of their Course Outcomes. Another effective evaluation technique is **Internal Evaluation Scheme** run by the institute. It proves useful in ensuring the achievement of learning outcomes of students. The Internal Evaluation Scheme in the college enables the faculty to evaluate the performance of the students. The Tutorial system, the Group Discussion, the Practice examinations, Tests; Seminars are some of the measures exercised by the faculty.

2.6.3 Average pass percentage of Students

Response: 70.69

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 767

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1085

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 2.75	
File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.18

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 4

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution has been striving its best to create an effective eco system for innovations as well as other creations and transfer of knowledge. As a part of this initiative, the Management has granted two year study leave for 4 teachers so far under UGC Faculty Development Programme. The institution is generous enough to depute teachers and students for participating in lead college, university, state, national and international level seminars, conferences and workshops. Teachers who are due for Orientation and Refresher Courses are also sent on priority basis. Teachers who wish to do summer and Short term Courses are also deputed for the course. In 2013-14 and 2014-15 two students participated in *Chhatra Sansad* (Student Assembly) at MIT School of Government, Pune

The institution also encourages the faculty to organize seminars and workshops in the college. As a result, two national level conferences, two university level workshops on revised syllabus, 7 Lead College activities and a number of institute level workshops were carried out in the college.

The institution has signed 1 Memorandum of Understanding (MoU) with Yestechno Education Society, Satara. Under this memorandum, 2 activities of creation and transfer of knowledge were carried out successfully in the college. 2 students and a teacher also participated in the prestigious *Avishkar Research Patrika* contest organized by Shivaji University, Kolhapur

The library also provides multiple resources of learning and exploring knowledge for students and teachers. Text books, References books, Free internet facility, free access in the library, Journals in Marathi, Hindi and English, INFLIBNET, E-books, Newspapers are the major facilities provided in the library. Besides, Free Book-Bank Scheme for clever and promising students is a distinct feature of the library. Under this scheme, students are offered books free of cost at home for the whole year. There is also separate study room kept for faculty and students.

The campus is fully Wi-Fi and majority of the departments such as English, Economics, Geography, Science, P.D.C.C. and Library offer free internet access to students. Some teachers are also involved in P.G. teaching in the nearby colleges. As a part of faculty exchange scheme, teachers from other colleges are also invited for delivering talks on different topics. The institute also organizes workshops and seminars for both students as well as staff in order to see that the knowledge is transferred effectively. The faculty also chairs sessions at national and international level conferences. In a way, the institution tries to create and strengthen the eco system for creation and transfer of knowledge.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 25

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	9	4	3	4

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.76

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	22	15	13	17

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.4 Number of books and chapters in edited volumes/books published and papers in

national/international conference proceedings per teacher during the last five years**Response:** 3.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	22	17	13	8

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

The institution has adhered to implement the recommendations made by the previous Peer Teams. As a part of it, we adopted a neighbourhood village named, Vadgaon and carried out extension activities there. Under this scheme, the institution formed four groups – Languages, Social Sciences, Commerce & Management and Economics and the fourth one is Science. The students and faculty members belonging to each of these groups were asked to visit and carry out various programmes and activities for the benefit of students and farmers. The Marathi department teachers conducted programmes and trained students of the Primary School about handwriting, essay writing and recitation of Marathi Poetry. The Hindi Department teachers through students performed two street plays, one on *Gender Equity* and other on Water Conservation named *Paani.com* at Vadgaon and Sarud. The students through their performances executed the repercussions of female infanticide on society as well as the need to save and conserve water. The VCD of gender activity is made and is played now and then in the adopted village. The English department faculty adopted all the students from 3rd and 4th std. and trained them in LSRW skills. As a result, all students of 4th std can read and write English fluently. The Commerce and Economics Department in association with Bank of India, Sarud Branch conducted a One Day workshop on *Loan Schemes to farmers from Government and Banks*.

The Microbiology department with the help of village Grampanchayat organized 4 free health check up camps in last five years in the adopted village Vadgaon. In this camp, Blood Group and Hemoglobin of all the villagers was checked out and necessary medicines were given free of cost to the needy patients. 7 teachers participated in this activity.

A district level essay competition named, *Yuva Swachhata Doot Karandak* was held for students of Junior and senior wing in the college with the association of *Zillha Parishad and Panchayat Samiti*, Shahuwadi. A Clean Campaign was also conducted at *Massai Plateau*, a nearby hill as a part of *Swachha Bharat Abhiyaan*.

The Sociology department undertook a survey of the day-today problems of the other backward class and peripheral community and gave free consultation.

The N.S.S. and N.C.C. are very much ahead in extending all possible help to the nearby communities and the villagers in the adopted village. With the help of the village Grampanchayat, 2500 trees were planted on the hill near Vadgaon. Programmes like Literarcy Rally, Save Earth Campaign, National Unity, Save Sahyadri - Save Environment, Pollution Free Campaign Awareness Rally, Campaign against Superstitions, Animal Husbandry Campaign, Bicycle Rally and many more were organized by these committees. The volunteers and cadets also run a special drive on Common Man Insurance Policy and AIDS awareness campaign every year.

The prime intention behind all these activities is to extend the campus work to the community and sensitize students about growing social issues.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 17

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	4	0	3

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 64.31

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
439	278	856	452	502

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 67

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	14	11	10	11

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 1

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institute has enough and adequate facilities for teaching- learning process as per the minimum specified requirements by statutory bodies. Presently, the institute runs three year degree programme of B. A., B. Com and B. Sc. at U. G. level. Of these, the B.Sc. classes are conducted in the afternoon. The total number of classroom is 27 which are enough as per the requirement. The same classrooms are used for science faculty in the afternoon.

There are 5 laboratories namely, Geography, Chemistry, Physics, Microbiology and Computer Science. Besides, there are special rooms for N.S.S. N.C.C. Central Assessment Programme, SRPD and Examination sections. Canteen, Library, Staff room, Study room, Ladies room and urinary and water closets are enough in number for girls.

The Chemistry laboratory is equipped with computing equipments such as Digital Balance 0.001gm to 220 gm, Colirimeter with filter ECX 650 A, Conductivity Metre with Cell ECX 660 A, Polari meter ECX 801, Kip's Apparatus etc. in the Physics lab there are Travelling Microscope, Varnier Calliper, Galvanometer, Resistance box, Thevamtheorem, Kekrs Rendulkum, Sodium Vapour lamp with transformers, C.R.O. Colpittis Oscillator, Earth indicator Coil, Hysterisis, Appartus etc. In Zoology and Botany labs we have Dissecting Microscope, Slidoscope, Compound Microscope, Student Microscope etc. and in the Microbiology laboratory, there is a Microscope, Medical with Oil emission light, Oven 18x18 with digital temperature controller S.S.

Besides the above listed equipments and apparatus, all the above departments have more than 300 equipments.

File Description	Document
Any additional information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

The institution has provided adequate facilities and is committed to provide more for sports, games and cultural activities.

Facilities for Sports

The institution has its own playground with its size (330 sq. ft. x 200 sq. feet) 66000 sq. feet. On this ground, games like Kho-Kho, Cricket and Kabbadi, Javelin and Discus throw, 100, 200 and 400 meter Running competitions, as well as all other athletic games are organized. There are separate grounds for Volleyball, Long jump to the other side of the main ground. As all students come of a rural and agrarian background, they prefer to play outdoor games and don't have deep inclination for indoor ones. Nevertheless, there is a Gymnasium hall with its size 798 square feet and a Gymkhana Hall at its basement with the size 504 sq. feet. In this hall games like Chess, Carom are organized. The following is a list of sports items provided to the students. The Sports Committee always tries to utilize these facilities for the benefit of students.

