



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PROF. SAMBAJIRAO KADAM COLLEGE, DEUR

**AT POST DEUR TALUKA KOREGAON DISTRICT SATARA
415524**

<http://pskcollegedeur.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the Village:

Deur, a small village located in the hilly area and situated on the bank of the river *Vasana*, had the only source of primary education through a school established in the British regime in 1871. There were no other means of higher education in the vicinity until 1953, and the village youths had no other choice other than farming or working as a *mathadi* (labour) in the state-capital Mumbai as this region falls under the drought prone zone of the north Koregaon Tehsil.

Taking this cause, the local people founded *Shri Mudhaidevi Shikshan Sanstha* (1956), with its motto *Bahujan Hitay* (Institute for the welfare of the masses), opened the doors of knowledge to Deur and its adjoining villages.

Today, having the educational experience of over six decades, the Sanstha is successfully running its high-schools, Junior Colleges (Arts, Vocational Education and Science), an English Medium School, and the Senior College running UG and PG programmes. Over 2000 students from about 35 villages are pursuing their education in different streams in the cluster of Mudhaidevi Shikshan Sanstha.

About the College:

Established in 1999 as Arts College with Arts (Humanities) as the only faculty, today this is a multi-faculty institute having Faculty of Humanities, Faculty of Commerce and Management (2012), UGCs Community College (2018), Faculty of Science and Technology (2019) and UGCs B.Voc. Degree Programme (2020) with the enrolment of students over 750. The college has been under the privileges of Shivaji University, Kolhapur having permanent affiliation status, and duly recognized 12(b) and 2(f) of UGC Act in 2011.

The college has undergone two cycles of NAAC, accumulating the CGPA of 2.34 and 2.52 respectively. The college is the recipient of 'University Meritorious College Award twice and ISO certification with (9000:2015).

The college is situated in drought prone area faced with severe scarcity condition. The very situatedness however offered opportunity to harness on Curriculum-Extension interface. The college showcased its proactive response to local community problems through its Institutional Social Responsibilities (ISR) project on Rain/roof water harvesting and Bore Well recharge project that attributed to the distinctiveness of the institution.

Vision

Vision

The institute has clearly stated 'motto', 'vision', 'mission' and well-articulated objectives that together constitute institutional values and quality framework.

The institutional vision, mission, goals and objectives are periodically reviewed, re-visited, re-framed so as to align it with emerging trends in higher education both at national and global levels:

Institutional Motto: ‘Bahujan Hitay’ (Institution for welfare of the Masses)

The institutional motto is clubbed with ‘**Explore, Innovate, Research and Excel**’ opening the doors of higher education and making the higher studies accessible and affordable to the rural youths irrespective of caste, creed, religion, gender, socio-economic class for the welfare of the society.

The institutional vision states: *‘to nurture the students fully endowed materially, intellectually and morally, equipping them with specialized knowledge and skills in the fields of emerging professions, instil good citizenry so as to transform them into an empowered and responsible youths’.*

Institutions of higher learning shall function in realization of the FIVE core values envisioned by NAAC.

Besides, the institution has evolved its own core value taking into account the emerging trends and the institutional commitment to cope up with the changing scenario:

Institutional 6th Core Value: Equipping Learners with Specialized Knowledge & Skills in the field of Emerging Professions

A paradigm shift from un-employability to gainful and sustainable employment- A paramount and pragmatic solution to contemporary monumentally plagued Higher Education!

In the light of the 6th core value, the institutional vision enhances its spectrum by incorporating the added dimension that, the Institution strives to make conventional degrees worth employable by embedding it with a capsule of modular Professional Skills development programmes in emerging fields offering rewarding, gainful and sustainable career opportunities for its students.

Mission

Mission

The Institutional Mission states that:

We, as the institution, are committed with dedicated seamless efforts to promoting and fostering culture of high quality education through transacting learner centric technology enabled pedagogy, thus thereby, catering to the changing cliental needs of the learner learners; and serving the societal needs by encouraging and promoting excellence in research, extension services through socially advantageous outreach activities so as to ensure functional institute-society connect.

In the light of the 6th core value, the institutional mission and objectives enhances its spectrum by incorporating the added dimension that, the Institution strives to make conventional degrees worth employable by embedding it with a capsule of modular Professional Skills development programmes in emerging fields offering rewarding, gainful and sustainable career opportunities for its students.

Goals and objectives:

- To aim at holistic development of the learners equipping them with highly specialized professional skills in emerging areas to enhance professional/entrepreneurial capabilities enabling them to secure gainful and sustainable employment.
- To contribute to the national development by the way of developing human resource of high caliber through focused quality education
- To create the sense of responsibility and discipline in terms of regularity, sincerity and punctuality among the learners with a view to shape them into responsible, respectable and prudent citizens of India.
- To create scientific temper, to inculcate democratic traits, gender equality and also to create the feeling of corporate life among the learners and to prepare them to face the challenges of the emerging global situation.
- To adopt ICT enabled learner centric pedagogy by leveraging cutting edge technology so as to ensure effective academic delivery.
- To impart skill based vocational/job specific training to prepare the skilled human resource in collaboration with business/industry.
- To sensitize the learners on inclusivity, social, cultural and environmental issues through curricular, extracurricular, extra-mural programmes/activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Unique recognition for self-designed professional skill development programmes and its ISR project attributed to Institutional distinctiveness
- Self-designed professional skills development programmes in the emerging fields of rewarding career opportunities and sustainable employability
- Attracting the students from far and wide- reversing the trend from Urban to Rural and providing access to different geographical area
- Established industry-institute interface through functional MoUs, linkages and collaborations with leading industries, organisations, NGOs facilitating wide range of faculty and student development, social activities
- A privileged membership of Manufacturers Association of Satara- the apex organisation of industries and business houses of Satara District
- Establishing skills development Training centre under the CSR by multinational company, Bosch.
- Given the rural background and situatedness, impactful curriculum extension interface with the active collaboration with Rotary International, which works with the motto: Serve to change the lives
- Adequate IT infra-structure and optimal use of ICT in academics, administration and support services making visible IT impact
- Wind-Solar project bringing self-reliant green energy source, demonstrating environmental consciousness and sustainability
- Sustainable green practices in Energy, Water Conservation
- Positive Employers and Social feedback

Criterion-wise Strengths

Curricular Aspects

- Teacher participation in curriculum design, enrichment

- Number of capacity enhancement, value added add on and Certificate courses
- Online Feedback Mechanism

Teaching Learning and Evaluation

- Inclusion of Experiential learning through active institute-industry interface
- Learner centric blended computer mediated pedagogy, E-Contents placed on the institutional YouTube Channel for exciting learning experience

Research, Innovation and Extension

- Institution's quick and proactive response to the National and International issues / missions
- Functional MOUs with good Number of collaborative activities and Outreach Programmes

Infrastructure and Learning Resources

- Smart classrooms, Equipped laboratories and technology leveraged infra-structure
- Technology leveraged Knowledge Resource Centre

Student Support and Progression

- Registered, active Alumni Association
- Barrier free access and related facilities for the PWDs, elderly persons
- Students participation in Sports and Cultural Activities

Governance, Leadership and Management

- Proactive Leadership, Participative Management
- Well documented self-evolved policies, procedures to rejuvenate academic and administration process
- Functional IQAC, Quality Assurance Initiatives and IQAS

Institutional Values and Best Practices

- Best Practices and ISR distinctiveness
- Environment sustainable green practices
- Gender sensitisation programmes, especially for Girl Students

Institutional Weakness

- Inadequate physical infra-structure especially for self-funded faculties
- Limited resources for research and incubation
- Limited Fund mobilisation from non-government bodies, individuals, philanthropies

Criterion I: Curricular Aspects

- Under enrolment than the sanctioned intake
- Limited representation in University Authorities and Academic bodies

Criterion II: Teaching Learning and Evaluation

- Temporary / Adhoc faculty for self-funded faculties

Criterion III: Research, Innovation and Extension

- Inadequate resources and facilities for undertaking research projects

Criterion IV: Infrastructure and Learning Resources

- Inadequate physical infrastructure, especially classrooms matching to added faculties and programmes
- Financial constraints for infrastructure augmentation and learning resources

Criterion V: Student Support and Progression

- Limited financial aid and / or Scholarships by the Institution, NGOs
- Limited awards/medals for outstanding performance in sports / Cultural activities

Criterion VI: Governance, Leadership and Management

- Limited financial support / funding from non-governmental organizations, individuals and philanthropists for institutional development

Criterion VII: Institutional Values and Best Practices

- Unavailability of the day care centre for young children
- Physical and educational facilities for the PWDs need to be strengthened
- Limited resources for environmental promotional sustainability activity projects beyond the campus

Institutional Opportunity

- Introducing more NSQF complaint professional skill development programmes in the emerging fields leading to sustainable employment and entrepreneurial development
- Starting need based PG Programmes in regular mode
- Mobilization of funds from UGC, RUSA and other funding agencies, Philanthropies, CSR fund

Criterion-wise Opportunities:

Criterion I: Curricular Aspects

- Introducing special programmes for girls as significant enrolment of girls
- Scope to participate / represent in University Authorities and bodies to be actively contributing to curriculum enrichment

Criterion II: Teaching Learning and Evaluation

- To appoint regular/permanent faculty for self-funded faculties

Criterion III: Research, Innovation and Extension

- Publishing Research Papers in UGC CARE Listed Journals
- Opportunity for Faculty Exchange, Student Exchange, Field trips, OJTs, summer internships

Criterion IV: Infrastructure and Learning Resources

- Mobilization of funds from UGC/ RUSA/ Govt. of Maharashtra for augmenting Physical Infrastructure

Criterion V: Student Support and Progression

- Scope to augment financial resources for institutional scholarships
- Strengthen Campus Placement Drives
- Organizing special coaching for sports, and organizing sports competitions

Criterion VI: Governance, Leadership and Management

- Scope to add welfare schemes for Teaching and Non-Teaching Staff.
- More allocation and financial support to undertake research relevant to contemporary need based issues, problems

Criterion VII: Institutional Values and Best Practices

- To Start a Day Care Centre for Young Children
- Promoting use of Bicycles and Public Transport
- Increasing Braille Reading Material for Blind Students
- Increasing clean energy generation to wheeling to the Grid

Institutional Challenge

- To develop, augment the physical infra-structure to match phenomenal academic expansion
- Exploring the resources through Corporate Social Responsibility (CSR) after proving our worth as the corporate world sees to it that the CSR funds shall ensure the end use

Criterion-wise Challenges:

Criterion I: Curricular Aspects

- Introducing Post graduation programmes
- To increase the percentage of students undertaking experiential learning

Criterion II: Teaching Learning and Evaluation

- Increase in the student enrolment profile
- Increasing the average full-time teachers against the sanctioned posts

Criterion III: Research, Innovation and Extension

- Exploring financial resources for research and academic incubation
- Increasing public participation in extension activities
- Patents/Awards / Recognitions for research and innovations

Criterion IV: Infrastructure and Learning Resources

- Receiving funding for infrastructure development / augmentation
- Increasing student-computer ratio

Criterion V: Student Support and Progression

- Receiving financial support from outside sources
- Organization of on campus and participation in off-campus placement drives
- To increasing the proportion of horizontal and vertical progression
- Strengthening Alumni activities and support

Criterion VI: Governance, Leadership and Management

- Implementation of e-governance in full sense
- Mobilization of funds through various resources

Criterion VII: Institutional Values and Best Practices

- Affordable Green Energy Options
- Adding more facilities for PWDs as per the WHO Directives
- Consolidating on Best Practices and ISR projects

Methodology adopted in conducting SWOC Analysis

SWOC analysis based on honest appraisal and critical and objective evaluation of the institutional performance and progression, conducted in the beginning of post accredited period by conducting annual review, subsequently in the mid-way, monitored the progression and upgraded incorporating incremental improvement.

The PTRs of the TWO successive NAAC Cycles, institutional performance and progress as reflected in the performance indicators, inputs from the stakeholders, departments, faculty have together formed the basis of the SWOC exercise. The SWOC is conducted at TWO Levels viz.

1. Macro level assessment and evaluation of institutional features, performance and progress, and
2. Micro level analysis based on NAAC's seven Criterion

The outcome of the SWOC exercise depicting the institutional strengths, weaknesses, opportunities and

challenges, based on Macro and Micro Level assessment and self-evaluation has been presented in forgoing paras.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation:

This Criterion seeks to ascertain the institutional initiatives / practices on the range of programme options offered, its relevance to emerging national, global trends and local needs, its effectiveness in enhancing career potential, and skill development.

The institutional vision focusses on, among others, *equipping the students with highly professional skills, and to instil good citizenry.*

Institute functions, directing all its actions and activities in realisation of FIVE core values envisioned by NAAC.

Besides, the institute evolved its own core value, **Institution's 6th Core Value: "Equipping Learners with Specialised Knowledge & Skills in the field of Emerging Professions"**

A paradigm shift from un-employability to gainful and sustainable employment- A paramount and pragmatic solution to contemporary monumentally plagued Higher Education!

With a vision: "Institution strives to make conventional degrees worth employable by embedding it with a capsule of modular Professional Skills development programmes in emerging fields offering rewarding, gainful and sustainable career opportunities for its students", framed in realisation of this value.

Academic Flexibility:

Besides prescribed curricula under degree programmes, the institute has introduced Professional skill development programmes, several capability enhancements, NSQF compliant skill based career oriented vocational programmes offering multiple entry and exits, enrichment and preparatory programmes.

Especially, offering self-designed professional skill development modular programmes in the emerging fields of highly rewarding career opportunities such as International Trade and GST Law has been emerged as the institutional best practice depicting the institutional distinctiveness.

These initiatives have resulted in significant increase in gross enrolment and employability.

Curriculum Enrichment:

There is a good number of teachers participating in the sub-committees of the respective boards of studies and contribute to curriculum design. Enrichment programmes offered effects in value addition.

Feedback System:

The college has evolved online mechanism to seek regular feedback on the programme syllabus and its transaction / teacher performance from different stakeholders. The most significant institutional initiative is seeking feedback from potential employers- Industry, self- evolved mechanism seeking societal feedback. The feedbacks inputs are analysed and necessary actions are taken. The action taken report is placed on the institutional website.

Teaching-learning and Evaluation

This criterion seeks to probe on modalities the institution has evolved and methodologies adopted for making the teaching-learning processes effective.

The significant quality initiatives in this regard can be attributed to the institutional 6th core value that mandates, “**Equipping Learners with Specialised Knowledge & Skills in the field of Emerging Professions**”, brought a paradigm shift in pedagogy.

The specific initiatives on each of the key indicators are: **Average Enrolment percentage: (Student Enrolment and Profile)**

The student enrolment profile is comprised of students with varied socio-economic background. The student’s demography depicts the miniature socio-economic character of the institutional feeding region.

Catering to Student Diversity:

On the initial assessment based on the performance in the Bridge Course test and entry level academic credentials, students are identified as Advance Learners, Average and Slow Learners; and offered special programmes depending on their learning abilities.

Teaching Learning Process:

The college has devised and adopted modalities of teaching-learning to suit the cliental needs of different learner groups adopting a blended learning – a mix of conventional classroom method with modern computer mediated learning - so as to facilitate an effective and impactful learning experience, by embedding it with the student centric methods, leveraging smart technology. Established industry-institute interface through 30 MoUs and linkages has made the teaching-learning process more exciting.

Teacher Profile and Quality:

Majority of the existing permanent teaching staff holds M. Phil, Ph.D. degrees, besides having SLET/NET qualified and have rich academic profile. The teachers participate in the faculty development programmes for up keeping with emerging trends.

Evaluation Process:

Evaluation process is comprised of both, external and internal evaluation. The institute ensures smooth, transparent and fair conduct of the examinations.

Student Performance and Learning Outcomes:

The stated POs, PSOs and COs are well-defined.

The examination committee monitors and evaluates the learning outcomes and attainment of programmes through end results.

Student Satisfaction Survey

Besides, the feedback mechanism in place, institute conducts student satisfaction survey annually on sample basis with the objective getting inputs on teaching-learning process. These integrated efforts have resulted in overall improvement in students' performance in university examinations.

Research, Innovations and Extension

This criterion probes on the institutional initiative and output towards promoting and facilitating research culture, serving the community through extension / outreach programme. These initiatives under each of the key indicators are summarized below:

Promotion of Research and Facilities:

The institute has a research cell having its role, objectives, functional guidelines and the activities to be undertaken to promote and facilitate the research culture amongst the faculty and students.

Resource Mobilization and Facilitation:

Institute provides support in terms of financial, academic and human resources to enable faculty in mobilizing the resource for undertaking the research.

Innovative Ecosystem:

Institute has created an ecosystem for innovation and other initiatives for creation and transfer of knowledge by way of organizing / conducting workshops / seminars / webinars / faculty development programmes on cross-cutting issues, issues of national and international importance, IPR, harnessing industry-academic interface in collaborative arrangement

Research Publication and Awards:

The faculty consistently published papers/articles in UGC approved and UGC CARE listed peer reviewed research journals and presented papers in various Seminars and Conferences, published books, contributed in edited books and also received of awards and citations.

Extension Activities:

Given the situatedness and rural background, harnessing on curriculum – extension – interface for mutual benefit of both the institute and society, besides, community service and orientation, institute lays much emphasis on extension activities aimed at sensitizing the students to social, environmental issues.

Extensive off campus / outreach activities are conducted in a planned manner and with a well-defined

community / social themes to sensitize students and create of social awareness regarding the social issues inculcating values and commitment to society.

thereby contributing to national development and inculcating value system in the learners and the neighborhood community.

Collaboration

The institute has executed as many as 30 MOUs, Collaborations and linkages with the industries, corporate houses, NGOs to strengthen Industry-academia interface and effective conduct of experimental learning, on the job training, internship, industrial sessions, study explorations, conducting extension activities / outreach / community orientation programmes. This together has greatly imparted the educating pedagogy resulting in effective curriculum delivery.

Infrastructure and Learning Resources

This criterion seeks to elucidate availability, adequacy and usage of physical infrastructure and learning resources on the campus that contribute and facilitate the effective ambience for curricular, extra-curricular and administrative activities. It has been the institute's constant and conscious endeavor to augment the infrastructural facilities keeping pace with the academic development. The details under each of key indicators are summarized below:

Physical Facilities

Institute has a master plan for infrastructural development. Institute's main campus houses main building, gymnasium, canteen, playfields. Under the physical and technology leveraged infrastructure, the institution has 12 well-furnished smart classrooms, Science Laboratories and the Language Laboratory.

Besides, a spacious, well-equipped with audio-visuals, video recording and broadcasting studio, conference –seminar hall, a separate, well-equipped gymkhana building, cafeteria/canteen with necessary amenities. These physical facilities are put to optimal use.

The wind-solar hybrid system has been deployed as a measure of green and clean energy and to maintain uninterrupted power supply.

To cater the special needs of the PWDs, barrier free access, ramps and railings, handrails to staircases, building entrances, office entrances, wheelchairs and walkers. a separate washroom space has been provided.

Library as a Learning Resource

Central library, a Knowledge Resource Centre, has been consistently upgraded and enriched in terms of books, journals, other learning resources holdings equipped with computing, reprographic facilities and technology aided learning mechanism in tune with latest available digital means.

24/7/365 days Remote Access to the Library e-Resources and Online Services with QR code technology has been provided. The institutional YouTube Channel and Library web portal for e-Contents and e-Lectures in the form of Audio-Visuals, etc. is made available for digital learning experience. **IT Infrastructure**

The ICT facilities includes computers from the CFC, Language Laboratory, IT section of the Library. It also includes laptops, digital gazettes, LCD Projectors, interactive panels, visual presenters and the broadcasting studio. The Common Computing and Reprographic Facility Centre is supported with two photocopier machines, one duplo-copier, LaserJet printers and scanners.

Maintenance of Campus Infrastructure

The concerned committees/departments, AMCs make sure that the existing campus infrastructure is regularly/timely maintained and operational.

Student Support and Progression

This Criterion elicits on the institutional efforts in providing required support services for meaningful learning facilitation for the student and their holistic development and progression.

On Student Support

The institute has well functional guidance and counselling system, facilitative mechanism for providing support services to the students. Good number of students benefited by scholarships and freeships provided under various government schemes. The institute also provides financial aid to students under the schemes like Students Aid Fund, Teacher Adoption Scheme, free concession, etc. towards the other welfare measures, 100% students are provided insurance cover.

There are Capacity building and skills enhancement initiatives taken by the institution that include Professional skill development programmes, Bridge Courses, Value Added Courses, Soft skills, Language and Communication Skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills.

The Institution has facilitative and functional mechanism for timely redressal of student grievances including sexual harassment and ragging cases.

On Student Progression

The institute has been taking several measures, adopting effective practices, facilitating through support services to ensure horizontal and vertical progression. Offering professional skills development programmes in emerging fields like International Trade, GST Law particularly has significantly increased the sustainable employment.

Student Participation and Activities

The students have participated in number of sports and cultural activities at university/state/national level to inculcate life skills and values, social responsibilities and good citizenry amongst the students. Moreover, student engagement activities include participation in government initiatives such as voter's awareness, *Swachh Bharat Abhiyan*, Young Inspirator's Network, Fit India Movement or rallies related to eradication of superstitions, water literacy, gender sensitization etc.

Alumni Engagement

The Institution has a duly registered and active alumni association having its by-laws, formation, Roles and Functions.

The Alumni Association has contributed in form of donating instruments for PWDs, donating a Security Cabin, organizing Blood Donation Camps during Covid-19 Pandemic situation, organizing training camp for two wheeler training to the college girl students, contributing for relief fund for flood affected people, donating books to the library, organizing Plantation Drives, donating plants and saplings, contributing to the College Development Fund.

Governance, Leadership and Management

The institute has evolved as many as 50 plus policy documents stipulating the objectives, procedures, guidelines, and practices for effective governance.

The most distinctive initiative is self-evolved Institution's 6th Core Value: "Equipping Learners with Specialized Knowledge & Skills in the field of Emerging Professions" to make conventional degrees worth employable by embedding it with accumulation of Professional Skills development in emerging fields offering rewarding, gainful and sustainable career opportunities for its students", framed in realization of this value.

Institutional specific initiatives on:

Intuitional Vision and Leadership

The institutional governance, functions, policies, procedures and practices are in tune with the motto-vision-mission and functions striving to achieve the institutional goals and objectives as envisaged.

The institutional organogram depicts the organizational and administrative structure; governance is attributed to decentralization, transparent and participative management.

Strategy development and deployment

Strategy development includes framing the policies, planning, decision making processes and its effective execution/ implementation at both, academic and administrative matters through formal and informal, vertical – horizontal - downward communication and consultative mechanism aimed at achieving the desired goals / end results. Several IT enabled processes, digital mode of communication, online access have been adopted for instant timely dissemination, implementation, retrieval of information and monitoring of progress in both academic and administrative matters thereby creating visible digital impact in the institutional functioning.

Faculty empowerment strategies

Institute promotes its staff for participation in different FDPs, seminars and conferences to keep abreast with latest development, frontier areas of research technology, publish research papers, books and chapters in edited books.

Financial management and resource mobilization

The institute has an established policy / procedure for mobilization / generation / exploring financial resources

and its judicious allocations and optimal utilization, conducting internal and external financial audits regularly and audit memos are complied with.

Internal quality assurance system

IQAC works with a view to develop output oriented system for conscious, consistent and catalytic / facilitative procedures, practices, actions, formulating yearly IQAS, incorporating with benchmarking, setting goals to be achieved during the year and facilitating / preparing Academic Calendar for the well planned academic setup.

Institutional Values and Best Practices

This criterion emphasizes the institutional role and its proactive response reflected through the programmes, activities and performances organized/conducted relevant to emerging challenges, pressing issues, social responsibility, values and the institutional best practices and its distinctiveness. Institute's significant initiatives, practices and attainments are highlighted under the key indicators as:

Institutional Values & Social Responsibilities

Institute strives to inculcate and imbibe values, responsibilities, rights and duties as enshrined in the Constitution of India demonstrating through curricular, co-curricular activities and programmes focused on the theme so as to instill good citizenry among the campus community and strives to sensitize the campus community.

The institute has adopted several green and sustainability practices that include renewable energy, economizing the use of disposal consumables, reuse, double use, recycle and use by deploying required facilities like STP, process so as to minimize the waste generation. Biogas plant to process solid-wet-bio waste to fuel canteen and laboratories.

Best Practices

Institute has evolved and adopted several practices positively impacting the institutional functioning. The most significant practices that have emerged as the best practices are: internally evolved and self-designed professional skills development programmes on emerging fields, International Trade and GST Law, to create human resource of high caliber, offered by the Institution in collaboration with partner industries - a paradigm shift from conventional to Industry/Application. This has impacted positively showing steep rise in overall enrolment. The another best practice is 24/7/365 days Remote Access to the Library e-Resources and Online Services enabling the students access the learning resources and services as per their convenience and comfort.

Institutional Distinctiveness

The institutional sensitivity to effective dealing towards the local problems ever faced by the society around: A Project demonstrating Institutional Distinctiveness: Roof Water Harvesting & Bore Well Recharge Project under Institutional Social Responsibility. The Project is distinct and perhaps unique of its kind in the state of Maharashtra depicting institution's proactive response to provide solution to local problem at one end and contributing to National Water Mission at the other. The project has created the distinct identity and recognition in public domain.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PROF. SAMBHAJIRAO KADAM COLLEGE, DEUR
Address	At Post Deur Taluka Koregaon District Satara
City	DEUR
State	Maharashtra
Pin	415524
Website	http://pskcollegedeur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bharat Namdeo Bhosale	02371-254368	9561005082	-	principalpskcd@gmail.com
IQAC / CIQA coordinator	Manoj Dasharath Gujar	02371-254227	9881752008	-	manojgujar53@gmail.com

Status of the Institution	
Institution Status	Private and 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	09-07-1999			
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	18-05-2012		View Document	
12B of UGC	18-05-2012		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

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	At Post Deur Taluka Koregaon District Satara	Rural	1.9934	1636.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	36	HSC or Equivalent	Marathi	20	18
UG	BA,Hindi	36	HSC or Equivalent	Hindi	20	11
UG	BA,English	36	HSC or Equivalent	English	20	7
UG	BA,History	36	HSC or Equivalent	Marathi	20	11
UG	BA,Economics	36	HSC or Equivalent	Marathi	20	12
UG	BCom,Commerce	36	HSC or Equivalent	Marathi	120	26
UG	BSc,Physics	36	HSC or Equivalent	English	50	10
UG	BSc,Chemistry	36	HSC or Equivalent	English	50	43
UG	BSc,Mathematics	36	HSC or Equivalent	English	20	0
UG	BVoc,Bvoc	36	HSC or Equivalent	English,Marathi	50	0
UG	BVoc,Bvoc	36	HSC or Equivalent	English,Marathi	50	0
UG	BA,Sociology	36	HSC or Equivalent	Marathi	20	0

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	1				5				24			
Recruited	1	0	0	1	5	0	0	5	12	11	0	23
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	7	2	0	9
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	1	0	0	1
Yet to Recruit				4
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	5	0	0	4	1	0	11
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	10	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	450	0	0	0	450
	Female	291	0	0	0	291
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	31	26	34	30
	Female	40	23	36	39
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	45	37	30	32
	Female	37	32	29	29
	Others	0	0	0	0
General	Male	180	177	133	143
	Female	155	119	158	180
	Others	0	0	0	0
Others	Male	50	62	44	56
	Female	44	28	30	31
	Others	0	0	0	0
Total		586	504	494	540

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>National Education Policy 2020 has been announced and published on July, 29, 2020 and composed of four parts: Part I related to restructuring school curricula and pedagogy, Part II covers higher education, Part III covers other by areas of focus such as adult education and online education and Part IV focuses on 'Making it Happen' elaborating on policy in implementation. As far as the HEI, the policy clearly stipulates that HEIs shall aim to be multidisciplinary by 2040; aiming at, among others, the GER in HEIs to increase to 50% by 2035 as against 26.3% in 2018. The policy ensures a complete overhaul and re-engaging of the higher education system to deliver high quality education</p>
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with equity and inclusion. Institution believes that NEP 2020 has a direct relevance and bearing to 'Self-Reliant India Mission' announced on May 12, 2020 with an aim to make economy stronger and sustainable; having its focus on innovations and start-up ecosystems of the country. The Pillars of SRI Mission are supported by 4 'E's viz. Education, Employability, Employment and Entrepreneurship. Thus, NEP 2020 can be tagged as 'A Paradigm shift in Higher Education to Boost Self-Reliant India Mission'. To make it happen, economy and education need to be juxtaposed, that is education should lead to employability, employability should make employment possible and facilitate entrepreneurship. Our institute is known for its quick response to emerging national issues and policies. Institute's specific initiatives the realization of NEP's embedded objectives are: 1. Institute has evolved, the 6th Core value- Equipping the learners with specialized knowledge and skills so as to create human resource of high caliber in the field of emerging and highly rewarding professions, thus making the conventional degrees worth in getting the gainful and sustainable employment. 2. In align with the institutional core value, to create human resource of high caliber in the emerging fields, the institute is offering and conducting self-designed professional skill development programmes in International Trade (Export-Import Management) and GST Law: Process and Practices. 3. To create awareness and enlighten on NEP-2020 and aligning it with Self-Reliant India Mission, the institute organized a National Webinars with a theme on Paradigm Shift in Higher Education to Boost Self Reliant India Mission and IPR: Prospective, Procedures and Relevance to Self-Reliant India Mission. 4. To promote integration of mainstream education with vocational education and industry offering skill based NSQF complaint programmes on Food Processing and Preservation, Beauty and Wellness under Community College, B.Voc. in Food Processing Technology. 5. To promote research innovation, construction of knowledge, the institute executed 30 plus MOUs and linkages of which 15 MOUs are with leading institutions, to harness on identity – academic interface, by way of conducting experimental learning sessions, practical, exposure to industrial processes, practices. Presently, this multi-faculty