Sr. no.	Name of the item	Quantity	User Rate
1	Discus	13	15.06
2	Leaden balls	2 (14 & 16 Pound)	15.66
3	Cricket Stumps	10	12.04
4	Knee Pad	3 pairs	12.04
5	Cricket Bat	9	24.09
6	Cricket Ball	20	60.24
7	Abdominal Guard	2	24.09
8	Cricket Helmet	4	24.09
9	Javelin	6	72.28
10	Carom Board	2	12.04
11	Passing Ball/ Net	1	60.24
12	Shooting Ball/ Net	1	60.24
13	Football	1	6.02
14	Cricket Mat	1	60.24
15	Boxing Material	2 kits	12.04
16	Chess kit	3	36.14
17	High jump Stand	1	6.02
18	Weight machine	1	120.62
19	Measurement Tape	1	120.62

There is also a Gym Hall in which there are the following items

Sr. no.	Name of the item	User Rate
1	Cycle Machine	60.24
2	Shoulder Machine	60.24
3	Chest Machine	60.24
4	Bath sep/ Trisep	120.62
5	Back/ Wings Machine	48.19
6	Leg Press/ Bisep	48.19
7	One line bench	12.04
8	Dickline Common Machine	12.04
9	6 pack	12.04
10	Lower pack bench	12.04
11	Back Wings Machine	12.04
12	Scant stunt	12.04
13	Calf Press	12.04

14	Walker	60.24
15	Barbal Course	24.09
16	Dumbel Course	12.04

Facilities for Cultural activity:

The institution has also provided maximum facilities for conducting cultural activities in the college and preparing students for participating in cultural activities elsewhere. There is a special room kept for Cultural activity. Musical instruments such as Tabla, Harmonium, Dholki are there to rehearse variety of activities. There is also a sound system to create a desired sound effect. As and when needed, an expert Musicians, Choreographers are hired from outside to train and help student artists to perform better at different level competitions. Special budget is reserved for this and incentives such as concession from attending lectures, extra guidance for covering their syllabi is taken care of.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 30

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 40.61**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
6.50000	5.00000	20.00000	5.00000	13.00000

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library is fully automated with ILMS. The followings are the details of the installed software

- Name of the Software : RMI InfotechLibrary Management System
- Nature of automation : Fully
- Version: : Not available

This system is a Multi User System which is more efficient, prompt and manageable in day today transactions and it helps to transform the library into an ideal library. With this system, the data is entered only once and instantly available in all users and thus it reduces duplicate data entry and data redundancy. Moreover, the administrative and day to day work can be carried out more smoothly efficiently with minimum numbers of administrative staff and there is a Single Window to view all information of a library, their activities, purchase, issuing registers etc.

The software has security features such as Allocating rights to users, Password protection, Data security, Log information, Regular Backup. The system is capable of Maintaining Multiple registers like for Junior, Senior, Donated Register and Others.

This RMI System consists of the following modules;

Serial Controls, Accession register, Circulation, Acquisition, OPAC, Book Purchasing, Book Binding, Multiple Library Card issue, I card based Issue and Fine and Deposit Collection. The software also helps to prepare reports such as Accession Register, Daily Book Issue/ Return Register, Title-wise Book list and count, Analysis report for Max Books Read by Student, Subject wise/Department wise Summary of Books, Books issued to Staff, student; Late return books, Stock Verification, No dues list, Books write off, discarded, lost etc., Register Wise, Book Title Wise Details and Daily Fine Collection Register.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for

library enrichment**Response:**

Our library has a collection of a few rare books, manuscripts and special reports which proves very useful in providing the referential data to readers and research scholars. There are 20 Rare books, 2 Manuscripts and 5 Special reports available in the library. In order to enrich the library and to facilitate the stake holders our library collected the following rare books, manuscripts and special reports.

Sr. No.	Name of the Rare Book	Name of Publisher	Name of the Author/ Editor	No. Copies
1	Moras Marathi KavitaDashavtar	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Shri. P. S. Nerulakar	01
2	Moras Marathi Katha Dashavtar	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Shri. P. S. Nerulakar	01
3	SenapatiBapat	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Maharashtra Rajya Sahitya- Sanskriti Mandal-Mumbai	01
4	BhotikshastrParibhashaKosh	Bhasha Sanchanalaya	Shri. V. M. Kulte	01
5	JivshastrParibhashaKosh	Bhasha Sanchanalaya	Shri. V. M. Kulte	01
6	RajyashatrParibhashaKosh	Bhasha Sanchanalaya	Shri. N. R. Deshpande	01
7	VanijyashastrParibhashaKosh	Bhasha Sanchanalaya	Shri. V. K. Tondmule	01
8	SankhyashastrParibhashaKosh	Bhasha Sanchanalaya	Shri. V. K. Tondmule	01
9	RasayanshastrParibhashaKosh	Bhasha Sanchanalaya	Shri. V. B. Kulte	01
10	ArthshastrParibhashaKosh	Bhasha Sanchanalaya		
11	Slavery	The Education Department Gov. Maharashtra, Mumbai	Mahatma Phule	01
12	Rojnishi	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Shri. G. M. Pawar	01
13	Maharashtrache Shilpkar Maharshi Dhondo Keshv Karve	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Shri. N. M. Joshi	01
14	Zashichi Rani Laxmibai	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Pratibha Ranade	01
15	Theory of Literature and other essays	Prakash Book Depo	S.P. Sengupta	01
16	Bhartiya Gramshikshan	Nilkanthprakashan	Chandrakumar Dange	01
17	Aristotalche Kavyashastra	Mouj Prakashn	G.V. Karandikar	01
18	Co. Shreepad Amrut Dange	Maharashtra Rajya Sahitya-Sanskriti Mandal- Mumbai	Dr. Ashopk Chousalkar	01
19	Sahitya Sidhant	Maharashtra RajyaSahitya- Sanskriti Mandal-Mumbai	Dr. S.G.Malshe	01

20	Bhartache Savidhan	Bharat Sarkar	P.K.Mhalotra	01
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• List of Manuscripts

Sr. No.	Name of the Manuscripts	Name of Publisher	Name of the Author / Editor	No. Copies
1	Shrimad Bhagwatgeeta	-----	-----	01
2	Bhavarth Ramayan	-----	-----	01

• List of Special Reports

Sr. No.	Name of the Special Report	Name of Publisher	Name of the Author/ Editor	No. of Copies	P
1	Report on Agricultural Census	Department of agricultural	Department of agricultural, Maharashtra	01	1
2	Economic survey	Oxford press	Oxford press	01	2
3	Economic survey	Oxford press	Oxford press	01	2
4	Economic survey	Oxford press	Oxford press	01	2
5	World Development	World bank	World bank	01	2

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.26

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.65	1.36	1.37	0.73	1.18

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 20.11

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 215

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

During the last five years, the institution has adopted some strategies with respect to IT facilities which are upgraded. All campus is Wi-fi and Principal Cabin, Office, Library and some more departments are connected with internet. All faculty members have official E-mail IDs. There is a special bandwidth for online search. We have 43 computers and 16 printers. There is a barcode Printer and barcode reader facility in the library. There are two computers labs. One is used for English Language and another for running Self Financed CoC courses.

In 2012, the institution bought 16 computers, 4 Printers of which there are 2 all in one (HP 1005) Printers and 2 Lazer Printers (Dell N. 1130). 2 Canon Digital Photo copy machines (Model No. I 2420) enable the DTP work make efficient and speedy. There are also 2 Sony UPL Projectors and 1 Shri Lipi Marathi font software with a licensed copy.

The Department of Geography also has a global Mapper software system. (GIS). It gives a geographic information that runs on Microsoft Windows. This software competes with ESRI, Geomedia, Manifold system and Mainfo GIS products. It handles both vector, raster and elevation data and provides viewing, conversion and other general GIS features.

The Garmin GPS are extremely versatile and can be found in almost any industry sector. They can be used to map forests, help farmers harvest their fields and navigate airplanes on the ground or in the air. GPS system is used in Geographical survey, Military application and by emergency crews to locate people in need of assistance.

The institution updates all the available softwares from time to time with Anti Virus softwares and is maintained by a registered firm.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio	
Response: 24.37	
File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: 5-20 MBPS	
File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: No	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years	
Response: 10.06	
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)	

2016-17	2015-16	2014-15	2013-14	2012-13
2.48940	2.40637	2.23037	1.98512	2.72133

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institute follows a certain procedure for maintaining and utilizing all facilities. A lump sum amount is kept for maintenance of the physical and other facilities. Every year, the state and condition of infrastructure is checked out and the Management is informed about it who, before the Monsoon begins undertakes and completes its repair. There are 5 laboratories and its maintenance are done by the Management. Common breakage charge is taken from all students of Science faculty. With the amount collected, new apparatus is bought and its record is kept. The record of all other equipments and objects is kept in the accession register.

With regard to maintaining library, the Librarian invites book demand from all Heads of Departments and accordingly order is placed after scrutiny of the list. The books which arrive in the library are accessed through bar coding and numbering. The Librarian informs the Principal about sewing and binding of books orally in case they are loosened or torn. The Principal then carries out the maintenance work accordingly. Books which are damaged or lost or missed out by students or faculty members are either fined and new copies are bought. Other facilities which are offered to students is free access in the library so that students can choose book of their own choice.

The Director of Physical Education maintains the Sports section. The material is kept safe in his custody. Under his supervision, the sports team makes optimum use of sports material and equipments.

The institution has enough number of computers with recent and updated software. The Annual Maintenance Scheme is given to Shivam Computers. It offers free service to all computer peripherals which are under guarantee and repairs when it needs.

All the classrooms are maintained properly and are repaired at least twice a year. The maintenance charge is born by the management.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 18.92

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
213	201	143	116	117

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.61

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	9	3	4	3

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 7.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	64	64	60	64

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benefited by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 5.03

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	9	11	12	13

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 18.48

5.2.2.1 Number of outgoing students progressing to higher education

Response: 56

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 23.79

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	6	10	12

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	32	32	30	32

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college has formed an active student council under the provision of University Act 1994, Section 40(2). It is a representative structure for students through which they are involved in the welfare of college and students. It worked as an interface between the students and the administration, and helped to solve the issues that affect the students directly and indirectly. From 2012 to 2015, the student council in

our college represented problems and issues of the students and participated in discussions and decisions that are usually fruitful for the students and the college. Due to new University Act and policy of Maharashtra Governemnt, elections are not held for student council from 2015-16. With an inception of the student council, students have developed their skills of leadership and good governance. This student council includes one student from each class who has secured highest number of marks in the Board/University examinations held in the preceding year and he/she is nominated by the Principal. Four other students and two girls have also been nominated by the Principal from Sports, NSS, NCC and Cultural Activities. However, it is made obligatory for these students to fulfill the eligibility conditions according to provision in Maharashtra University Act and Statutes. One of the members of the students council is elected as a Secretary who represents the college at Shivaji University. The reservation policy for socially backward students and relaxation in marks has also been considered at the time of formation of Student Council. The term of the student council begins with effect from the date of nomination and extends up to the last day of an Academic year.

During each academic year since 2012-13, the student council has been engaged in various activities and has worked for several committees at the institution for the welfare of students. The members of the student council have been working in the institutional committees such as *Anti Ragging, Sexual Harassment Prevention, Students Grievance Redressal cell and Annual Social Gathering Committees*, under the guidance of the Principal and the staff. The college organizes regular meetings of Students Council minimum two in each academic year. In such meetings, the secretary and the members express their views and make the management aware of their problems and demands. The Principal along with the faculty and members of students council suggest remedies and try to solve them. The student council members also give support and supply a voluntary service in other socio-cultural activities. It works as a motivational force to build a clean, healthy and well cultured society through the camps and activities in NSS and NCC departments. The contribution of Students Council seems to be fabulous during the celebration of Annual Social Gathering Ceremony, Birth Anniversaries of National Heroes, Republic Day, Independence Day, etc. The students are motivated and enabled to participate in Sports and Cultural Activities at University, State and National level. We are proud of having an active, dynamic, and ideal Students Council at our college.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 36.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
36	36	35	37	37

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association is a significant part of our college. The experience and suggestions of alumni have helped the college to minimize the drawbacks and proceed towards excellence. Since the establishment of the college in 1983, we feel proud to mention that the parents of many students have been the alumni of this college. The alumni association has a keen eye over the development of college. Our college is located in the rural and hilly area. Therefore, financial contribution of the alumni is comparatively moderate. However, the alumni association contributes the college significantly through non-financial means. The alumni have become a role model for the students today. Many former students of the college have been working in various government, semi government and private sectors. A number of alumni have been appointed on different positions in variety of government departments as a result of their outstanding achievement in the competitive examinations. Some of our alumani has been working effectively as Sarpanch, Nagaradhyakshya and contributing to nation building. Such alumni have been invited to guide and motivate the undergraduate students during the last five years. It is also important to note that some of our alumni have been working as a faculty and administrative staff of this college and the Management. Mr. Ashok Patil the Librarian, Late Mr. Yashwant Dakave, Mr. B. R. Kamble, Mr. Dinkar Kokane, Mr. Sanjay Kamble, Mr. Sunil Rode, Mr. Sanjay Rode and Mr. Dipak Shete etc. are the names of few of them. The alumni association provides a voluntary service during the NSS and NCC camps. The college organizes Alumni meet once a year. During the meeting alumni discuss various aspects of the college. They comment on, amenities and support facilities provided to the students, infrastructure, library, contribution to the sports and other cultural activities and suggest some amendments for the well-being of the students and the college. Our generous alumni every year awards a trophy to the topper students, Best cadet of NCC and also Best volunteer of NSS. Along with this our alumni has provided their own JCB machines and Tractors at the time of building the college ground. They have also given gifts such as fans, dais and frames of national leaders, social reformers and eminent literary personalities. Thus, our college feels pride in having such a great tradition of alumni association.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

We have a very transparent governing system under the effective leadership of the management and the Principal. The leadership is very much aware of this system which is in tune with the institution's vision and mission.

Vision

- To impart knowledge and inculcate ethical and humanitarian values among hilly and rural people.
- To awaken the women power through higher education.

Mission

- “Kuninarahodurbaladnyamhanuni ha shikshanyadnya”

(Education for the unlearned and the weak).

The LMC is the highest governing body that is comprised of 8 members including the Chairman and the Vice Chairman. The Principal is the secretary. 2 members are taken from the Director Board. 2 are from the Teaching Faculty and 1 member from the Administrative Wing. The function of this committee is to determine the goal and vision of the institute and implement it effectively.

The Special Cell is the Statutory Committee formed as per the directive of Shivaji University, Kolhapur is exclusively formed for welfare of the Backward and Other Backward Class with regard to ensure proper implementation of the Reservation Policy of the Government in connection with Student Admission, Scholarship as well as problems of these classes.

The Grievance and Redressal Cell is comprised of 4 members of which 3 members come from Teaching and 1 from the Administrative Department. This committee takes cognizance of complaints of students' with regard to their learning problems, other facilities and complaints of any kind. There is a complaint box kept in front of the office. Students are asked to drop their complaints into the box in writing. The committee sits first Monday every month and opens the box. It also discusses the problems and tries to resolve the problems at the earliest.

IQAC is the highest policy making committee formed in the institution in order to enhance the quality at all levels. As per the guidelines given by NAAC, the institution has formed its body comprising of 15 members. The Principal is the Chairman of the committee; 1 from Administrative and 5 from the Teaching Faculty; NAAC Coordinator, 1 representative from the Management, 1 from Alumni, 1 from Society, 1 from Industrialist, 2 External Experts and IQAC Coordinator. The body meets quarterly in a

year and discusses the Academic and Administrative problems.

With regard to Women' Redressal Committee, it works according to the guidelines given by the university. The chief objective of the committee is to protect girl students and women at work places and make them aware of their rights. The committee is comprised of 6 members of which 2 lady teachers 1 advocate and 1 from the Administrative department. Earlier there were two more committees namely, Anti Ragging and Sexual Harassment Prevention Act Committee. But now both are merged into the Women's Redressal Committee.