	<p>institution is running various programmes under humanities, commerce and management, science and technology and interdisciplinary studies. The different programmes under these faculties have courses that allows studies under interdisciplinary and multidisciplinary modes. Especially, the programmes introduced under B.Voc. allows multiple entries and exits.</p>
2. Academic bank of credits (ABC):	<p>The students should learn as per their convenience, drop education mid-way and pick it up again as per their choice and convenience. Institution will take strides to registering for the Academic Bank Accounts. Meantime, the college is promoting the students to use DigiLockers, and also making them aware of the CBCS mechanism, especially earned credits, and updating them regarding the facility of Academic Bank of Credits (ABC).</p>
3. Skill development:	<p>The institute offers NSQF compliant vocational skill development programmes under Community College and Degree Programme of Bachelor of Vocation (Food Processing Technology), a mix of conventional and skilled based education following the NSQF guidelines. Moreover, the institution has introduced self-designed professional skill development programmes in the emerging fields of highly rewarding career opportunities like International Trade (Export-Import Management) and GST Law, resulting in paradigm shift from conventional to Industry/Application based education. The institute has executed as many as 30 MOUs and linkages with leading industries and other organizations including NGOs to conduct the programmes in experimental learning environment. These learner centric programmes are destined to sensitize the students to cross cutting issues relevant to current pressing concerns both nationally and internationally. The programmes aim to create divergent competencies and professional skills in emerging and highly rewarding fields to attain holistic development, entrepreneurial capabilities and empowerment of the students in collaboration with partnering industries, thus, thereby, harnessing on Industry-Institution interface. The programmes are designed and implemented in realization of Fostering global competencies and contribution to National development.</p>

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The existing faculties, especially the faculty of humanities, along with the its language departments like Marathi, Hindi and English, promotes Indian language, arts and culture. These departments, along with the other departments of humanities, endeavor to promote cultural awareness and providing the sense of identity to build strong sense and knowledge of our cultural history, arts, languages, and traditions. The existing faculties work for the cultural awareness and societal well-being and teaching languages. As languages are intricately linked to art and culture, and as they influence the overall social structure, and as art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language, languages must get due attention and care.
5. Focus on Outcome based education (OBE):	We believe that clarity, flexibility, comparison and involvement are the genuine benefits of OBE. The institute lays focus on the learning outcome that creates a clear expectation of what needs to be accomplished by the end of the course. The flexibility helps to structure the lessons around student's needs and allows to teach using learning methods to suit the cliental needs of the students. The comparison of learner's achieved outcomes at individual level helps to set new levels of outcome.
6. Distance education/online education:	The affiliating university has been conducting distance and open learning center under the grants and sanction of the Distance Education Council, New Delhi. The prime objective is to provide education for those who could not avail the facility of conventional education with a mission to disseminate and facilitate Higher Education to marginalized and deprived masses. The institution has a center of distance education offering UG and PG programmes from the university, especially B.A. and B.Com., and PG in Languages and Social Sciences, especially, Marathi, Hindi, English, History, and Economics, and M.Com. for commerce graduates. This DEC associated center has proved beneficial to increase the vertical progression of our students and also helped to curtail the dropout. We support our distance mode students with the Self Instructional Material, conduct Contact Sessions and provide other facilities for fulfilling their academic needs. It has also helped to cater to the academic needs of marginalized and deprived classes, impart ethical values through distance education and helped to assist the diverse needs of the distance

learners. Moreover, the institute conducts online classes simultaneously with offline classes and promote our students and teachers for the online SWAYAM and MOOC courses. This together showcases the institutional preparedness for NEP 2020.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
223	182	156	154	154
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	6	6	6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
586	476	494	541	528
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
530	480	360	360	360

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	72	72	63	83
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	27	20	20	20
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	29	22	23	23
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 12

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
15.40616	17.37233	15.41507	14.87414	15.42399

4.3

Number of Computers

Response: 54

4.4

Total number of computers in the campus for academic purpose

Response: 48

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 purpose of the undergraduate curriculum is to attain the holistic development of students; so as to enable them to either get placed in a job commensurate with their acquired academic credentials (Horizontal Progression) or proceed to pursue higher studies in their chosen field (Vertical Progression). For this, besides prescribed curricula, the college has introduced several capability enhancements, NSQF compliant skill based career oriented vocational programmes, Professional skills development programmes in emerging areas, enrichment and preparatory programmes that portrayed the institutional distinctiveness.

The most significant and might be the unique in itself is: institute has evolved its own 6th Core value whose epicentre is shift from traditional pedagogy to application oriented learning experience.

To ensure effective curriculum delivery the institute has been implementing several measures with meticulous academic planning that include:

- **Setting up the Annual Academic Calendar:**

Institute, in the beginning of the academic year sets the annual academic calendar incorporating it with academic terms, admission, examination, internal evaluation schedule, institutional curricular and extra-curricular activities, internship, experimental learning sessions; and is made available to the students and faculty through institutional web portal.

- **Organising Bridge Courses to identify slow, average and advanced learners:**

Immediately after the enrolment process is completed, programme-wise bridge courses-designed to bridge the academic gap between higher secondary accumulation level and the offered university programme are conducted for the new entrants enrolled for degree programmes. On the basis of exit test and their entry level academic credentials, slow, average and advance learners are identified. Taking into account the diverse learning abilities, Professional skill development programmes requiring high calibre are offered to advanced learners besides their degree curricula; remedial coaching for average learners conducted to bring them up to desired level.

- **Use of ICT enabled teaching-learning processes by leveraging smart technology:**

The curriculum delivery is attributed to student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences, blended learning methods; interactive, collaborative, experimental learning; online/offline (simultaneous broadcasting), Learning Management System. Supported with e-lectures, e-contents, accessing open resources. Launching of Institutional YouTube channel and uploading the e-lectures is a noteworthy initiative.

- **Bringing innovations and creativity in classroom sessions:**

The college has devised and adopted modalities of teaching-learning, embedding it with the student centric methods. The focused group discussions, debates, projects, presentations, experiments, practicum, internship, onsite study sessions organized in collaboration with partner industries, to gain exposure and practical experience in the related fields have together brought innovations and creativity.

- **Using MOODLE analogue Learning Management System:**

Analogous to MOODLE platform, the college has evolved an LMS for administration, documentation, tracking, reporting and delivery of educational courses, assignments, project works, internship or training schedules that facilitate and help the teachers in delivering learning material and dissemination of information, administering tests and other assignments, tracking student progress, and managing record-keeping.

These integrated methods and processes embedded in pedagogy together enhanced the overall efficacy of curricular delivery and making the worth with professional skills.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institutional well set practice towards the strict adherence to academic calendar includes:

- Internal Quality Assurance Cell (IQAC) ensures that Annual Academic Calendar is prepared at the very beginning of the academic year. The internal Quality Assurance Cell (IQAC), as its quality assurance strategy under IQAS, facilitates preparing Academic Calendar for the well planned academic setup that includes all curricular, co-curricular, extra-curricular, internship, summer programmes, experimental learning sessions and other activities including university examinations and schedules of continuous internal evaluation (CIE).
- Monitoring the regular meetings of the statutory committees, PBAS procedures and practices, compliance of feedback mechanism, organizing seminars / conferences based on cross-cutting issues of national importance, organizing social awareness programmes, conducting programmes under ISR, monitoring MIS and LMS conducting SIP, AAA, NIRF, AISHE, ISO and the timely submission of AQAR etc. according to the Annual Academic Calendar.
- The Academic Calendar integrates all activities considering schedules that include admission process, internal examinations, term-end examinations, the celebration of commemorative days, sports and cultural activities, activities under statutory and non-statutory committees, Bridge Courses for all Faculties, introductory sessions, Remedial Coaching sessions, Preparatory Courses, CIE schedules, scheduling of Professional skill development programmes, Enrichment courses,

internships, evaluation blueprints, experiential learning.

- Scheduling of Seminars, Conferences, Workshops and Webinars on themes contributing to national development, global competencies, and value systems and promoting the use of technology. The Programmes under MOUs, extension activities under ISR and programmes to be followed under university and state government guidelines are also incorporated.

The departments and faculties prepare their annual teaching plans considering the academic sessions appointed by the university. The college adheres to its academic calendar for Continuous Internal Evaluation System which includes unit tests, home assignments, structural quick tests, Google Tests, practical examination, group projects, classroom seminars etc. to facilitate continuous internal evaluation throughout the academic year. The schedule of all term end examinations and internal assessments is also placed in the academic calendar.

The Faculty Coordinators, the Board of Heads and the concerned committee coordinators through continuous communication, consultations see to it that the Academic Calendar is strictly followed. The College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) control, monitor and facilitate the overall functioning of the institution.

Institution strives to adhere to the academic calendar by meticulous planning, execution, conducting/organising the activities as scheduled.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 8

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 31

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
10	11	3	4	3

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 21.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
174	190	117	32	55

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

1.3 Curriculum Enrichment

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

Response:

The programmes and courses offered by the institution are integrated to the cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability. Especially Environmental Studies as a compulsory interdisciplinary course offered at the second year of graduation for each programme covers the environmental and sustainability issues.

Apart from the university curricula, in aligning it with the self-evolved institutional core value, the significant initiatives of the institution integrating the cross-cutting issues include:

- Institute has introduced a self-designed programme on Women studies with the objectives, among others, of gender sensitisation promoting the dignity and respect for women.
- Institute offers the self-designed highly specialised profession skill development programmes, enrichment courses, value added courses, add-on and preparatory courses see to it that they cover the significant cross-cutting issues.
- The institution's association with Rotary International, having its motto- Serve to Change, through MoU, conducting collaborative activities to promote universal human values.
- Towards environmental sustainability, Rain water harvesting and bore well recharge project under Institution's Social Responsibility (ISR) undertaken progressively in collaboration with Rotary International, Satara, has created the distinct indent and recognition of the institution.
- Institution's association with Manufacturers Association of Satara through MoU and conduct of collaborative programmes on promoting professional ethics.

Various theme specific programmes are organized through different statutory and non-statutory committees in collaboration with partnering NGO organisations integrating crosscutting issues relevant to Gender, Human Values, Environment and Sustainability, serving the societal needs through extension, outreach activities so as to establish and strengthen institute-society connect.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 23.81

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
67	42	34	34	34

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 100

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

Response: 586

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 64.9

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
323	261	238	264	251

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
530	480	360	360	360

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 53.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
251	193	223	218	204

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 and organises special Programmes for advanced learners and slow learners

Response:

Institute evolved a mechanism to assess the learning levels of all the newly admitted students to identify slow, average and advanced learners as the Class is comprised of students with heterogeneous learning abilities.

On the completion of the admission and enrolment process, the students, based on their entry level scores and the initial assessment based on the performance in the Bridge Course exit test, are categorized into different learner groups such as Advance Learners, Average learners and Slow Learners under each faculty; and offered special programmes depending on their learning abilities. **Bridge Courses** in all the subjects have been designed to bridge the gap between two levels of competencies viz. Higher Secondary and programmes offered at UG. The bridge course sessions and tests based on the contents of these courses are conducted primarily to assess the learning levels of the students, bridging the knowledge gap, and to orient them for the offered degree programmes. It helps identify the slow, average and advanced learners based on their test performance at one end, and bridge the knowledge gap between the higher secondary and that of degree programme levels of competencies.

Based on the learning abilities and diverse competencies, special programmes offered by the institute are as follows:

1. **Self-Designed Professional Skill Development Programmes Advanced Learners**, the institute has internally evolved the professional skill development modular programmes to prepare human resources of high caliber in the emerging fields (International Trade, GST Law) that offer rewarding career opportunities. This is in align with **institutionally evolved, the 6th Core value- Equipping the learners with specialized knowledge and skills** so as to create human resource of high caliber in the field of emerging and highly rewarding professions, thus making the conventional degrees worth in getting the gainful and sustainable employment.
2. **Preparatory programmes** to orient and prepare the advance learners aspiring for higher studies, for the highly competitive exams leading to CA, CMA, IIT-JAM.
3. **Remedial Coaching** conducted for average and slow learners to bring them up to the desired level of competency.
4. **Contact Sessions** organized during the first and second terms for the ATKT students having a backlog of course/s to help them to clear the course/s in which they have failed in previous examinations.
5. **Integrated, Comprehensive Scheme** to enhance the Students' performance includes:
 1. Effective implementation of Attendance Monitoring Scheme
 2. Implementation of Remedial Coaching Scheme in key subjects to supplement the regular classroom teaching;
 3. Home Assignments, Group Projects and Seminars in key subjects to port the students to write, reproduce, evaluate and correct;

- 4.Ensuring the quality of lecture notes, contents; guided use of library/e-resource material;
- 5.Orient students for examination patterns, providing question banks, model answers;
- 6.Discussing the performance with students after the evaluation;
- 7.Informing the parents of the progress, attendance of their wards.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 24.42

File Description	Document
Any additional 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 institute has executed as many as 30 MoUs and linkages with the leading Industries, business and corporate houses, Social organisations with an aim to harness on Industry-Academia interface by sharing of resources and expertise. This has brought a paradigm shift from conventional teaching-learning methods to application based learning by way of strengthening experimental learning, much aligned with the institutional core value.

The institute has adopted and has been practising student centric learning methods that include, experiential learning, participative learning and problem solving methodologies attributed to innovation and creativity.

The salient features of integrated student centric pedagogy are:

- Interactive, collaborative, Experimental learning;
- Blended computer mediated learning methods;
- Assignment based learning that includes Home projects, Activities, tasks, case studies;
- Online/Offline (simultaneous broadcasting)
- Launch of College YouTube Channel
- MOODLE analogue Learning Management System

The Institute has devised and adopted modalities of teaching-learning to suit the cliental needs of different

learner groups so as also to facilitate an effective learning experience, by embedding it with the student centric methods such as participative learning, experiential learning, interactive and collaborative learning through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship, onsite study sessions organized in collaboration and MoUs with partner industries and institutions, Business ventures to gain the practical experience in the related fields. Of late, Information and communication smart technologies, digital resources for learning are readily available; both the teachers and students are getting more and more comfortable with these technologies. Adoption of blended learning methods- a mix of conventional face-to-face classroom methods with modern computer-mediated activities, has made learning more individualised, exciting, innovative, creative and dynamic besides porting the students to higher order thinking, problem solving and inquisitive attitude.

Online/Offline teaching mode:

Pandemic adversely impacted the academic schedules but at the same time offered opportunities in the adversities making institution explore ways and means to maintain the academic activities in meaningful way. Especially, this has necessitated the institute to adopt an online mode of teaching, creating e-lectures, e-contents, accessing open resources. The launching of an institutional YouTube Channel is one of the noteworthy initiatives the college has taken.

The college adopted both online and offline modes simultaneously. While the offline classroom sessions are conducted, simultaneously broadcasting of the lectures is done in order to engage the students who could not make it for offline classroom sessions.

The offline sessions are also kept in recording mode so that the same can be uploaded on the YouTube Channel, which the students can access and view as per their convenience.

On par with the MOODLE platform, the college has evolved a learning management system (LMS) for the administration, documentation, tracking, reporting and delivery of educational courses, internship or training Programmes that facilitates and help the teachers in delivering learning material, disseminating the information to the students, administering tests and other assignments, tracking student progress, and managing record-keeping.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The institute has consciously developed and augmented the ICT infrastructure comprising of smart classrooms, equipped with audio-visuals and internet connectivity. All the teachers make use of ICT enabled tools for effective teaching learning which covers the e-contents, e-lectures, PowerPoint Presentations, audio lectures, effective use of virtual interactive platforms. The institutional and the

separate Library web portal, along with its YouTube channel and social networking sites such as Twitter handle, WhatsApp and Facebook (meta) Account are actively utilised for accessing, disseminating the e-learning resources.

The institutional knowledge resource centre (Library) takes special efforts for effective academic delivery and access/dissemination of e-resources through Library portal; uploading the e-contents and other learning resource data in the form of videos, audios, PPTs. It also provides facilities like barrier free access to students with disabilities, educational CDs and DVDs, android based library applications, QR Codes, IT corner, e-Syllabus, Video and Audio Notes, e-Question Papers, Interlibrary loan, NDL e-resources, INFED e-resources, N-list, e-books, e-journals, career corner etc. It offers a 24x7 remote access facility to library e-resources from anywhere and anytime for library users; which is emerged as the best practice of the institution.

A separate committee for the promotion of ICT is in place that orients teachers regarding the use of ICT, organize seminars and workshops on the use of ICT in for effective education delivery.

A Special drive to develop e-contents with an objective to promote ICT enabled Teaching-learning-evaluation by leveraging smart technology in conversant with emerging pedagogy was undertaken. The primary focus was to develop high quality e-content in all core disciplines and selected subjects at various levels and compatible ICT infrastructure to ensure effective academic content delivery. The prepared e-Content modules were previewed and approved by the Academic Content Advisory Committee and made available to the learners through the knowledge resource centre.

The ICT promotion drive was attributed to:

- 1.The ICT Methodology for Teaching and Evaluation preparations, workshops for training and orienting the faculty and learners;
- 2.Technologically Friendly: so as to be downloaded and used on any computer either independently or in a LAN situation;
- 3.Learner Friendly: for easy navigation;
- 4.Learner Centric: to be useful in self-instructional mode;
- 5.Teacher Friendly: so as to be used in various teaching-learning methods such as classroom lectures, tutoring to a group, lab session, etc.;
- 6.Employing Learner Centric Pedagogy: specifically, the designer of the e-Content should pay attention to the teaching model used - such as simple information communication, exploratory approach, discovery approach, mastery learning etc. Many types of interactive methods should be included to make the learning process effective and efficient.
- 7.Self-evaluative: so as to have plenty of evaluation material to give feedback to the learner as to his/her achievements in a given topic of the course and including formative as well as summative evaluation.
- 8.Object Based Learning/Teaching: so as to state specifically the objects of learning/teaching and employ different strategies for skill, competency and functionality developments.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 23:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 26

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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: 89.36

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 44.31

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	11	8	8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 9.32

2.4.3.1 Total experience of full-time teachers

Response: 223.76

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The university examination pattern includes both components viz. internal evaluation and external examination in bi-semester mode. University announces the examination schedules and the assessment is done under Central Assessment Programme by the external examiners. Group Projects, Classroom Seminars, Home Assignments, Oral Examinations are prescribed as an internal evaluation component.

Besides the external evaluation, the institute has evolved the mechanism for continuous evaluation so as to assess and monitor the performance and progress of the students at regular intervals; that comprises of Unit Tests, quick tests, google tests, class assignments, exit tests prior to each term end and semester examinations to determine course/programme attainment/class assignments on the completion of each module and preliminary examination in each subject/course conducted before each semester examination. Students are ported to various tests, evaluated and corrected periodically. The use of various technological user-friendly platforms/tools like Google and Kahoot has facilitated quick, objective evaluation, generating score cards almost instantly. The college has evolved a learning management system (LMS) that facilitates and assists the teachers in delivering learning material, disseminating the information to the students, administering tests and other assignments, tracking student progress, and managing record-keeping.

There are two levels of Continues Internal Evaluation (CIE):

1. In the final year degree programme, University has formulated a 40:10 pattern where 40 marks are for theory examinations and 10 marks for CIE.
2. The concerned teachers conduct sessions for Continues Internal Evaluation by giving advance notice to students following the institutional Academic Calendar.
3. For classroom seminars, students are called to deliver a seminar and is assessed and evaluated by the concerned teacher.
4. Teachers prepare the results and submit it to the Examination Committee to upload in the university online portal. The same procedure is followed for Group Projects (Sem. VI).
5. The concerned teachers and HOD'S, along with the Teacher Guardian Scheme, Attendance Monitor Committee and the Mentor-Mentee Scheme, (prepared under UGC's Student Induction Programme) see to it that the attendees have been properly evaluated.
6. The University has introduced Internal Evaluation System for Part I students only. This 50 marks' examination is conducted, assessed and re-evaluated (if demanded so) at the college level.

In the pandemic situation, college examinations were conducted in an online mode by hiring a third party service provider. Re-examinations were conducted for those who faced technical snags while appearing in online examinations. Students, who could not succeed in their examination attempt, were given fair opportunity of re-examination immediately after declaring the results for progression in the next semester.

The institute observes zero tolerance regarding the use of unfair means in the external/internal examinations, transparent and impartial evaluation mechanism. We not only evaluate our students but correct them and advise them regarding their examination performances at the time of personal interaction sessions with the help of answer keys prepared by respective teachers.

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

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

Response:

The institutional Examination committee to monitor unfair means in the internal examinations see to it that examinations are conducted in a smooth manner following the university guidelines. The prime role of the Committee is to conduct, maintain vigilance to curbing the use of unfair means and possible malpractices during the conduct of the examinations and to ensure transparency in evaluation, and declaration of results on time.

The examination system is comprised of two parts; first, First year, Part I examinations are conducted and evaluated/assessed at the College level, and second, University Examination for Part II and Part III year students are conducted by the affiliating university with a common programme.

Grievance Redressal Mechanism to deal with and address grievances related to internal examinations.

The grievance redressal mechanism is comprised of Students Grievances Redressal Cell (SGRC) at the institution level to deal with the grievances related to internal examinations and the other at the university level to deal with grievances related to external examinations.

The institute has constituted two committees viz. College Examination Committee, and Students Grievance Redressal Cell. Students can lodge their grievances, related to examination, to the Examination Committee for redressal of issues. Moreover, the Students Grievance Redressal Cell (SGRC) is framed under Article 56 (2) (b) of the Maharashtra Public University Act – 2016, redress the student grievances of any sort, including grievances related to examinations.

The grievances redressal mechanism, provisions thereunder and procedures are notified to the students:

- Students can apply within 15 days after the declaration of their result to the Chairman of the Examination Committee.
- The general nature of grievances is related to under-scoring, re-evaluating the answer scripts, checking the total marks awarded or unmarked questions, if any. Students can apply for a photocopy of their answer-books and demand revaluation.
- The photocopy or revaluation report is given within 15 days from the date of application.
- The decision on the grievances are duly communicated to the concerned authority for suitable action and to the student concerned.
- If not satisfied with the decision, the student can appeal to the University Grievance Redressal Cell to seek redressal
- In addition, the University Lapses Committee considers and resolve/redress the issues/grievances.
- The grievances are decided in time bound manner.

Thus, the institute has transparent, robust, efficient mechanism in place to redress grievances related to internal evaluation in a time-bound manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The institute ensures that teachers and students are well informed of and aware of the programmes, course pattern, curricula, examination pattern, course outcomes and programmes outcomes of the different

programmes offered by the institution through information dissemination instruments and platforms viz. college prospectus, brochures, college/university websites, library portals.

The information on the programmes/courses is communicated/disseminated as follows:

- The offered programmes, structures, pattern of examination are published well in advance in college prospectus in both the formats-print and electronic;
- E-prospectus is uploaded on the institutional web portal for easy access and reference for students and faculty;
- The affiliating university has incorporated different course objectives and course outcomes in its circulars related to the revised syllabus of the respective faculties through its Boards of Studies.
- The stated POs, PSOs and COs are also placed on the institutional website.
- The programme/course outcomes stated by the institute are in tune with the course outcomes circulated by the affiliating university.
- The outcomes of Certificates Courses offered under Enrichment Courses, Value Added Courses, Add-on Courses, professional skills development programmes and Preparatory Courses are stated in the respective syllabi and are based on the skills, knowledge that students acquire through the course/programme they are undergoing.
- The general outcomes are also relevant in respect to the core values especially, Contributing to National Development, Fostering Global Competencies among Students.
- The subject-wise training workshops are conducted by the respective Board of Studies, where discussions on the program outcomes, program specific outcomes and course outcomes are elaborated.
- The institute ensures that the respective faculties actively participate in such subject specific training workshops for the enrichment of course content and outcomes.
- The respective faculty conducts introductory sessions and bridge courses in the beginning of the academic sessions and orient the students about the programme/course structure, examination pattern, Programme and course outcomes.

The specially designed Student Induction Programme under UGC guidelines helped us a lot in disseminating POs and COs to the learners of the respective faculties. Moreover, the student feedback on courses and programmes and the exit feedback helps to know the attainment of stated programme and course outcomes offered by the institution.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The institute has a set mechanism in place to monitor and evaluate the attainment of the programme/course outcomes by the institution. As a result, the students pursuing their degrees empowered with institutional self-designed professional skill development programmes in emerging fields are capable of getting the gainful and sustainable employment.

The monitoring and evaluation mechanism involves:

- The examination department analyses the programme/course wise end results and prepare its comprehensive report;
- Feedback on syllabus and its transaction is sought annually through online feedback system; which then is analysed by the Feedback committee;
- The data on horizontal and vertical progression is maintained and updated by the Entrepreneur and Placement Cell to the extent of attainment of programmes/course specific outcomes.
- The annual reports are then discussed, deliberated in the IQAC and subsequently in College Development Committee for improvements and corrective actions.
- Exit Survey from the final year students and comparison of institution's end results with the university results also help to count attainment of the outcomes.

Moreover, the analysis of the term-end examination results, continuous assessment under college and university examination and the performance of students in curricular and co-curricular activities help to measure the outcome attainment.

The CIE pattern including surprise tests, group projects, classroom seminars, tutorial and home assignments, field visits, programmes under internship, on the job training and the matrix under the student performance in departmental activities, their progression to higher studies and placement, horizontal and vertical progression, participation in extension activities and participation in the activities like *Avishkar* Research Competition, university level competitions, participation in different level activities like NSS, NCC and Cultural help us to review the attainment of Programme outcomes and course outcomes are evaluated by the institution.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 77.96

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
62	72	72	63	83

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	76	99	122

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response: 3.76**

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.90000

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 2.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
9	8	7	7	7

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 48

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	10	6	6	5

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

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

Response: 2.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	11	19	6	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 3.38**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	11	12	12	34

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute's noteworthy initiative towards sensitizing students on social issues, concerns and problems is, getting associated with Rotary International Club, which is known to work globally with the motto- 'Serve to change', by way of executing functional MoU and conducting/ undertaking the socially advantageous programmes like institution's well-acclaimed ISR project of Rain water harvesting and bore well recharge, *Bhaidooj*, Corona Isolation center to break the chain that can be evidenced from report of the activities conducted in joint collaboration.

Extensive off-campus activities are conducted through the following schemes / associations in a planned manner and with well-defined community / social themes:

- National Service Scheme
- Social Science Forum
- *Unnat Bharat Abhiyan 2.0*
- Cultural Committee
- Women's Development Cell
- Students Development Cell

The extension activities in the neighbourhood community are carried out with the prime objective to sensitize students and create social awareness regarding the social issues, concerns and problems at one end; and to attain the holistic development of the learners through value based education through various co-curricular, extra-curricular and extra-mural activities at the other.

Institute endeavours through extension activities to create environmental and social awareness among the learners in order to equip their minds with the feeling of secularism, to contribute to the national development by the way of developing human resources and capacity building of individuals for serving the cause of social justice and equity and to create the sense of discipline in terms of regularity, sincerity and punctuality among the learners with a view to shape them into responsible, respectable and prudent citizens of India.

The NSS runs various society oriented activities under the guidance of affiliating university. It is the direct medium of allowing students to engage themselves in the neighbourhood community. Some of the major extension activities carried out in the neighbourhood community are: Roof Water Harvesting and Bore Well Recharge Programme attempting to resolve a social issue, *Swachh Bharat Abhiyan*, *Bhaabeej*: An Institutional Social Engagement Programme, Household Survey under UBA, programmes under Fit India Mission for physical and mental health, *Shahid Jawan Jyot (Torch for the Martyr Soldier)* highlighting the spirit of patriotism and nationalism, visits to local historical monuments aimed at its maintenance and teaching sense of responsibility, Aids Awareness Rally, Voter Awareness Rally, Tree Plantation Drives, Health Check-up Camp, Blood Donation Camps, helping the flood affected people, Gender Sensitization activities, programmes related to environmental issues, organization of special Camps such as Voter Card Registration, Eye check-up, Isolation Centre For Covid-19 Positive Patients from the local community etc.

The extension activities conducted during the last five years had a special impact on the human resource development and capacity building of individuals and catering to the needs of the economy, society and the country as a whole thereby contributing to national development and inculcating value system in the learners and the neighborhood community for which the institution received special recognition and feedback from the society.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 123

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	40	28	22	18

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 93.58

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
398	476	494	541	528

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**Response:** 30**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	11	7	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response:** 80**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	24	20	6	2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The availability of adequate infrastructural facilities, their optimal use, regular maintenance and augmentation of existing facilities to match the academic expansion/growth are the key components for the effective and efficient conduct of the educational programmes. In line with it, the institute has created, augmented required physical infrastructure and deployment of technology and are put to optimal use.

The details of the available physical and technology leveraged infrastructure are:

- Classroom equipped with ICT facility
- Laboratories
- Seminar and Video conferencing hall
- Central Library: Knowledge Resource Centre
- e-resources
- Common Computing and Reprographic Facility Centre
- Barrier Free access to the PWDs/Elderly people

Smart Classrooms:

There are 12 well-furnished classrooms equipped with ICT facilities, internet connectivity and are in networking environment. The institute has adopted a novel idea organizing and earmarking the classrooms with displays. The classrooms are organized as:

- Linguistic Hall
- Social Science Hall
- Commerce and Management Hall
- Science and Technology Hall

The existing classrooms are converted into smart classrooms equipped with LCD projectors, interactive panels, visual presenters, computers and internet connections to facilitate e-Learning ensuring adequacy for the teaching-learning process. There are green and white boards, sufficient benches, furniture and fixtures. The classes are arranged shift-wise to ensure the optimal use of the available infrastructure and physical facilities.

Laboratories

Separate laboratories for Physics, Chemistry, Botany and Zoology under faculty of Science and Technology, Food Science Laboratory for Food Processing and Technology Programme under B.Voc., the Language Laboratory under the faculty of Humanities are provided.

Seminar and Video Conferencing Hall

A special built-in seminar hall cum recording and the broadcasting studio is in place where a provision of high-speed internet, Wi-Fi, LAN, web cameras, head-phones, LCD projector, and sound system etc. has been provided.

Library: Knowledge Resource Centre

A good number of books and periodicals are maintained under *Dewey Decimal Classification* (22nd ed.) system. The library attempted to organize e-Resources to help its users to access the resources online as well as through the computer in the Library IT Section. The Library has also subscribed to the N-LIST e-resource database and obtained free access to the National Digital Library of India (NDL) as well as INFED e-Resources.

e-Resources:

There is a compilation of a variety of e-Collections to support the teaching and learning activity. The institutional YouTube Channel and Library web portal for e-Contents and e-Lectures in the form of Audio-Visuals, etc. are also made available for the digital learning experience.