Utmost care is taken to conduct those activities only which reflect goal and mission of the institution.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution has effective decentralizing and management structure. The LMC is the highest policy making body whose Chairman is the President of the Governing Body. The Vice President and Secretary come next to him. Other members in the body consist of 5 persons of whom 2 are from Management, 2 from Faculty and 1 from Administration.

This committee takes into account the problems faced by the institution and tries to resolve it as early as possible. The minutes of the meeting are kept ready for the consideration of the members.

As per the decision taken by LMC, the Principal is given freedom to discharge his duties among the teaching and non-teaching staff. To ensure the smooth functioning of the academic and administrative work, the Principal organizes regular meetings of the faculty members, the 13 HoDs of the concerned departments as well as Administrative department and guides them for better work and takes review of the work done. The Office Superintendent leads the Non- teaching staff. Besides this, there is a Librarian who is assisted by 3 attendants.

The Principal also forms various committees such as Admission Committee, Special Cell Standing Committee, Grievances Redressal Committee, Womens' Grievances Redressal Cell, RTI Comiittee, Purchase Committee, Library Committee, N.S.S. Committee, Cultural Committee, *Pradnyanjali* Editorial Committee and Students Council. As per the need of the college, the Purchase Committee invites quotations from different agencies and then the lowest quotation is accepted and order is placed for the respective item. The Library committee reviews the work in the library by conducting at least two meetings in an academic year. It discusses the problems and issues related to library and tries to resolve them. The Principal allots some funds for purchasing text books and reference books of the revised syllabi of the classes concerned. The committee also directs the librarian to make sure that new and latest books and journals are ordered as per the demand from various department heads. The Admission committee begins its work of student admission immediately after the declaration of Board and University results and well in advance before the academic year begins in the month of June.

For instance, a complete decentralized and participative management is maintained in the Admission Process. Admissions are given as per the reservation policy of the government. In the first stage, admission forms are made available to the desired students and are accepted with necessary documents by the committee which, after scrutiny, the students are advised to upload online admission forms on the university website and its hard copy is to be submitted to the office. The committee then displays the merit list of students for the first round as per the reservation policy of the Government of Maharashtra. If seats are seen vacant after the first round then the second list is displayed. The students are given enough time for taking admission to the course with necessary fees. Once the fees are paid by the students, his admission is confirmed by the office.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

As per the recommendation made by the Peer Team during the second accreditation with regard to introducing Science wing in the college, a resolution was passed in the Management meeting that was held on 15th June, 2013 and the Principal was instructed to send a proposal to the Government of Maharashtra through Shivaji University, Kolhapur. The proposal was sent to the government on 29th October, 2013 and the government viz. its order NGC2014/(101/14)/M.S. 4 Mumbai 32 Dated 14th June 2014 gave permission to the Institution subject to the policy of permanently non-grant basis and the first year of the B.Sc. Course was introduced from June 2014 with Chemistry, Physics, Mathematics and Computer Science in 'A' group and Chemistry, Botany, Zoology and Microbiology in 'B' group in addition to English Compulsory. The university gave one year affiliation for part I.

As a part of natural growth, with regard to introducing Part II of the B.Sc. course, the Principal sent a proposal to the university. The proposal was sent on 28th August, 2014 and the university gave affiliation for the second year on 25th June, 2015. In the same meeting a review of requirement of educational tools, laboratory equipments with chemicals for Part I was taken and it was decided to purchase it.

As a part of natural growth, in the LMC meeting held on 23rd May, 2015 a resolution with regard to introducing Part III of the B.Sc. course, the Principal was asked to send a proposal to the University for 4 Departments namely, Chemistry, Microbiology, Physics and Mathematics. The proposal was sent to the university on 31st August, 2015 and the university gave affiliation to start Part III with the same departments on 2nd April, 2016. It was also decided in the LMC meeting to have separate departmental laboratory with necessary books, equipments and chemicals.

In this way, the B. Sc. course which was introduced in June 2014 has been successfully run and the first batch of the same Course passed out in April 2016 with flying colors. Now the university with its letter no. 1062 dated 15th May, 2017 gave one year affiliation i.e. 2017-2018 to Part I, II and III.

File Description	Document
Any additional information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The institution follows a well-organized structure in its administrative and academic functioning. The Governing Body is the head of it. It is comprised of the President, Vice President, Secretary and Joint Secretary. Besides, there are 9 members

Next to the Governing Body, LMC is the highest policy making body whose Chairman is the President of the Governing Body. The Vice President and Secretary come next to him. Other members in the body consist of 5 persons of whom 2 are from Management, 2 from Faculty and 1 from Administration.

The Principal is the head of the institute who looks after both the Administrative and Academic functioning of the institution. He is given freedom to discharge his duties among the teaching and non-teaching staff. To ensure the smooth functioning of the academic and administrative work, the Principal organizes regular meetings of the faculty members, the 13 HoDs of the concerned departments as well as Administrative department and guides them for better work and takes review of the work done. The Office Superintendent leads the Non- teaching staff. Besides this, there is a Librarian who is assisted by 3 attendants.

Functions of Various Bodies:

The institution functions as per the directives of the State, University guidelines. There are a number of statutory bodies and committees formed in the institution. Statutory bodies include Governing Council, Local Management Council (LMC), Special Cell Standing Committee, Grievances Redressal Cell, Women's Redressal Committee and the Right to Information (RIT) Committee. The Governing Council is the highest body that governs the institution. The LMC addresses the issues related to academic and financial matters. It also thinks over the perspective plan. Special Cell is formed to look into the different scholarships of the State and Central government. Grievances Redressal Cell looks after the grievances of students about faculty, administration and institution. Women's Redressal Committee is exclusively formed to listen to and address the issues related to women. The girl students as well as lady teachers can raise their problems in writing to the committee who as per the policy sort out their problems. The RIT committee receives applications from citizens who are authorized to know about the information related to the functioning of the institution. However, the institution reserves the right to deny information which is sensitive.

Grievance Redressal Mechanism:

Like many other statutory bodies, the Grievance Redressal Cell functions effectively in the college. It was established as per the guidelines of the university. This cell is comprised of 4 members of which 3 members come from Teaching and 1 from the Administrative Department. This committee takes

cognizance of complaints of students with regard to their learning problems, other facilities and complaints of any kind. A complaint box is kept in front of the office. Students are asked to drop their complaints into the box in writing. The committee sits first Monday of a month and opens the box. It also discusses the problems and tries to resolve the problems at the earliest.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

There are a few bodies such as the Governing body, Local Management Committee; Cells such as IQAC, Special Cell Standing Committee, Grievance Redressal Cell, Women's Grievance Redressal Cell; and numerous committees such as RTI, Purchase, Library, Cultural, N.S. S., Sports, etc. All these committees work throughout the year and some of them are statutory and as per the guidelines given by the

university or the State Government, these committees function in the college effectively for the benefit of stakeholders of the institution.

For instance, the IQAC in its 4th meeting held on Tuesday, 19th March, 2013 passed a resolution no. 4.3 that each faculty member should adopt at least a girl student from the college and take care of her educational and financial problems. Since then every teacher has adopted a girl student every year and has helped her by all possible means. The total number of students was 85 upto June 2017. The financial support given by the teachers went above Rs. 1,00,000/-

In the same meeting, another resolution was also passed. It was decided to adopt a village under extension activity and provide all possible help to its native people. As per the resolution a village named Vadgaon was adopted by the college in the same year and with the help of village *Sarpanch* and the local body members, the college organized a number of academic, social and banking activities for the welfare of the people. For instance, the language departments adopted the students of the Primary School and developed their Reading, Speaking, Listening and Writing skills. As a result, the students are able to read English fluently. The Commerce and Banking department conducted one day workshop in which the farmers were apprised of special schemes run by the State and Central government. One officer from Bank of India delivered a lecture on Crop Loan and Medium Term Loan for the farmers. Other speakers also interacted with the farmers and appealed them to get the benefit of all schemes of the bank.