Common Computing and Reprographic Facility Centre

There is a separate Computer Facilitation and Reprographic Facility Centre where two photocopier machines, one Duplo-copier, LaserJet printer and scanner is used to provide these services.

Barrier free access to the PWDs and elderly people

Physical infrastructure has been developed/modified to suit the special needs of PWDs/ Elderly people by providing ramps and railings, handrails to staircases, building entrances, office entrances, wheelchairs and walkers, washrooms with tactical signs as per the relevant norms.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Besides the infrastructural facilities for the conduct of educational programmes, the institute has developed supportive facilities for the conduct of extra-curricular activities that include cultural, sports, Health and wellness activities.

Supportive facilities:

1 Cultural Hall with audio-visual and musical instruments

2 Well equipped Gymnasium

3 Playfield having facilities for indoor and outdoor games

4 Facilities for wellness, yoga, etc.

Cultural Hall with audio-visual and musical instruments

The cultural activities are planned and organized by the Cultural Department that includes the celebration of different anniversaries of national leaders and prominent figures, organization and participation in different competitions and cultural activities, organization and participation in District and University Level Youth Festivals, social gatherings, sports-meet, annual day celebrations, training programmes etc.

A well-equipped cultural hall having a hi-tech sound system, ICT enabled presentation system, WI-FI zone with internet facility is available to organize cultural activities, invited lectures, student and teacher training programmes and other such activities. The Open Stage is used for performing different cultural activities and competitions organized by the cultural and other committees of this institution.

Well-equipped gymnasium

The college gymnasium is equipped with a five-in-one multi-gym facility that covers various physical and cardiorespiratory exercises having a treadmill. The available equipment are:

- Multi-Gym Equipment
- Incline Leg Press
- Lat Pull Down (80 Kg.)
- Peck Deck Reverse Fly
- Standing Calf Machine (80 Kg.)
- Horizontal Bench
- Walking Treadmill
- Weight Plate, Weight Bar & Dumbbell Bar

Playfield having facilities for indoor and outdoor games

The separate gymkhana building is in place with a variety of indoor and outdoor sports equipment where the indoor sports hall provides a 130.65 square meter area for the indoor sports activities that covers Table Tennis, Carom Boards, Chess Boards, Wrestling, etc. The outdoor sports facilities include Volleyball Court, Basketball Court, Handball Court, 200 mtr running track, and separate grounds for Kabaddi, Kho-Kho, Baseball, Softball and others.

Facilities for wellness, Yoga, etc.:

Yoga is an invaluable gift of India's ancient tradition that embodies unity of mind and body; thought and action; restraint and fulfillment; harmony between man and nature; and provides a holistic approach to health and well-being. In our attempt to make our students aware of the changing lifestyle and for creating consciousness amongst the youths we organize special sessions on physical and mental fitness inviting

expert trainers in this field which leads to contributing national development by providing healthy youth.

International Yoga Day is observed by organizing training workshops, yoga activities, promoting yoga and fitness, fitness rallies, and running social networking groups. As per UGCs SIP guidelines, a special provision has been made for daily sessions on Yoga, Meditation and stress relieving and management for Physical and Mental Fitness in the Time-Table.

The concerned committees / departments make sure that a maximum number of students take an active part in the cultural and sports activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 38.82

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.21677	9.28762	11.57657	0	9.88819

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Yes, Library is automated using ILMS

Name of ILMS Software	AutoLib NG	
Nature of Automation	Fully	
Version	NG	
Year of Automation	Started in 2013 & completed in the year 2018	

File Description	Link	
Upload any additional information	https://pskcollegedeur.ac.in/42-library-as-a-learning-resource	
Paste link of additional information	https://pskcollegedeur.ac.in/42-library-as-a-learning-resource	

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.81

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.77693	1.3515	0.5935	0.86012	0.48001

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 15.08

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 92

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:

To promote and optimize the use of technology in its academics and administration, the institution has consciously invested in the development of IT infrastructure including W-Fi, supporting it with customized softwares, IT enabled process, e-learning resources and internet connectivity for uninterrupted live streaming, online processes leveraging cutting edge technologies.

Existing IT infrastructure facilities has frequently been upgraded and augmented to meet the increasing requirement. The institute has adequate computer networking with upgraded OS versions used in office, library, departments, classrooms, and other sections under its realm, providing it with high speed secured internet connectivity. Besides, the entire campus is provided with a Wi-Fi facility.

IT is being used in different sections such as the administrative office, Departments, Central library, Language Laboratory, Examination Section, Classrooms, Seminar Hall and the Gymkhana. The campus is networked through LAN having internet connectivity of 50 mbps from i-NET Services, Satara. The campus is equipped with separate routers for Wi-Fi connectivity. The PCs are supported with licensed softwares.

There is a set provision to upgrade and maintain the institutional IT facilities. There are established committees like the ICT promotion Committee and Building and Infrastructure Maintenance Committee to see that IT facilities are upgraded, repaired or augmented, as the need may be, following the due procedures. The Committees see to it that required facilities are upgraded or being upgraded in the form of hardware and software, the addition of internet bandwidth, Wi-Fi facility, its connectivity and the electricity back-up system.

In view of the large IT infrastructure, recently high capacity batteries of the wind-solar hybrid system have been installed to maintain an uninterrupted power supply. The administrative office and library have been provided with the UPS (uninterrupted power supply) system.

The institutional website is being maintained and updated and upgraded by Wathare InfoTech, Satara. The institute has executed AMCs to maintain Wind-Solar Hybrid Energy system, Computers, Xerox machine and purchased softwares. The computers are provided with Quick Heal Antivirus Pro systems with regular updates.

The ICT facilities including computers from the Common Facility Centre, Language Laboratory, and in the IT section of the Library, laptops, digital gazettes, LCD Projectors, interactive panels, visual presenters, broadcasting studio are regularly maintained and upgraded. The institutional Knowledge Resource Centre updates and maintains its web portal for updating e-Contents and e-Lectures, YouTube Channel and social networking sites. 24x7 remote access to the library e-resources and facilities such as e-Reports, e-Journal issues, e-Question Papers, Audio Files and e-Magazine of college, etc. has been provided giving QR code and web-links.

The Library is automated with AutoLib NG software with upgraded version. Its IT section is equipped with computers for browsing e-Resources. 'Digital Attendance System' has been installed. The administrative office is automated with A-Square Software. The Language Laboratory and Common Facility Centre are equipped with computers. Biometric system for recording the attendance of teaching and non-teaching staff and CCTVs for security and surveillance are operational.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 12:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 10.26**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.64195	4.06882	0.64124	1.05539	1.91898

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	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 physical facilities include Administrative Building, Principal's Cabin and Retiring Room, Administrative Office, Staff Room, sports complex, classrooms, Boys Room, Girls Room, IQAC Office, IT infrastructure, AV Studio, Pantry, Seminar Hall, Cultural Hall, Open Stage, Examination Room, Library and Reading Room, Gymkhana, sports ground, multi-gym, Sewing Machines for Fashion Designing, separate toilet block for PWDs, Wheel Chair for PWDs, etc., the Academic Facilities include laboratory, library, Science and Technology Labs, Language Laboratory, Website etc. and the Support Facilities include Reprographic Facility Centre, ICT, Washrooms, Urinals, RO Purified Water Outlets, Water Cooler, Surveillance System, Gardening and Landscape Designing, Wind Solar Hybrid Energy System, Power House, Parking Facility, College Canteen, Common Facilitation Centre, Electrical equipment, bore-well, etc.

The budgetary estimates and plan are called from the concerned committees and respective budgets are finalized in the meeting of the College Development Committee (CDC). The Principal, as the academic and administrative head of the institution makes sure that the established systems and procedures for maintaining and utilizing physical, academic and support facilities are fully functional and operational through its different organs. The College Purchase Committee and the College Building Maintenance Committee play a vital role in this respect.

Maintenance and utilization of facilities:

The institute has a maintenance procedure and practices in place to ensure regular and timely maintenance of / repairs of the physical, digital facilities. It includes:

- Executing annual maintenance contract (AMCs)
- Reporting the faults, damages, operational malfunctioning
- Keeping a register of wear and tear / repairs / operational problems detected
- Hiring / engaging technicians
- Monitoring and overriding committees for maintenance of repairs
- Budgetary provision for maintaining the infrastructure
- Training / orienting the staff with the facilities
- Displaying general operational guidelines and minimum care and cautions.

AMCs are executed to ensure timely maintenance that includes:

- AMC with R. L. Constructions, Satara, for Maintenance of Buildings and physical infrastructure
- AMC with the Unitron Energy System Pvt. Ltd., Pune for maintenance of Wind-Solar Energy system
- AMC with M/S Yogesh Computers, Kondave (Satara), for maintenance and upgradation of Computer Hardware
- AMC with a-Square Software, Kolhapur for Software maintenance and upgradation
- AMC with MG Computers, Satara, for maintenance and upgradation of Computer Hardware
- AMC with SkyLark Computers, Satara for maintenance of Surveillance system
- AMC with I-Net Service Pvt. Ltd., Vaduth (Satara) for maintenance of Internet facilities
- AMC with Suman Nursery, Deur (Satara) for maintenance of Garden

Local technicians like carpenters, electricians, and plumbers, etc. are hired for maintenance purposes.

a. Cleaning of classrooms and administrative blocks including library and laboratories is done by the support staff on daily basis.

b: Gymnasium and Sports Ground: Separate Gymkhana, sports equipment, multi-gym, playground, etc. is being maintained by the DEP and the hired experts.

c: Library: The library is equipped with ICT equipment. It has its separate IT Section with an internet facility, Smart TV, Photocopier, and Digital Attendance Scanner. Reading, reference, and periodical section are available that is facilitated with a variety of reading material in print and non-print form. The vacuum cleaner is used to keep the library clean. Sufficient funds are allocated for the library expenses. Library also generates financial resources by providing reprography/ photocopy services. A self-generated bar-code enabled ID card is also a major financial resource from which a library fulfils its routine expenses.

d: The Computer/ Internet Centre is maintained with the help of a faculty coordinator and a hardware technician under AMC.

e: Laboratories: There are different laboratories like Science Laboratories, Laboratory for Food Processing and Technology and Language Laboratory. The Faculty Coordinators and respective Head of the Departments takes care of the Laboratories. There is language software with a 1+10 teacher-student console and an LFD installed in the language laboratory maintained by a technical person on-call basis.

f: Garden Premises and Water Storage are maintained by a particular committee with the help of a professional gardener. The peon staff cares to keep the environment clean and green and maintains the overhead water tanks periodically.

g: Classroom: Classrooms with digital e-learning facilities are maintained by the cleaning staff. They use vacuum cleaners for cleaning purposes.

h: Washroom & Toilets get periodically cleaned on a contractual basis through local personnel.

i: Drinking Water: We use an RO water purifier for student safety. Expert technicians are called to maintain the RO System frequently.

j: Electric Power Supply: The Wind-Solar Hybrid System is in place for an uninterrupted power supply. A

separate service contract has been given to the external agency. The college also gets technical support from the electric department of Jr. College, as and when required.

k: Furniture and fixtures are maintained as a part of a routine. Local carpenters and electricians carry out the maintenance if needed.

l: Hardware, application software, Antivirus Software, and all sorts of Electronic Equipment are maintained through either AMCs or experts on a call basis.

m. Fire Extinguishers, installed in different parts of the college are periodically maintained by the external service agencies.

n. Fashion Designing Hall and Sewing Machines are maintained by the concerned department.

For maintaining the services like institutional Website, Biometric System, UPS, CCTVs, water cooler, inverters, Music System, Electric Appliances, Photo Copier, etc. are maintained by calling the technicians from related agencies as and when required.

Utilization of facilities:

Institute believes that facilities underutilized and unutilized is as good as no facilities at all. It has been the institute's endeavor and practice to utilize the existing facilities to their fullest capabilities as for the technological facilities, the institution has adopted a 'go digital' approach. To get rid of early reluctance, the institute has insisted on and facilitated for formal ICT training for the faculty and the staff. To ensure optimal use of facilities, the registered are placed and maintained wherein entries to the effect that the facility has been utilized.

Sharing of the facilities has been done as per the requirements of the departments.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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 last five years

Response: 54

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
335	287	309	202	278

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 7.15

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
54	47	24	29	34

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 59.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
498	476	228	245	105

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

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

Response: A. All of the above

File Description	Document
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

5.2 Student Progression

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 241.94

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 150

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	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: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	5

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	5

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	4	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Student representation in various administrative, co-curricular and extracurricular activities are provided following the guidelines from the affiliating university, state and central authorities.

Statutory bodies on which students' representation is provided:

- Bodies constituted under Maharashtra Public Universities Act-2016:
 - College Development Committee
 - Internal Quality Assurance Cell
 - Student Council
 - Student Development Cell
 - Students Grievance Redressal Cell
- Internal Complaints Committee (under Prevention of Sexual Harassment at Workplace Act, 2013)
- Anti-ragging committee (as per the UGC Regulation on Curbing the Menace of Ragging in HEIs-2009)
- Other non-statutory Committees such as Gender Champion, *Nirbhaya* Squad, etc.

Student Council and Student Development Cell, constituted to look after the welfare of the students and to promote and coordinate the extra-curricular activities, are the significant statutory bodies that ensures student representation and engagement in the institutional functioning and decision making. Besides imbibing democratic values among the students, these bodies play significant role in maintaining harmonious Student-Institute relations; and its active role and participation in academic, administrative and other activities help organise and proper conduct of activities and smooth functioning of the institution.

The student representation is also provided on different statutory and non-statutory committees such as Student Aid Fund, Library Advisory Committee, Standing Committee, Women's Development Cell, etc. They also work as active volunteers for various institutional activities, especially NCC, Cultural activities and participate in different Seminars, Workshops and also participate in extension activities.

Student Engagement:

The best institutes are those which engage students the most. The institution sees to it that not only the representatives of the Student bodies but all enrolled students take active participation in institutional activities. The Mentor-Mentee groups and Teacher Guardian, Parent-Teacher Association that works with the principle of 'A teacher for every student', play an active role in counselling, guiding, assisting in

enrolment, scholarships, keeping track with their performance, resolving, addressing the petty issues, keeping communication with their parents. The Mentors and Guardians promote students in institutional engagement and make sure that there is proper student representation and engagement in the institutional activities especially the participation in social engagement activities, workshops, seminars and webinars related to the issues of national importance, participation in government sponsored social schemes and programmes such as voter's awareness, *Swachh Bharat Abhiyan*, Young Inspirator's Network, Fit India Movement or rallies related to the eradication of superstitions, water literacy, gender sensitization etc.