The N.S.S volunteers and N.C.C. cadets also visited the village at regular intervals and cleaned the streets and alleys of the village. The volunteers also went door to door and gave training to villagers with regard to environment, education and health conscious. In this way each faculty member and student contributed for the welfare of the villagers.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institution has a few effective welfare measures for both teaching and non teaching staff. They are –

- 1.Maji Aamdar Shri Babasaheb Patil Sarudkar Shikshan Sansthechya Sevakanchi Sahakari Pat Santha Maryadit, Sarud
- 2.Kolhapur Zilha Pradyapakanchi Sahakari Pat Sanstha Maryadit, Kolhapur
- 3.Teachers' Benevolent Fund (A Welfare Activity sponsored by SUTA)

Of these welfare schemes, the first one is run by the institution. All employees working in any branch of the management can become the member of the society and can avail its benefits. The sole purpose of the society is to help the employees to meet their financial needs and requirements from time to time. They

are also motivated to deposit their amount in the society. The Board of Directors is also very visionary in the sense that it has introduced a scheme called Loan Waiving Scheme for the members. That is to say, if a member dies suddenly then his family members or guarantors do not suffer financially. The loan is waved from the deposits made by every member of the society.

The second and the third welfare schemes are run by Shivaji University Teachers' Association (SUTA). Its Credit society offers loan upto Rs. 12,00000/- for any member teacher who is working on a permanent basis. It is limited only to teachers in Kolhapur district. The loan can be used for any personal cause, house building or education of the children. This society has also introduced a scheme called Insurance against loan. That is to say, if any member meets an untimely death, the insurance company pays his entire loan and thus the guarantors or his family members do not suffer. There is also another scheme known as Emergency Loan given to members in need. Its limit is Rs. 30000/-

The third scheme is an exclusively selfless scheme introduced for teachers. Under this scheme, the member is required to deposit Rs. 1500/- once and in case he meets death during his services, that day his family gets Rs. 40,000/- as a relief for the deprived family.

File Description	Document
Any additional information	View Document

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

Response: 61.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	17	13	10	14

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	3	2	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 9.59

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	2	2	1

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Initially, as per the U. G. C. guidelines the faculty used to evaluate their performance filling in the Self Assessment forms. Their performance was also evaluated by the institution by asking them to fill in Self- Appraisal Forms. The U.G.C. revised this assessment method and introduced new assessment system known as Performance Based Assessment System (PBAS) on 30th June, 2010. It was then approved by the

Government of Maharashtra State vide GR dated 15th Feb., 2011. The Shivaji University introduced the same in June 2012. Since then, the institution has been implementing PBAS effectively. At the end of every academic year, the teachers are asked by the Principal to submit their PBAS forms through their heads who scrutinize them and after its verification the Principal approves it.

As there is an effective and transparent system of assessment for teachers, there is Confidential Report (C.R.) for assessment of the non teaching staff. These forms are as per the rules and regulations of the Government of Maharashtra. Part I of Form 'B' asks about the general information about the employee such as Name, Address, Educational qualification and Eligibility. Part II is Self Assessment Format in which the general guidelines are given to the employee about filling in the form. Part III is Self Assessment Report in which the employee is expected to assess his own performance during the particular year and mention remarkable achievement if any. In Part IV, the Reporting Officer in this case, the Office Superintendent, verifies the efficiency of the employee in work, his/her decision making power, boldness, special inclination, chastity and propriety. He recommends to the Principal for promotion of the said employee.

In the last stage, i.e. Part V, the Review Officer, in this case, the Principal validates and verifies the details given in the Self Assessment Report and approves it.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution conducts internal audit regularly. It is audited by a government certified auditor every year. All the accounts are maintained in Tally software including Cash Book, Ledger. Bank passbooks are tallied with bank reconciliation statement. The auditor also verifies the dead stock register, library accession register, laboratory record book. The auditor also verifies all kinds of class wise students fees as per the directives of the university and government. The college also issues receipts to the students of the fees collected. The internal audit is done upto 2016-17. With regard to N.S.S. unit, the grant is disbursed by the Central government through university and its audit is done by the auditor appointed by the university in the university office.

Regarding External audit, it is done by the office of the Joint Director, Higher Education, Government of Maharashtra. This audit is complete upto 2009-2010. Since, 2001 the government has ceased the non salary grant. Upto 2001-2002 the assessment of non salary is done successfully. The audit of the funds received from the U.G.C. is done at regular intervals.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0.24

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.0814	0.0663	0	0.0936	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has been trying to mobilize its funds and make optimal use of its resources by various ways and means such as class wise student fees, university fees collected from students, student deposits, U.G.C. funds and funds received from University for conducting various activities such as N.S.S. (Regular & Special Camp), workshops, and lecture series. The institution makes its effort to collect as much funds as possible from these resources. Apart from these funds, the institution also gets salary grant from teaching and non teaching faculty every month from the Government of Maharashtra.

With regard to the process of funds mobilization, the above mentioned strategies followed and its utilizations takes place in the following way.

- 1. College Fees:** These fees differ from class wise, faculty wise and also category wise such as Scholarships, E.B.C. and Paying. The fees collected under the heads namely, Admission fees, Cultural activities, Gymkhana, Library Fees, Tuition Fees, Development Fund, Environmental Studies Fees, Annual Social Gathering Fees, College Exam Fees, Common Breakage Charges, Identity Card Fees, Magazine Fees, Student Aid Fund and Laboratory Fees. Therefore, the average student fees per student per year of Arts and Commerce is Rs. 1245/-.
- 2. University Fees:** This fee is collected from students every year. The fees is collected under the heads such as Ashwamedh Fund, E Facilities Fees, Eligibility Fees, Lead College Fees, Pro-rata Contribution, Student Safety Insurance, Youth Festival Fund, N. S. S. and Contingency. The

average amount sent to the university is approximately Rs. 346/- per student per year.

3. **Deposits:** Under deposits there are two heads- Caution Money and Library Deposit. Both deposits are refundable to students after the completion of the course.
4. **U.G.C. Funds:** The college has been getting U.G.C. grants for the last 15 years and has been utilizing this grant under XII th plan from 2012-2017. The major heads include Women's Hostel, Ladies Common Room, Capacity Building, FIP, Additional Grants and Merge Scheme.
5. **University Assistance:** The College has been getting financial help from the affiliated university for conducting curricular and extracurricular activities such as Workshops on revised syllabus and N.S.S. regular and special camp.
6. **Salary Grant:** The College runs Arts, Commerce and Science Wing. However, only Arts and Commerce wing is on grant- in –aid basis. The Government releases salary grant every month for the teaching and non teaching staff on regular basis.
7. **From Management:** The Management gives financial help to the college as and when it needs to meet the expenses against infrastructure and maintenance.

As the institution has been running the Science Wing on permanently non grant basis, it has to charge more fees from the students seeking admission to the programme to meet the growing expenses. The average fees collected from each student every year is Rs. 11000/- under the broad heads such as Tuition Fees and Breakage charge.

The funds and fees collected under above heads are properly utilized by the institution under the said heads. The income and expenditure of this amount is audited by internal and external audit.

File Description	Document
Any 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

Response:

The college has already established IQAC cell. It has been striving incessantly for improvement of quality and achieving academic excellence. It not only pays attention to the quality of teachers but also cares for students progression and their all-round development. The two best practices which, it has brought into practice and got success during the last five years are – Enhancement of Teacher quality and students' contribution to *Pradnyanjali*, the College Journal.

With regard to enhancing teacher quality, the IQAC has taken initiative to boost the research culture among teachers by encouraging and motivating them to take up research leading to Ph.D and also undertake Research Projects during the last five years. Teachers, who registered their names for Ph.D., were encouraged to avail U.G.C. Teacher Fellowship. Those who failed to seek admission to Ph.D due to some reason were encouraged to undertake Minor and Major Research Projects funded by agencies like U.G.C. Some teachers were also encouraged to publish their M.Phil and Ph.D thesis with the financial

help of university grant. The IQAC even took every care to see that majority of teachers participate in conferences, seminars; present and publish research papers in journals of repute.