The student participation in the internship programmes, on the job training programmes, field visits, on campus and off campus placement drives, study tours and excursions, participation in sports, cultural activities like Youth Festival, library, Competitive Examination Cell, *Avishkar* Research activity, Language and Social Science Forum, Commerce and Science Associations, participation in faculty-wise Wallpapers, annual miscellany etc. indicates that student representation and engagement is promoted to inculcate value system amongst the students and to contribute to community orientation, social activities, thus thereby contribute national development.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 18.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	28	13	23	15

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services**Response:**

Strong and proactive alumni is an asset for any institution. The Institution has a duly registered alumni association named *Prof. Sambhajirao Kadam College Alumni Association, Deur* at the office of the Assistant Registrar, Satara, in June 2015 having 321 members as of now. The Alumni Association has its by-laws and the by-laws elicit the objectives as the alumni, the formation of the Executive Body, Objectives, Role and Functions. The prime objective of this Association is to keep in touch with the alumnus and utilize them in the overall institutional development. The other objectives are: to participate in the co-curricular, extra-curricular and extension activities, to help needy students, to organize and engage in various educational, cultural and sports activities, and to contribute to the overall development of the institute.

Contribution to Institutional development:

The Association provides a platform to its registered alumni and the present students for development. The alumni meet occasionally, formally and informally, whereas, Annual General Meeting is organized annually.

The Association helps its institution not just financially but in terms of activities organized on the campus and off the campus. It helps in internship and placements programmes, career guidance and on-the-job training etc. We invite our successful and renowned alumni as resource persons to guide the present students.

There is a statutory provision of alumni representation in the College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) where the President of Alumni Association represents his fraternity and contributes to the institutional decision making in processes.

Noteworthy Contributions during the last five years:

- Making available wheelchairs and other equipment for persons with disabilities worth Rs. 5500/-
- Creation of a Security Cabin worth Rs. 45,000/-
- Organizing Blood Donation Camps during the Covid-19 Pandemic situation.
- Organizing training camp for two wheeler training to the college girl students.
- Relief fund for flood affected people, Rs.5000/-
- Donating books to the library (209) worth Rs. 25,303/-
- Organizing Plantation Drives, donating plants and saplings.
- Contributing to the College Development Fund Rs.60101/-

The contribution of alumni in NSS, cultural and sports activities and volunteering in making and maintaining the campus neat, clean and green is also notable. They make free of cost lodging arrangements for NSS volunteers in its residential camp and other camps, guide in the preparation of cultural activities and also motivate students for their life and career. Their help and support in Unnat *Bharat Abhiyan* 2.0 project (UBA), the flagship programme of MHRD, to conduct the household survey and village survey of the select adjoining village were noteworthy. The alumni feedback proves valuable for the overall functioning and development of the institute.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload 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 and in tune with the vision and mission of the institution

Response:

The institute has clearly stated 'motto', 'vision', 'mission' and well-articulated objectives that together constitute institutional values and quality framework.

The institution vision states: *'to nurture the students fully endowed materially, intellectually and morally, equipping them with specialized knowledge and skills in the fields of emerging professions, instil good citizenry so as to transform them into an empowered and responsible youths'.*

Whereas the mission states that: *'We, as the institution, are committed with dedicated seamless efforts to promoting and fostering a culture of high quality education, serving the societal needs by encouraging and promoting excellence in research, extension services through socially advantageous outreach activities so as to ensure functional institute-society connect'.*

The vision and objectives are continuously re-visited, re-framed so as to align it with emerging trends in higher education arena.

The institution has evolved its own core value taking into account the emerging trends and the institutional commitment to cope up with the changing scenario:

Institution's 6th Core Value: Equipping Learners with Specialized Knowledge & Skills in the field of Emerging Professions

A paradigm shift from un-employability to gainful and sustainable employment- A paramount and pragmatic solution to contemporary monumentally plagued Higher Education!

Adding to its vision and objectives, that the Institution strives to make conventional degrees worth employable by embedding it with a capsule of modular Professional Skills development programmes in emerging fields offering rewarding, gainful and sustainable career opportunities for its students.

The Institute has evolved as many as 50 plus Policy Documents incorporating it with the procedures, practices and implementing guidelines.

The institution governance organogram is comprised of the Governing Body and the College Development Committee, IQAC, Faculty Coordinators, Board of Heads, various statutory and non-statutory committees, each organ having its roles and functions well defined. There is a structural roadmap that leads the way where the institute should stand out in the future with a deliberate attempt to explore institutional strengths and weaknesses. It is our sincere effort to emerge as an educational hub, a center of excellence and a symbol of pride for the region to which it belongs, so as to attract prospective students from far and wide and fulfil the people's aspirations.

Based on the different feedbacks; the views, versions and the deliberations at the statutory, academic, governing bodies of the guardian institute; inputs through social interaction; and with a due conscience with the local, regional, national and global needs; the institutional Master Plan is formulated so as also to ensure planned and systematic growth, expansion, development and the progression of the institution by providing a 'Roadmap' for the institution.

The institution endeavors to perform a key role in human resource development of high caliber and makes sincere efforts to foster global competency among the students. The institution dreams of an educational campus where everyone is prepared to make use of Information Communication Technology.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institutional organizational structure, Organogram, clearly depicts institutional procedures and practices attributed to decentralization, transparent and participative management in framing the policies, planning, decision making processes and its effective execution/ implementation at both, academic and administrative matters through formal and informal, vertical – horizontal - downward communication and consultative mechanism aimed at achieving the desired goals / end results.

The institute has a THREE tier administrative system, comprised of Governing Body- Board of Trustees, College Development Committee and the Principal being as the academic and administrative head of the institute.

The peculiar feature of the College Development Committee and IQAC is that, the nominated members under different categories- Industry, Educationist, Research, NGOs and external stakeholders themselves are renowned and successful Entrepreneurs with proven industry, business expertise and credentials, impacting positively in the institutional progression and functioning.

IQAC plays a significant role in planning, facilitating and monitoring the overall functioning.

The institute advocated IT-enabled processes in administration, academics and examinations by leveraging robust technology with the specific objectives so as to ensure quick instant dissemination, access, retrieval of information, documents, and providing online/remote access services.

ISO certification is a landmark in this regard that created an on-campus and off-campus visible digital impact on the organizational, administrative, academic environment and overall functioning of the institute with enhanced 'Institution-Student connect advocating the cause of 'Digital India Mission'.

Case study: Showcasing institutional practice attributed to decentralized and participative Management

The institute conducted a full-fledged Faculty Development Programme in Cyber Security and Data Sciences for faculties in Universities and Colleges from 2 to 7 January 2020 under the aegis of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, approved by Rashtriya Uchchatar Shiksha Aayog and conducted in collaboration with the Department of Technology, Shivaji University, Kolhapur.

The motion to conduct this FDP was proposed by the Coordinator, Internal Quality Assurance Cell. The Principal immediately upheld the motion and forwarded the proposal to the President, College Development Committee for approval. The College Development Committee approved the proposal and also approved the budgetary provision for this FDP.

The Coordinator then convened a meeting of the Faculty Coordinators and Board of Heads and after a detailed discussion prepared a plan of action. IQAC prepared a formal proposal for sanction and submitted it to the respective university authorities through the Principal. After receiving due sanction for the proposed FDP from the university authorities, the Principal once again convened a meeting of the Faculty Coordinators, the Board of Heads and all faculty members and the administrative head for successfully executing the sanctioned programme. Different committees like Registration Committee, Administration Committee, IT and Technical Committee etc. were formed. The IQAC Coordinator worked as the Coordinator for the FDP.

The activity was flashed on both, the institutional and the university web portal, received a wide response and proved successful.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic / Perspective Plan:

Institutional governance and management are attributed to the principles of consultative, participative, decentralization and transparency in policy making, strategic planning, effective result-oriented implementations at all academic and administrative matters.

Considering the emerging and changing needs in Higher Education, local situatedness, the inputs from the stakeholders, the institution formulated a vision document prescribing a decade long perspective plan for

the institutional progression and development.

In alignment with this vision document, and in view of the recommendations/suggestions that appeared in the PTR-2015, the IQAC evolved an annual perspective plan and internal quality assurance system for systematic planning, its output bore implementation by benchmarking each of the activity / objectives, setting forth the desired objectives.

The document was formulated so as to ensure systematic growth, expansion, development and progression of the institution for a decade-long period and comprised of two parts viz. academic expansion and infrastructural development attempting to build brand image of the institution.

Deploying the Strategic / Perspective Plan:

In view of the paradigm shift at the national policy framework in Higher Education, the *inter se* preferences based on local, regional, national, global needs, the job potential/job market, potential to generate self-employment, the academic programmes, and courses of studies; the following items were decided to be introduced in a phased manner:

1. Under the expansion of academic programmes starting B.Sc. and other UG programmes.
2. Introduction of Professional Skills Development Programmes in emerging fields viz. International Trade and GST Laws in alignment with Institutional 6th Core value, an institutional Academic Incubation.
3. Introducing NSQF compliant vocational skill development programmes: Community College, Bachelor of Vocation.
4. Introduction of Preparatory Programmes viz. CA, CMA, IIT-JAM
5. Programmes to be introduced at PG level, and,
6. Courses to be introduced under skills component to enhance the career prospects, self-employment and professional skills commensurate with the national skills development policy and employability in general.

Activity implemented based on Strategic / Perspective Plan:

Introduction of self-designed Professional Skills Development Programmes in emerging fields viz.

- International Trade: Export–Import Management and GST Law: Operational Procedure and Practices. Owing to its importance, distinctiveness and uniqueness, it has become a best practice of the institution.

Preparatory Programmes under enrichment / value addition are:

- Preparatory Course Leading to Chartered Accountant
- Preparatory Course Leading to Cost Management Accounting
- Preparatory Course Leading to IIT's Joint Admission Test for Masters

The institute offers programmes under the Community College Scheme (2018) and Bachelor of Vocation Programme (2019)

1. Certificate/Diploma/Advanced Diploma in Food Processing and Preservation

2. Certificate/Diploma/Advanced Diploma in Beauty and Wellness
3. B. Voc. in Food Processing and Preservation
4. B. Voc. in Horticulture and Floriculture

Conscious efforts for internships and on the job training programmes where trainees can perceive their prospective employers. Entrepreneurship and Placement Cell of the institute functions so as to enhance employability and assist the youths for gainful employment.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Institutional governance is attributed to the principles of decentralization, consultation, participation ensuring transparency in its functioning, dispensing duties and responsibilities, framing the organizational policies, procedures, financial management, judicious allocation of financial and other resources.

Adoption of e-governance, IT-enabled processes, digital communications, are some of the noteworthy initiatives towards attaining efficiency and transparency in institutional functioning.

In this three-tier governance system, the Principal functions as the executing head assisted by IQAC, Faculty Coordinators, Board of Heads, Coordinators of the different statutory and non-statutory committees.

Governing Council:

The Governing Council of the guardian institute is an elected body that governs the overall functioning of the institute. This apex body supervises, directs and controls the institutional affairs through the CDC and passes resolutions to frame and design policies, guidelines, rules and by-laws. It is the competent appointing authority that follows the statutory provisions regarding recruitment, appointment, service rules, procedures, etc.

College Development Committee:

CDC, constituted according to the Maharashtra Public University Act, is inter-alia comprised of academicians, industrialists, researchers, NGOs and Alumni nominated from the respective fields. It is entrusted with the responsibility of preparing an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, preparing annual financial estimates

(budget) and financial statements and enabling of facilitating the institute to foster excellence in curricular, co-curricular and extra-curricular activities. It is also authorized to prepare an institutional annual calendar, introduce new academic courses, self-financing courses in the college and take periodic reviews for the proper conduct of the programme. It can also make specific recommendations to the management to foster academic and industrial collaborations encourage and strengthen teaching and research, discuss the reports of IQAC and make specific recommendations.

Head of the Institute (the Principal)

The Principal, being the academic and administrative head, is responsible for the overall growth and progress of the institute by creating a conducive academic ambience, attaining quality and excellence, creating a vibrant eco-system with a touch of professionalism. He monitors the annual academic plans, academic calendars including the calendar for CIE, co-curricular, extra-curricular and cultural and sports activities and reassures that all planned activities are being run in an effective manner through various statutory and non-statutory committees comprising of faculty coordinators, Heads, teachers, students and non-teaching staff.

Internal Quality Assurance Cell:

IQAC has attempted to institutionalize and internalize quality enhancement initiatives by formulating IQAS. There are benchmarking to facilitate and monitor the desired goals. It ensures its participation in all the activities of the institution and promotes quality culture through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

Other Administrative Setup:

The administrative setup is comprised of Faculty Coordinators for different faculties. Moreover, the Board of Heads and Coordinators for different Statutory and Non-Statutory Committees play an important role in the functioning and executing policies and procedures framed under the superior setup.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View 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 institute has been keenly proactive about the welfare of its faculty, administrative and other support staff.

The following welfare schemes are in place:

- Employees Co-operative Credit Society
- Medical Reimbursement Facility
- Insurance Schemes for Employees
- Benevolent Fund for Faculty
- Pension and Provident Fund Scheme
- Fitness and Health

Employees Co-operative Credit Society:

There is *Shri Mudhaidevi Shikshan Santha's Co-operative Credit Society for Employees* that offers/provides financial assistance/loans such as personal loans, festive loans, housing loans, vehicle loans, emergency loans, educational loans etc.

Medical Reimbursement Facility:

The teaching faculty and the administrative and support staff avail the medical reimbursement facility from the state government, through its regional director of Higher Education, for the expenses incurred on medical treatment.

Insurance Scheme for Employees:

- The Government of Maharashtra has offered an Employee Group Insurance Scheme with an annual premium of Rs. 354 which covers personal accident and permanent disability cover up to Rs. 10L.
- The university has launched a promotional insurance scheme for the teachers and non-teaching staff of the affiliated colleges with a nominal premium of one hundred for non-teaching staff and two hundred for the teaching staff. The scheme covers natural or accidental casualties / death and physical injury/damage to the extent of Rs. 2.5L
- Being the Salary Account holder, the Bank of Maharashtra provides an inbuilt insurance scheme.

The Scheme offers personal accident insurance and permanent disability cover up to Rs. 2L. The college sees to it that the required minimum premium has been credited to the bank.

Benevolent Fund for Faculty:

All the permanent teachers of the institute are members of the professional body named Shivaji University Teachers' Association which runs a welfare scheme named Teacher' Benevolent Fund with a one-time registration contribution of Rs.1250/- under the scheme, a teacher gets the lump sum amount equal to forty times of the paid contribution due to casualties or full / partial disability during their service.

Fitness and Health

The institute has provided a multi-gymnasium center for teaching and non-teaching staff along with the students and the stakeholders. The institute also arranges fitness drives, especially yoga and meditation, stress management sessions with the help of its DPE by executing formal MOUs with Art of Living, Satara and *Yog Vidya Dham*, Satara.

The institute promotes and makes sure that its faculty and staff are covered under the welfare schemes as detailed above.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 11.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	3	2	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	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:** 4.8**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	7	2	4	2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 24.44**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	8	5	2

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

Performance Appraisal of Teaching Staff:

The institute has adopted the Performance Appraisals system as prescribed by the UGC for teachers.

1. Annual Performance Appraisal for Teachers:

The Annual Self-Appraisal Reports (ASAR) (revised) and Performance Based Assessment System (PBAS) (pre-revised) are submitted at the end of each academic year and are evaluated by IQAC. The score of the performance is discussed with the individual by the IQAC for improvement and asked for improvement, if required.