As a result of this initiative, in the year 2012-13, two teachers; in 2013-14 and 2015-16 one teacher each, have sought admission to Ph.D. In the year 2014-15, three teachers and in 2016-17 one teacher was awarded Ph.D degree by Shivaji Univeristy, Kolhapur. Presently, one teacher is waiting for his Ph.D Open Defense. In the year 2015-16, two teachers got their Minor Projects sanctioned by the U.G.C. Considering the number of papers published by the teachers in state, national and international level conferences and seminars, it could be seen that in the year 2012-13, twenty; in 2013-14 eighteen; in 2014-15 twenty eight; in 2015-16 forty one ; and in 2016-17, forty five research papers were published in National and International level research journals and proceedings with its total going to one hundred fifty two during the last five years. Under the guidance of one teacher; one student has been awarded with M.Phil and one with Ph.D. degree.

Pradnyanjali, is the college magazine published every year and has won 108 prizes at university level so far. The main objective of this magazine is to motivate students to adopt two skills of learning – Reading and Writing. There are a few stages which are followed before the magazine gets published. Its process starts in the month of August every year with the preparation for *Mrudhagandh*, the college Wall Paper. A notice is displayed in the students’ glass- board in which writings from students are invited. The concerned teachers read and edit the writings submitted by the students and some distinct articles and sketches are displayed on the wall paper in the Month of October every year. Of these, some are given preference in the college magazine.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC reviews the teaching learning process and the methodologies adopted by the faculty from time to time. The IQAC always insists the teachers to make maximum use of ICT tools such as LCD, Computers, Internet, PPT and other new communication devices. The language faculty makes use of LCD projectors to show text based video clips and films to the students. They also motivate the students for role playing of the prescribed text, may it be a play, a story or a novel. The faculty of social sciences makes use of OHPs, PPTs and Internet Print outs to make their teaching livelier.

Another strategy adopted by the IQAC is the introduction of Internal Evaluation Scheme (IES) for evaluating the students’ progress. The committee in consultation with the Principal conducts Tutorial for Part I & II students in the first term. The committee informs the students about the scheme and displays its schedule. The teachers conduct the tutorial of their concerned paper in the classroom at their regular lectures. The question paper is drawn on the basis of the nature of university question paper. The teachers assess the tutorials in the due course of time and return the papers to the students by giving suggestions to them. The students are also asked to rewrite the same question at home.

In the second term, there is a Group discussion for the same classes. The teachers assign topic among the students for discussion and students are encouraged to take part in it in large number.

Both these reforms in teaching and learning process have proved to be very helpful to students and teachers alike.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	3	4	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The IQAC has been taking initiatives in enhancing quality both in academic and administrative domain successfully during the last five years. What IQAC did in its meeting immediately after the second accreditation was, that it discussed the recommendations made by the Peer team in the first and second cycle that laid emphasis on teacher quality, career oriented courses for students and extension work. The IQAC therefore resolved to implement them from 2012 to 2017. In order to make the work effective and convenient, the IQAC also decided to implement some of the recommendations every year by making a Plan of Action in the meeting at the beginning of the academic year. Its focus was to enrich the Teaching, Learning and Evaluation process more result oriented and effective. At the same time, it also reaffirmed one of its goals of empowering the women power by encouraging every teacher to adopt at least a girl student every year and extend financial, academic and every other possible help to her during her studies in the college. The IQAC also resolved to contribute in its extension work by reaching out to the nearby community and society by carrying out some extension activities such as adopting a village. All in all, the IQAC was very much keen in monitoring the multidimensional growth of the college making it student and society centric.

In academics, the institution through IQAC, took following initiatives. As per the recommendation made by the Peer team in the second cycle regarding starting the Science faculty, the college introduced Part I of the B.Sc. course with due permission of the state government on permanently non grant basis and university affiliation in the year 2014-15. Subsequently, as a part of natural growth, Part II and III were introduced in June 15 and June 16 respectively with four departments at last year leading to passing out of the first batch of the course in April 2017.

To enhance the teacher quality, two teachers were relieved for two years on U.G.C. fellowship for their Ph. D. work. Four teachers got their names registered for Ph.D. Two were honoured with Ph.D degrees and one is waiting for open defense. Two have submitted their Minor Projects and of the two more Projects sanctioned, one teacher has submitted it this year. Two teachers are working as Research Guides of this university. In addition to this, teachers were motivated to present and publish papers. The college also organized two National level conferences and a number of workshops at university and institute level.

With regard to student centric education approach, apart from introducing B.Sc. Course, six self financed career oriented certificate courses of three months namely, Spoken English, Retailing, Taxation,

Soil and Water Analysis and Horticulture were introduced and are running successfully till date.

In post accreditation period the IQAC also asked the Non teaching faculty to upgrade the administrative work as well as improve their quality in work. As a part of this initiative, the office installed Software that proved helpful in college management, admission fees. Library has installed a software named RMI. Earlier the access of library books was online only but now with the new software it can work offline also which has proved beneficial to students and the faculty. As a part of training, the Administrative staff has attended workshops and conferences whenever needed during the last five years.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 22

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	5	4	4

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The institution has always been gender sensitive since its inception. It always tries its level best to provide quality education to girls from rural and hilly area. As our college is situated in rural and hilly area, students from remote and hilly area of Shahuwadi, Shirala and Panhala Taluka come to our college. They have to travel 30 to 40 Kilometers distance from their homes to reach our college. Considering safety and security of girls during travelling, our college timing is changed to 8.30 am to 1.30 pm from 7.30 am to 12.30 pm. Due to change in college hours, the girls need not travel in darkness. They can start their journey after sunrise and reach college safely. We have also taken special efforts to arrange State Transport buses at right timings from all directions. College provides bonafide certificates to get S.T. passes on concessional rates. Their traveling by S.T. saves money and creates feeling of safety among girl students.

In order to make girls' stay safe during college hours, our college has installed C.C.T.V. Cameras in the campus, library, reading room and office. College identity cards are issued to all students. The principal and teachers check the identity cards of students occasionally to prevent the outsiders and their disturbance the college and harassment of girls. Police team from Shahuwadi Police station visits college and keeps vigilance on college routes. The 'Nirbhaya Pathak' (a special Police Squad to Protect girls) also checks

identity cards of boys in the campus and immediate action is taken on the Road Romeos. Our college also organizes Guest Lectures of Police Officers and well-known women activists regarding the counseling of girls as well as boys for safety and sexual harassment and violence against women. The Police officers also give training to girls to protect themselves if they are assaulted by boys in and outside the campus. Due to various measures of safety and security, girls of our college feel safe and secure in pursuing their educational career.

Our teachers play important role as mentors and do counseling of girl students. Each teacher has been allotted with 15 to 20 girls for mentoring. They help them to relieve their stress and guide them in choosing their career, optional subjects and also about their participation in curricular and extracurricular activities. Freshers as well as the senior girls are thus relieved of stress and tension by counseling on academic and stress related issues. Counseling regarding gender equity is also done through various activities organized by 'Yuvati Vikas Manch', N.S.S, N.C.C., 'Vivek Vahini', Personality Development Cell and other similar activities. Considering the privacy and menstrual problems of girls, our college has built separate Ladies Common Room Block with decent toilet and furniture. We have also installed sanitary napkin vending machine in the Ladies Common Room. Due to the vending machine, the girls feel comfortable and free during their stay in the college. Thus our college takes various gender equity initiatives for the safety and security of girl students.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 27.2

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 600.90

7.1.3.2 Total annual power requirement (in KWH)

Response: 2209.12

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 6.41

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 42.81

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 667.98

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Our college is quite aware regarding waste management. The campus of our college is enriched with beautiful nature full of trees, grass and greenery. Our campus has trees, flower plants, medicinal plants, fruit plants with the total 2237, a small garden and beautiful flower bed with variety of colourful flowers. Due to the trees and greenery, lot of foliage is generated. Instead of burning it and producing, carbon resulting into air pollution, we recycle and produce manure out of it. Our college has established vermiculture project with three ton capacity of manure. We have placed separate dustbins for collecting foliage, plastic waste and paper waste. Foliage is recycled into manure whereas, the plastic and paper waste is given to the scrap vendor. The manure proves good food for flower plants and trees.