2. Internally evolved performance appraisal system:

Besides the prescribed PBAS system, the institute has evolved and devised its own performance appraisal systems incorporating among others the features like dedication, commitment towards the holistic development of students making it obligatory on the part of every teacher to submit appraisal annually; which then evaluated and outcome is communicated to the concerned teachers for improvement. To cite an example, the faculty's weaknesses in computing abilities, proficiency in English as reflected in evaluation, towards the corrective actions, entire faculty was asked to undergo MS-CIT course and Professional English communication course; and ensured that the action is complied with.

Performance Appraisal of Non-Teaching Staff:

The services of the non-teaching staff are governed by the rules and regulations of the State Government. The operational Standard Code Rules, (1984) is applicable as per the government directives and Confidential Report (CRs) are maintained and evaluated of each non-teaching employee annually as prescribed.

Confidential reports of the Class III and Class IV employees are sought and evaluated by the office head as having the Reporting Authority and received by the Principal as the Reviewing Authority. The remarks of appreciation and / as discrepancies / defaults are communicated to the concerned employee. On the basis of the consistently satisfactory performance during the previous five years reflected in the CR, the concerned employees are considered for in-service promotions. Best performing employees are considered for advanced increments.

Performance Appraisal of Teaching Staff on the basis of Students Feedback:

IQAC receives student feedback on teachers annually in online mode. This student feedback on teachers is formed following the NAAC guidelines where students assess teachers through their programmes and courses taught in the succeeding academic year. This student feedback is collected, analyzed and used for the development of the concerned teacher.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a set mechanism and established procedures for working out the annual budget estimates, its optimum utilization and mobilization of resources by exploring various financial resources, based on the principles of judicious allocation, proper utilization and transparent financial management and internal and external audits by competent agencies / authorities.

The institution conducts its internal and external financial audits regularly.

1. Internal Audit Procedures and Practices:

Chartered Accountant is to be appointed by the Governing Institute for the institutional audit with the objective of transparency. The appointed CA firm conducts the audit as per the audit procedures immediately after completion of the financial year. The Ledgers, Cash Books, Vouchers, and all related cash and credit transactions are thoroughly assessed as per the Schedules duly formalized by the firm. Audited statements, along with the auditing objections / remarks are placed and deliberated in the CDC and subsequently submitted to the Governing Council and the Government authorities.

The assessment schedules are A) Cash and Bank Balances, B) Grants Received, C) Fees Received, D) Miscellaneous Receipts, E) Fees collected for University, F) Schedule of Scholarship, G) Schedule of Capital Expenditure, and H) Schedule of establishment Expenses. There are also separate schedules for Community College and B.Voc. Programmes having different schedules like capital expenditure, miscellaneous expenses, pay and allowances, operative and training cost, an assessment fee of sector skill council, organizing seminar, workshop and training, etc.

The Mechanism for Settling Audit Objections:

The mechanism for settling audit objections has been established and time tested. The Audit Report and Audited Statements are placed in the CDC by the Head of the institute for discussion. The Audit remarks in the form of suggestions and objections are discussed in the CDC and proper suggestions are given to the respective departments/committees for setting the objections and further improvement. CDC forwards the final report to the Guardian institute.

2. External Audit: Procedure and Practices

The external financial audit is conducted by the Senior Auditor, Higher Education, Government of Maharashtra, Kolhapur Region, however, it is conducted according to the schedule of this government office. This audit, especially, takes care of the government aid in the form of salary grants, and non-salary grants, scholarships, fee receipts and expenditures. The assessment of the salary accounts is also done by the office of the Regional Joint Director of Higher Education, Kolhapur region.

There is also a set mechanism for settling audit objections / audit memos / para raised by the office of the Senior Auditor where the objections are communicated to the concerned and been rectified immediately.

Immediate corrective measures are taken to comply with the given recommendations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The institute has an established policy / procedure for mobilization / generation / exploring financial resources and their optimal utilization.

1. Mobilization of funds and Financial Resources

Ours is a private institute under the government grant-in-aid scheme and listed under UGC section 2(f) & 12(B).

The major sources of resource of financial resources are as follows:

- Salary and non-salary grants received from the state government
- Tuition fees and deposits on the heads such as the library, laboratory, gymkhana, magazine, examination and others
- Resource generated through self-financing, preparatory, enrichment and value-added certificate courses

- Grants received from the UGC under various schemes
- Grants received from the University for conducting seminars, workshops and guest lectures
- Funds received from the University for NSS, NCC, Examination and Lead College Scheme form the source of fund generation.
- Weaker Faculty Grants from the University
- Grant for developing gymnasium building
- College Prospectus and stationary for different programmes
- Photocopy and ID / Borrower's Card Services,
- Rotary Club of Satara for ISR
- Scrap, sundry
- Exploring financial resources access through philanthropies, sponsors, kind contribution in the form of moveable and immovable assets from industries and others
- Resource generation by offering the educational campus and infrastructure for film shooting (entertainment media) and other external agencies.

The other major source of resource mobilization is our guardian institute which provides financial support for making good shortfall, both in recurring and nonrecurring expenditure and development proposals, submitted by the college.

Optimal utilization of resources:

The institutional annual budget is prepared by LMC (pre-revised) /CDC (revised) with the help of the head of the institution by considering all operational budget heads, faculties, Programmes, Departments and Committees. The prepared budget is then placed in the Governing Council for its final sanction.

The Principal see to it that the sanctioned budget is optimally utilized. He works as the supervisory and controlling authority over the budget and the expenditure incurred throughout the year.

The purchase committee follows the standard procedure for the purchase of various demands regarding major operational heads such as the library, sports, laboratories, self-funded programmes, IT facilities and the construction and maintenance of the infrastructure. The deficit, if any, is received from the governing institute.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC, a functional, facilitative organ of the institution, works with the vision *‘to ensure quality culture for the institution through institutionalizing and internalizing the quality initiative / measures taken with internal and external support’* formulates facilitative procedures, practices, actions to enhance the academic and administrative performance and progression of the institute.

IQAC formulates quality assurance strategies that include formulating yearly IQAS, incorporating with benchmarking, setting goals to be achieved during the year and facilitating preparing Academic Calendar. Moreover, monitoring regular meetings of the statutory committees, following PBAS, Feedback, automation, organizing seminars / conferences based on cross-cutting issues of national importance, organizing social awareness programmes, conducting programmes under ISR has been done. Monitoring MIS and LMS conducting SIP, AAA, NIRF, AISHE, ISO and the timely submission of AQAR is IQACs contribution for institutionalizing quality assurance strategies and processes.

Two practices evolved and institutionalized at the behest of IQAC:

1. Professional Skills Development Programmes:

Self-designed modular programmes in the emerging fields of highly rewarding career opportunities (Initially introduced under value addition, enrichment programmes (2018-19); upgraded to full-fledged Professional Skills Development Programme offered from 2019-20). These programmes were internally evolved, designed and offered by the Institution as a paradigm shift from conventional to Industry/Application based Value Addition, Enrichment and Capacity Enhancement Learner centric programmes.

1. International Trade (Export-Import Management): Operational Procedures and Practices
2. Goods and Services Tax (GST): Operational Procedures and Practices

These programmes are destined to professional skills development in emerging and highly rewarding fields- International Trade and GST Laws, while pursuing their degree. Accumulation of these highly professional skills made degrees worth securing the sustainable employment as is evidenced through the placement rate of 84%, having placed out of those who pursued these skills. The Institute has executed 15 MoUs with leading industries that facilitated experimental learning sessions in collaboration with partnering industries. This showcases the institution's initiative towards harnessing on Industry-Institution interface bringing in a paradigm shift in pedagogy, construction of knowledge and skills and equipping the learners with highly specialized professional skills.

2. Roof Water Harvesting and Bore Well Recharge Project:

The institute is located in a draught prone area. Due to scanty rainfall, the majority of the bore wells get dry before the month of March creating a severe water scarcity.

As the institutional social responsibility, the roof water harvesting and bore well recharge project was undertaken in five nearby villages with the objectives:

1. To conserve water and to improve the water table
2. To minimize the scarcity of the drinking water prominently faced in summer
3. To mitigate the risk of drinking water arising due to water scarcity
4. To encourage the people to take up initiatives for rainwater harvesting

5.To inculcate social and environmental values amongst the students

The successful completion of the project resulted in good water output compared to the water output before recharge. This has emerged as the distinctive practice of the institution.

File Description	Document
Upload any additional information	View Document
Paste 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The institute has evolved a comprehensive mechanism, academic and administrative audit procedures and practices to review and document periodically the teaching-learning process, structure, methodology, to take mid-term corrective steps through IQAC so as to ascertain its efficacy and continuous improvement in learning outcome.

The Review Mechanism includes:

1. Conducting intensive periodical SWOC analysis for incremental performance improvement
2. Setting up of Academic Calendar and its strict adherence
3. Seeking Annual Academic planning
4. Maintaining Academic Diary
5. Review of Teaching-learning pedagogical methodology with a focus on experimental learning
6. Review of learning outcome by way of analyzing the semester / end results
7. Review of the use of ICT in teaching-learning including e-content development / Learning Resources
8. Review of implementation, quality enhancement initiatives about recommendations / suggestions as reflected in PTR
9. Review of the analyzed feedback reports on the teaching programme
10. Review of vocational / skill development / preparatory / capability enhancement programme

Examples of reviewing process:

Example 1: Review of Academic Calendar and Annual Teaching Plans at regular intervals to monitor the overall TL process

IQAC reviews the teaching learning process assessing with a focus on the use of ICT, e-contents and

experimental learning internship schedules and reviewing the Academic Calendar and Annual Teaching Plans. Mid-term corrections in academic plan based on the review are effected. It also reviews the attainment of POs, PSOs and Cos. It monitors the use of ICT in daily academic delivery, e-content development for effectiveness and ensures student participation in participatory learning. The supporting services from the institutional library are also monitored.

Example 2 Review of TL process, structures & methodologies of operations and learning outcomes through the structural Feedback Mechanism

The periodical SWOC analysis forms the basis for ensuring incremental improvement and quality sustenance in teaching learning processes, methodologies.

The execution of MoU with Manufacturers Association of Satara (MAS), an apex organization of Business and Industry has impacted greatly in orienting the faculty on professional ethics, work culture through the Faculty development programmes conducted in collaboration that has helped create an innovative eco-system on the campus.

The institute seeks online Feedback through students, parents, employers, stakeholders on Faculty performance, Programmes, and Course Curriculum, Teaching-learning process and the Overall Impression about the Institution. The received feedbacks are systematically analyzed and used for quality enhancement of the institution in the terms of teaching, learning and evaluation, academic growth, infrastructural development and other developmental parameters.

Feedback Response system, especially sought on teaching performance and academic delivery, is not only helpful in developing the teaching-learning activities of the institute but helps in developing other support services such as administrative office, library, sports facilities and others.

The feedback analysis and ATRs are deliberated in IQAC, subsequently in College Development Committee for further corrective actions and channelized to the respective departments for compliance.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Being a co-educational institute, by its very nature, the institute champions the cause of gender equity by conducting curricular, curricular, extracurricular programs and activities with mixed gender participation.

Besides, it being incorporated in regular functioning, the institute takes focused initiatives aimed at sensitizing them on the cause of gender equity on the campus through organizing programmes and activities.

Institutional initiatives towards sensitizing gender equity include:

- 1 Organizing mix-gender participation activities
- 2 special gender equity sensitization programmes
- 3 Gender Champions: Male and Female for championing the cause of gender equity on the campus
- 4 Providing Women representation on statutory, non-statutory bodies / committees thus bring them in decision making
- 5 Formation of mixed gender study groups, debate, arts, cultural clubs /associations
- 6 Awareness programmes to promote gender indiscrimination
- 7 Introduction of self-designed Women Studies Program with one of the goals of gender sensitization promoting dignity and respect for women.
8. Proactive Internal Complaints Committee (ICC) formed in pursuance of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 to ensure zero tolerance for sexual harassment women students and staff.
9. **Functional** Women's Development Cell (WDC) formed with objectives such as promoting social awareness about the problems of women including gender discrimination, developing self-confidence, guiding them about Welfare Laws, highlighting the importance of health and hygiene and organizing seminars, workshops relating to women development.

Gender Equity and Sensitization in Curricular and Co-Curricular Activities:

The prescribed curricula, especially certain courses, deal with the issues of gender, gender equity and dignity. Various women empowerment, awareness and equity programmes such as: participation in YIN, the release of a special wall-paper on women's day *Ghe Bharari*, organizing different competitions on the

occasion of women's day, celebration of international women's day, organization of rallies related to *Beti Bachao Beti Padhao Abhiyan*, conducting legal consultancy drives, running a *Mahila Bachat Gat*, felicitating single girl child families, arranging training programmes for self-defense of girl students, participation in *Swayam Siddha* and organizing other activities as and when directed by the affiliating university.

Facilities for Women on Campus:

- To ensure safety and security, the entire campus is covered under CCTV surveillance.
- There is a Discipline Committee to maintain the campus discipline.
- Regular Police Patrolling under *Nirbhaya Abhiyan*.
- Organization of Counseling programmes.
- Ladies Room with essential facilities like First Aid Box, required furniture and fixtures, washrooms, Sanitary Napkin Vending and Disposal Machine.
- Complaint / Suggestion Box.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management

- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institute has adopted several green and environmentally sustainable practices such as economizing the use of disposal consumables, reuse, double use, recycle (3R) deploying required infrastructure. The practice includes: regular collection, segregation, recycling and reuse, composting, disposing and transporting the waste to recycling agencies.

The institute makes all out efforts to upkeep a clean and green campus by creating facilities and adopting operational procedures and practices for the management of various types of degradable, non-degradable waste generated on the campus. The institutional committee for building maintenance and beautification, oversees and looks after the campus cleanliness with the help of Class IV staff and the services hired as per requirement for collection, segregation, dispose-off and recycling variously degradable, non-degradable waste. Cleanliness drives, paperless governance and electronic mode of communication are promoted to save paper use.

1. Degradable Waste Management

a) Solid Waste Management: Some of the major initiatives are:

- Biogas plant has been installed to process the canteen, kitchen and other wet waste; and the biogas so generated is used to fuel the canteen and laboratory
- The waste-paper bins and waste containers (garbage bins) are placed at common verandas, departments, classrooms and offices. It helps to keep the campus clean, neat and tidy. The waste containers are emptied daily where the local village panchayat vehicle collects the waste for its final disposal.
- Vermicomposting is used to create a mixture of decomposing solid waste by using vermin culture and used for the campus garden.
- The sanitary napkin disposal machine has been installed in Ladies common room.

b) Liquid waste management:

Savage water plant has been erected to recycle the drainage water and used for watering the garden on the campus.

c) Biomedical Waste Management

The biomedical waste generated through science laboratories is collected and disposed of according to the standard guidelines. The different type of waste is collected and segregated in separate containers and decomposed in pits on the college campus. Reusable instruments are immersed in 100% alcohol or sodium hypochlorite and reused.

2. Non-degradable Waste Management: Some of the major initiatives include

1.E-Waste Management:

E-waste that includes electronic gadgets, computers, and other peripherals is managed as:

- The refilling of toner and cartridges of printers is outsourced to enable the reuse of the toners and reduce e-waste.
- The repairable units are repaired and brought into use.
- non-repairable electronic gadgets are sold as scrap for further recycling and appropriate disposal.