The buildings of the college have toilet blocks with safety tanks. The drain water from the safety tanks is carried through pipes and allowed to percolate through the ducts at a safe distance from the buildings. In order to keep the campus mosquito free and healthy, pesticides like DDT are used and insecticides are sprinkled in the campus.

Our college is always alert about e-waste management. The e-waste created out of increasing use of ICT like computers, cables, wires, CDs, etc. is collected and given to the computer maintaining firm. In exchange of the e-waste the firm looks after repairs and maintenance of ICT tools on moderate charges.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Shahuwadi Taluka in which our college is situated, comes in Western Ghat. The area is known for heavy rain fall and bio-diversity. Approximately 1250 ml. rain is recorded during monsoon. Through N.S.S. programmes, workshops and lectures on the themes such as “Pani Adava, Pani Jirva”, ‘Jalayukt Shivar’, etc., we create awareness about rain water harvesting among the people of Shahuwadi.

So far our college campus is concerned, we too get heavy rain fall during monsoon. In case of need of water we are self-dependent. We have two bore wells with good source of water in the campus. Rain water from all the buildings and campus is systematically collected and directed towards ducts near the bore wells through channels. The ducts are filled with stones, bricks and sand for proper percolation of rain water. In addition to that we have constructed a small lake on the campus with the help of students. The lake overflows twice or thrice during monsoon. Rain water which overflows through bore well ducts, small lake and campus flows directly to a big lake named ‘Ninailake’ of Sarud village. The water of Ninailake is used for washing clothes, fishing, and many other purposes by the villagers.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Our Institution is taking sincere efforts towards green practices on the campus. Our main goal is to avoid pollution, reduce level of carbon and conserve environment. We try our level best to make our campus beautiful, green and clean with 2237 trees including variety of medicinal plants, a small garden and flowerbeds. In order to avoid pollution, students and teachers are encouraged and motivated to use public transport, bicycles and walking. Approximately 82% students travel by public transport (State Transport), 12% students from nearby villages come to college on foot; and only 6% students use motor cycles. Majority of the teachers prefer a carpool and avoid travelling by individual cars.

As we have large campus spreading in 7 acres, we have built separate buildings with proper distance for good ventilation and plenty of oxygen. The campus of our college is plastic free. Solid waste like, pen, pencil, pouch, paper, etc. is collected and given to scrap vender for recycling. We have 50% paperless office. Major correspondence and communication is done through e-mail, phone, mobile and whats App. The one side used print papers are reused for writing and making rough drafts. Thus we take every care to reduce use of papers and plant trees, save trees, avoid pollution, reduce level of carbon and conserve environment.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.11

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.92215	0	0	0.063	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 16

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	3	3	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 17

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	3	4

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website**Response:** Yes

File Description	Document
Any additional information	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** No

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 10

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our institution organizes various activities and celebrates festivals, birth and death anniversaries of well-known social reformers, national leaders and eminent historical personalities. These activities inculcate feelings of truth, love, nonviolence, peace, national integrity, human values and social harmony in the minds of the students. Through celebration of Independence and Republic Day patriotic feelings of national integrity and awareness about fundamental and national duties are imbibed in the minds of the students.

In order to create awareness about communal and social harmony in the minds of the students, birth anniversaries of national leaders, thinkers, social reformers and educationists are celebrated. During short races students of all classes are gathered on the lawn. It creates feelings of truth love, non-violence, social and communal harmony, national integrity and fraternity among students. Every year, 5th September is celebrated as a Teachers' Day to pay homage to our great educational thinker and former President Dr. S. Radhakrishnan. Also a talk on the importance of Teachers Day and work of S. Radhakrishnan is given. It inculcates feelings of respect towards teachers in the minds of the students.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

In academics, the teaching and the non-teaching staff works as per the guidelines and orders laid down by the University and State government. There is biometric system installed to record the arrival and departure time of the staff. The report is sent to the Joint Director, higher education, Kolhapur every month. In case, there is an emergency, the employee is asked to note it. The leave is granted as per the State government rules.

The Principal conducts meetings as per the need. At least there are 2 staff meetings held in a year. Activity Calendar is followed while organizing an activities. Teaching plans are taken from faculty members and teaching is completed accordingly. At the end of every term, Portion Completion Report is submitted to the Principal.

With regard to financial transparency, internal and government audit is done from time to time. The fees and fine collected from students, is deposited in the bank. Its receipt is issued to them. In case of purchase, a certain procedure is followed. A demand list is invited from the departments. The purchase committee scrutinizes the demand lists considering the budget. Quotations are invited from the desirable suppliers. The lowest quotation is sanctioned in the meeting of the purchase committee and order is placed accordingly.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICES IN MY INSTITUTION

1. Title of the Practice No. 1 : Presenting a Book in place of Bouquet

2. Context : The usual practice followed in the college was to welcome and greet guests and dignitaries with Shawl, Coconut, a Garland with flowers or a Bouquet for every function. When the institution organized a National Seminar on Indian Science Literature on 21-22 December, 2012, the same practice was followed which the Resource Persons did not appreciate. They drew our attention to wastage of time, money and the damage it does to the environment. We thought over it and the Management supported saying it was not only wastage of time and money but also of energy. It automatically created a mental pressure on the minds of the concerned committee members due to non availability of the flowers in the locality. As a result, the college had to send a person to bring it from a nearby city. Eventually, in order to get rid of this, it was decided to replace this practice with a book.

3. Objectives of the Practice:

1. Develop reading culture among students
2. Avoid environmental imbalance and conserve it
3. Save Money, Time and Energy
4. Motivate others for taking up such practices

1. The Practice:

Since 2012, the institution is following the practice of presenting a book in place of bouquet to guests, speakers who visit the institution for every function. As the practice goes, the guests or the speakers are greeted with a book and rose flower only regardless of his /her political, academic or social status and power. That is to say, we treated all guests equally from Chairman of the Governing Body to the Key-note speaker of a National Conference who visited the institution. Again, we take care to present a book which is either a biography, an autobiography of a national hero, a social reformer or a great thinker and philosopher. Some of the books which are in the list are written on or by Chh. Shivaji Maharaj, Chh. Shahu Maharaj, Swami Vivekanand, Mahatama Gandhi, A. P. J. Abdul Kalam, etc. We also take care to present English or Hindi Books to non Marathi guests as the case may be. The books are kept in the library and a separate record is kept by the Librarian. The concerned committee takes the required number of books from the library and the practice is followed.

The practice is not only confined to guests but also to all stakeholders of the institution, be it a Chairman of the Managing Council, Principal, Teacher, Parent or a Student. Whosoever he or she may be, an ideal student, an Alumnus or a teacher who is honoured or awarded a degree also receives the same kind of greeting in the institution.

1. Obstacles face if any and strategies adopted to overcome them

Initially, when the practice was implemented first in 2012, majority of the teachers thought it inconvenient and unacceptable as they were afraid of what the Guests or Resource Persons would say or feel about it. To some extent they proved right. Some guests even did not like the new practice and some others gave a negative and harsh comment on it. They took it to be their insulting and humiliating experience. Even some made fun of the practice saying that the institution was making a meaningless and funny attempt to save money. Still, we stucked to our policy and continued to follow the same practice in spite of adverse comments from visitors. The second obstacle which came in the way was making selection of books. Teachers used to suggest names of books of their choice and interest but it did not work properly for reading interests differ from person to person. Finally, it was decided to buy books written on national heroes, leaders and social reformers including their biographies, autobiographies. To avoid eleventh hour rush, it was decided to purchase the books in bulk so that any time it could be made available in the function.

1. Impact of the Practice:

5 years after introducing the best practice, we have received appreciation from all guests and stakeholders. They are now familiar with this and are encouraging us to continue it in future. Some students have also confessed that this practice has inculcated in them reading interest and now everyday they read something.

1. Resources required:

Funds, list and availability of good books, rose flower and above all pro-environment and pollution free perspective of the guests

1. About the institution:

- i. Name of the institution: Shri Shiv- Shahu Mahavidyalaya, Sarud
- ii. Year of Accreditation: 2012
- iii. Address: A/P Sarud ta: Shahuwadi, Dist: Kolhapur
- iv. Grade awarded by NAAC: 'B'
- v. E mail: srd56.cl@unishivaji.ac.in

vi. Contact person for further details: I/c Principal B. R. Gadave

vii. Website: www.shreeshivshahu.in

1. Title of the Practice No. 2 : Girl Adoption Scheme

2. Context : Since its inception in June 1983, the institution has been trying hard to bring girl students to higher education. Fortunately, during the last five years, it has succeeded in it and now after every 100 students 45 students are girl students. Thus the ratio is 55-45. However, majority of them come of poor and economically backward families. As a result, they could not come to college because of their domestic and financial problems. The institution then thought over it and decided to provide some help for the poor and promising students among them. The Principal then appealed every teacher to adopt one girl student every year. The faculty agreed to it and each teacher adopted a girl student every year and shouldered her responsibility throughout the year.

3. Objectives of the Practice:

4. Provide financial, educational help to poor and promising girl student
5. Offer free consultation to students and her parents
6. Encourage adopted students to go for U.G. and P.G. studies
7. Provide them study notes, text books, reference books on personal account
8. Awaken them of their rights and gender equity
9. Train them to become responsible citizen of India

1. The Practice:

First of all, the teacher selects the needy, poor and promising girl under the scheme and explains her about the scheme. Usually, he/she adopts a girl student who belongs to his/her department or who opts his/her subject at Part I or II. Sometimes he/she may adopt a girl from any faculty or from any class. Then he/she talks to the parents of the adopted girl and if needed, he/she visits the house of the girl and requests her parents to send their ward regularly to college. Once she joins the scheme, the teacher then asks her to fill in the required form in which she is asked to write down her personal and family details along with her family and financial problems if any. The teacher then helps her financially and educationally as and when she needs. Normally, her Admission fees, State Transport Monthly Bus Fare, Examination Fees, Tour and travelling expenses are paid by the teacher. Besides, she is given financial help as she demands.

In addition to this, she is helped educationally. The teacher provides her all possible help with regard to counseling and guidance. As and when, she makes a demand for books; the teacher gives her on his/her account.

1. Obstacles face if any and strategies adopted to overcome them

2.

3. Impact of the Practice:

The practice proved to be very beneficial to girls and their family. One of the reasons for growth in girl students lies in the fact that girl students make mouth publicity and many girls have sought admission in the college.

1. Resources required:

Admit form, funds, extra time for counseling adopted girl and her parents

1. About the institution:

i. Name of the institution: Shri Shiv- Shahu Mahavidyalaya, Sarud

ii. Year of Accreditation: 2012

iii. Address: A/P Sarud Tal: Shahuwadi, Dist: Kolhapur

iv. Grade awarded by NAAC: 'B'

v. E mail: srd56.cl@unishivaji.ac.in

vi. Contact person for further details: I/c Principal B. R. Gadave

vii. Website: www.shreeshivshahu.in

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The area in which our college performed best, distinctive to vision, priority and thrust, is empowerment of women. For thousands of years women were kept aside from the mainstream of the society. They were deprived of education and rights. The condition of women is more distressing and aggravating in rural and hilly areas. As per the vision statement, the institution decided to work for upliftment and empowerment of women belonging to rural and hilly areas. For last thirty three years the priority and thrust of our institute is the empowerment of women. In order to achieve this goal we are striving hard with systematic vision and plan. The only way for the upliftment of women was education. Considering the need of education of Shahuwadi Taluka, management started senior college with Arts and Commerce streams in 1983. But after three years, it is found that only 10% girls took admission to senior college. We thought about the reasons behind the poor percentage of girls and found that though the girls are willing to pursue higher education, most of the parents marry their daughters off after completing secondary or higher secondary education. Through NSS and NCC camps, parents meetings and other activities the management, the Principal and faculty created awareness about the need of higher education for girls.

The obstacle of transport is solved by writing letters and visiting to the State Transport authority for arranging buses during college hours on the routes leading to Sarud. As a result, the percentage of girls

slowly increased. In order to focus on the special activities for girls, we have established 'Yuvati Vikas Manch' which organized various activities like Group discussions, workshops, guest lectures and rallies. Special competitions like 'Rangoli', 'Mehandi', Recipe and Sports were organized for girls. Preference to girls is given in NSS unit. Separate NCC unit for girls is started.

Due to special efforts taken by the institute, the number of girls taking admission to senior college increased from 10% percent in 1985-86 to 45% in 2016-17. Our girl students have made noteworthy progress not in quantity but in quality in curricular and extracurricular activities. As per the norms of Shivaji University, the class representative is nominated on the basis of merit. The topper in the class becomes class representative. The percentage of girls as class representatives, with few exceptions, increased to 100% in 2014-15 from 50% in 1995-96. Similarly there is noteworthy increase in the percentage of university scholarship winners. Our college annual magazine 'Prdnyanjali' is established as a standard of quality in Shivaji University. Since its publication 'Prdnyanjali' bagged 105 prizes for creative writing out of which 50% prizes are bagged by girls. Due to our sustained efforts, encouragement and motivation to participate in wallpaper 'Mrudgandha' and magazine 'Prddnyanjali', the percentage of girls' participation increased to 83% in 2015-16 from 15% in 1990-91. Our college every year selects one student as the 'Ideal Student' of the year on the basis of best performance in curricular and extracurricular activities. We are proud to state that most of the 'Ideal Student Awards' are bagged by girls. As a result of our systematic and planned efforts, girl students made noteworthy and distinctive progress. It is clearly shown through the progressive graph of their qualitative and quantitative growth in higher education

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

We believe that during the last 30 years of its journey, the institution has contributed commendably in the field of higher education and thus paid its share in nation building through its curricular extracurricular and extension activities. Hundreds of its alumni have been working in different sectors from Primary teachers to Army Personnel. Two students from Marathi and one student from History department stood first in the Merit list of Shivaji University since its inception. We also organized Youth Festival of the Shivaji University twice. Now, we have focused on strengthening the Sports department after our second accreditation in 2012. As a result of this, in 2014-15, 1 student bagged Gold in Mass Wrestling at National level. In 2015-16, 1 more student was a recipient of Gold in Boxing at National level and another student won two Gold Medals in Karate at National level same year. In 2016-17, a girl student bagged Gold in Karate and in Boxing at International level and 2 more students bagged Gold in Karate at National level whereas one bagged Silver in RGFI at National level same year. Our Annual Journal *Pradnyanjali* has occupied a prominent place in university level Journal contest. It has bagged crossed a century mark during the last 30 years and has won 19 prizes during the last five years.

Regarding contribution to extension work, 39 outreach programmes were conducted and as many as 2500 students participated in these activities during last five years.

Concluding Remarks :

Having gone through the 7 criteria and their KIs, the institution has found that there is a wide scope for its quality enhancement in all areas. The faculty is also making familiar with LMS system in order to deliver material to the students, administer tests, assignments, track student progress and manage record from time to time. In administration also we would be able to gather data of all students and analyse it pertaining to the students' interest automatically. The institution will also take care of improving teacher quality.

The institute will definitely work out a plan to see that maximum number of teachers undertake research and research projects which are society and community oriented. Extension activities and collaboration are the two areas where the institution wishes to concentrate upon. The institution also wishes to add more need based courses and see that students find out job opportunities in the locality.

To sum up, the institution is all gearing up to meet the challenges in higher education. While strengthening the academic field it also wants to reach out to the nearby community and serve them in every possible way. In a way, it likes to become a reputed institute in the near future.