1.Hazardous Chemicals and Radioactive Waste Management

Hazardous chemicals used in the science laboratories are properly collected and disposed of following the standard guidelines. There is no radioactive waste in the college.

1.Waste Recycling System

The paper waste, especially in the form of newspapers and examination stationary, is sold to the agencies engaged in paper recycling.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1.Rain water harvesting
- 2.Borewell /Open well recharge
- 3.Construction of tanks and bunds
- 4.Waste water recycling
- 5.Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles

2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institute is located and situated in a drought-prone region, denotified as hilly by the central/state government, having its population comprised of small farmers, peasants, labour; and the students come mostly from low income class, from all walks of life, diverse classes, castes, creeds, religions.

Given this situation, diverse socio-economic background, the institution thrives to provide and maintain an inclusive environment on the campus through its functioning and practices followed in administrative and academic activities.

The institutional efforts and initiatives in this regard are reflected in the following activities / practices

1. Administrative

- 1. Providing Representations:** The student, and other stakeholder's from different sections of society representation is provided non- statutory committees and non-statutory bodies to ensure inclusive environment and to maintain tolerance and harmony towards gender, cultural, linguistic and socio-economic diversities. The statistics of student participation in college activities and admissions show that gender equity and socio-economic diversity is maintained.
- 2. Scholarships:** The institute follows the reservation norms as stipulated in admissions. It also sees to it that each student is either covered under the government scholarship schemes or the student aid fund and the admitted students are covered under insurance schemes.
- 3. Persons with Disabilities:** We ensure that the students with physical disabilities (PWDs) are provided with the required facilities and receive proper attention and care.

2. Academic

- The institutional activities, seminars, webinars and workshops also help in inculcating values of tolerance and harmony towards cultural diversities. Different functional MOUs helps us to form an inclusive environment on the campus.
- Celebrates of various language oriented activities such as the celebration of Hindi Day, Marathi *Rajbhasha* Din, International English Day, the release of language oriented wall-papers, the celebration of Anniversaries of all national leaders etc. are celebrated with the local community.
- Celebration of different culture-specific activities helps to promote communal harmony in the institution.

3. Other Activities

1. The *Unnat Bharat Abhiyan* (2.0) programme is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. It helps the institute identify development challenges and evolve appropriate solutions for accelerating sustainable growth. We have selected five adjoining villages framed a rural cluster for effective participation of the holistic development using eco-friendly sustainable technologies and local resources creating sufficient opportunities in the process, harnessing multifarious government schemes etc.
2. The celebration of *Bhaubij: A Social Engagement Programme* is our special attempt in inviting society on the campus to establish an inclusive environment.
3. Our institutional project displaying institutional distinctiveness: The Roof Water Harvesting and Bore Well Recharge (to resolve social and environmental issues) project under institutional social responsibility displays our engagement with the society, alumni, and the other stakeholders.

These Institutional efforts/initiatives help in providing an inclusive environment.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Institute strives to inculcate and imbibe values, responsibilities, rights and duties as enshrined in the Constitution of India demonstrating through curricular, co-curricular activities and programmes focused on the theme so as to instill good citizenry among the campus community.

Institutional vision (*to nurture the students fully endowed materially, intellectually and morally, instil good citizenry so as to transform them into empowered and responsible youths*) is self-explanatory that reflects our attempt in sensitizing these valuable issues.

The following activities, programmes demonstrate the institutional endeavors towards the attainment of the above goal.

1. Introduction of non-credit course of Democracy Elections, and Good Governance

The Course 'Democracy, Election, and Good Governance' deals with the issues like democratic values, rights and duties of individuals and responsibilities of citizens, the citizen's charter.

1. Offering the courses of Political Science and Sociology

The courses offered under the Faculty of Humanities deals with the issues that sensitize students to the constitutional obligations: values, rights, duties and responsibilities of citizens.

1. Initiating the democratic ethos through student, employee participative functioning of the institutional bodies
 1. The Preamble of the Constitution is displayed at the entrance of the college. The fundamental duties and rights, Citizen's Charter etc. are displayed on the campus portraying the said values.
 2. 'National Anthem' is broadcast at the beginning of the day's activities.
2. Organizing theme based programmes under curricular, extracurricular, extra-mural activities.
 1. The celebration of 'Constitution Day' administering oaths, public reading of the Preamble, conducting rallies promoting democratic values, running Constitutional Awareness Drive, activities under *Vivek Vahini* and *Sachetana Mandal*, *Nirbhaya Abhiyan* etc. also help to sensitize the said issues. Special efforts are taken to participate in voter registration drives for the college students and the community at large with the help of Tahsil office.
 2. The observance and celebration of Social Justice Day, Republic & Independence Day, different Anniversaries, Human Rights Day, NSS Day, National Integrity Day etc.
 3. Various types of activities and rallies on the constitutional obligations, national unity and social harmony helps to spread the message and make the days meaningful. We also conduct / organize lectures on the abovementioned issues of national importance.
 4. The institute also participated in the value education activities with *Bahai Academy*, Panchgani.
 5. *Bhaiduj: A Social Engagement Programme* is our special attempt in promoting the value of brotherhood and institutional social connect.

The institute strives to sensitize its students and employees to constitutional obligations. It contributes towards social reformation and justice and works to maintain constitutional values and ethics. All these deliberate efforts depict the institutional commitment towards the sensitizations the campus community.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institute strives to inculcate ethos and values amongst the campus community. Its vision and mission are to impart quality education, inculcate moral values and nurture ethics and rich traditions amongst its learners. Institute takes conscious efforts to preserve the national integrity, patriotism, cultural heritage by upholding the principle of *unity in diversity*.

The institute through its activities explicitly demonstrated its endeavours to imbibing human values, truth and righteous attitude, professional ethics, and its commitment towards social responsibilities.

The institutional demonstrative efforts towards this end are as follows:

1. Observance and Celebration of National and International Commemorative Days

The college observes and celebrates various commemorative days with an aim to rejuvenate and inspire the youths on sacrifice and contribution of the great personalities, epoch making thinkers, social reformers with a focus to build sensible and morally responsible national youth. The activities include invited lectures, rallies, debate, Essay Writing competitions. Special wallpaper issues are also released on these occasions. NSS, Cultural and other departments play a significant role in this regard by organizing various activities to observe and commemorate the days in a befitting way offering meaningful tributes to the national heroes.

To mention a few, *Kranti Jyoti Savitribai Phule Jayanti* / *Balika Diwas* (03 January) *Chh. Shivaji Maharaj Jayanti* (19 February) National Science Day (28 February), International Yoga Day (21 June), *Rajarshi Shahu Maharaj Jayanti* (26 June), *Sadbhavana Diwas* (20 August), August *Kranti Din* (09 August), Teacher's Day (05 September), Mahatma Gandhi and Lal Bahadur Shastri *Jayanti* (02 October), Reading Inspiration Day (15 October), *Rashtriya Ekta Diwas* (31 October), National Integrity Day (19 November), Constitution Day (26 November), World Disability Day (3 Dec.), Armed Forces Flag Day (7 December), International Human Rights Day (10 Dec.), etc.

2. Observance and Celebration of National and International Events:

The College celebrates and organizes Independence Day (15th August), Republic Day (26th January) as

National events in a befitting way. The most significant tradition the institute has set is bringing *Shahid Jawan Jyot (Torch for the Martyr Soldier)* to pay respect to slain soldiers imbining the spirit of patriotism and nationalism with pride and zest. Some of the major events carried out in the neighborhood community are: *Swachh Bharat Abhiyan*, programmes under Fit India Mission for physical and mental health of the students and the society, National Water Mission, Digital India Mission, Skill India Mission, *Unnat Bharat Abhiyan*, National Hydrogen Energy Mission.

3. Celebrations of Cultural, National Festivals

Institute celebrates various national festivals by organizing / participating in Youth Festivals. The most significant having a social cause is celebrating *Bhaidooj* as an Institutional Social Engagement Programme inviting women from the deprived class of the society and felicitate them, celebrating festivals like *Makarsankranti* in the form of observing traditional day and celebrating other national festivals etc.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. Title of the Best Practice - 1

Professional Skills Development Programmes

(Internally evolved and self-designed programmes to create a human resource of high caliber, offered by the Institution- a paradigm shift from conventional to Industry/Application)

2. Objectives of the Practice

Modular programmes in the emerging fields offering highly rewarding career opportunities (Initially introduced under value addition, enrichment programmes (2018-19); upgraded to full-fledged Professional skills development course offered from 2019-20)

- 1. International Trade (Export-Import Management):** Operational procedures and practices
- 2. Goods and Services Tax (GST):** Operational procedures and practices

The professional skills development programmes are destined to sensitize the students to cross cutting

issues relevant to current pressing concerns both nationally and internationally, such as the creation of creative and divergent competencies, professional skills in emerging and highly rewarding fields- International Trade and Goods and Services (GST) Laws, while pursuing their degree so as to attain holistic development, entrepreneurial capabilities and empowerment of the students; conducted in collaboration with partnering industries, thus, thereby, harnessing on Industry-Institution interface. Moreover, the programmes are designed and implemented in the realization of Fostering global competencies and contribution to National development.

Objectives: Besides the desired programme outcomes (POs), the programmes are destined to meet the following objectives:

1. Inculcating professional skills leading to developing the skilled human resource of high caliber in the field of international trade, GST Laws;
2. Fostering professional skills and competencies so as to enhance employability/ Self-employed professions, entrepreneurs in the emerging and highly rewarding fields, thus, catering to the needs of the economy, society and the county as a whole;
3. Imparting learner centric training with a focus to make them capable of fetching gainful and sustainable job opportunities in the emerging fields of international trade and GST Laws;
4. Preparing the professionals such as Export-Import Managers, GST Practitioners;
5. Preparing for examinations leading to skills in Export-Import Management and GST Practitioner, GST Inspector conducted by Government of India.
6. Preparing for ITS/IAAS/IPTAFS/IES competitive examinations for the coveted government jobs such as IRS, Customs Officers;
7. Strengthening and harnessing the collaborations with potential employers, industry, business establishments by way of conducting the practical oriented session, offering apprenticeships, on the job training and possible placements.

3. The Context

The undergraduate curriculum is basically aimed at attaining the holistic development of students; so as to enable them to either get placed in a job commensurate with their acquired academic credentials (Horizontal progression) and/or proceed to pursue higher studies in their chosen field (Vertical progression).

However, the conventional degree curricula irrespective of the faculty/discipline are proving irrelevant and obsolete in terms of creating the human resource of the high calibre required by the potential employers/industry in particular and employability/job market in general. Moreover, innovations and creativity are almost missing in degree curricula. There is an apparent mis-match between what is taught and what is demanded by the Industry, business which contribute more than 80% potential employment share. The problem of employability, lack of desirable professional skills among the graduating youths, dearth of professionally trained human resources especially in emerging areas that offer highly rewarding career are omnipresent. Recently, the Government of India has launched One District One Product (ODOP)

initiative, to make each district as an export hub, by identifying products with export potential and supporting local exporters/manufacturers. Its objective is, to fuel economic growth through rural entrepreneurship. As a result, India's export is expected to grow by 25-30% per annum in next 3-5 years. **Whereas GST Law is introduced at the national level, just 4 years back and is becoming an emerging profession. Given this,** Export-Import management in International trade, GST practitioners have been emerging as alluring professions where there is an ever expanding vacuum of professionally skilled human resources.

With a focus to address and overcome these issues, concerns and challenges and harness the emerging opportunities, Institution felt it essential and pertinent to offer professional skill development courses on International Trade and GST Laws, which, besides creating locally available professionals in the rural area where the institution is situated, shall contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally, thus thereby enhancing the employability, entrepreneurial skills, while pursuing their conventional degree itself.

4. The Practice

The specific practices adopted by the Institute to effectively conduct and implementation of the programmes:

This institute has **evolved, the 6th Core value- Equipping the learners with specialized knowledge and skills** so as to create human resource of high caliber in the field of emerging and highly rewarding professions, thus making the conventional degrees worth in getting the gainful and sustainable employment.

The contents of both the programmes are designed jointly by the Institute and the partner industry: Innovative Engineering – Manufacturing and Export Venture, embedding comprehensive concepts, precepts, operational procedures and practices in the field of international trade and GST Law. More importantly, the learning resource material is developed and brought up in the form of TWO comprehensive books; those can also be useful manuals even for the professionals in the respective fields.

The institution has executed 30 plus MOU's with Industries and other organizations that includes the Manufacturers' Association of Satara (MAS)- an umbrella body encompassing the manufacturing and exporting sector of the district, Innovative Engineering, Excel Fishnet; which are functional to provide learner-centric education through experimental learning, on-job training & internships to our students; that makes us possible to instilling professional skills among students & faculties to develop skilled human resource of high caliber -a need of our economy, society and the county as a whole. This, the institution's endeavor, is an academic incubation; that has set a unique example for other institutes to follow.

1. **International Trade (Export-Import Management): Operational procedures and practices:**
2. **Goods and Services Tax (GST) Laws: Operational procedures and practices**

Eligibility: Any student pursuing graduation irrespective of faculty/discipline showing aptitude and inclination.

Duration: Modular programmes evenly distributed over a span of three years

5. Evidence of Success

Perhaps, it is the only institute in the state of Maharashtra offering such distinctive programmes aimed at creating a professionally skilled human resource of high caliber in emerging fields.

With the introduction of self-devised/designed/offered 'Professional Skills development programmes' on International trade, GST Law, which has inept potential to offer enormous entrepreneurial, self-employability opportunities, the Institution, among others, has demonstrated its proactive response towards Digital India Mission, Start-up India Mission, Self-Reliant India Mission as Education, Employability, Employment and Entrepreneurship are the main pillars to build a self-reliant *India*.

Moreover, the institutional initiatives in this regard have direct bearing to towards the realization of most prominent core values; viz. Contributing to national development and fostering global competencies amongst the graduating youths.

Notwithstanding these derived benefits, the following are significantly apparent measurable evidence of success attributed to the introduction of these professional skills development programmes.

1. The significant placement rate of 84% of the students who acquired their degrees equipped with the professional skills so accumulated.
2. This has impacted positively on the enrolment graph of the institution, showing an upsurge in enrolment especially in commerce stream in particular and in aggregate enrolment, attracting the students from far and wide- reversing trend from urban to rural institute; the fact can be evidenced from enrolment matrix, showing the enrolment figures before and after the introduction of the programmes:

6. Problems Encountered and Resources Required

An organization can succeed only if it adopts new ways of thinking and creates its own innovation culture. The institution has launched these programmes in active collaboration of partner industries specialised in the relevant field.

As for the International trade and GST Laws programmes, the institution did not encounter any problem in conceiving, devising, conducting the programmes by way of sharing the expertise and resources. The reason is attributed to the institution's association with Innovative Engineering- manufacturing & Export Venture, of highly critical product, Fishing Net Machine- as partner industry; which has an overseas business engagement with 23 leading countries including world's top 3 Corporate groups, by outcompeting, Japanese manufacturers; where all procedures and practices in the domain of international trade, overseas export-import operations, Tax procedures are routinely done. This has offered a unique opportunity for the students to learn and practice.

Owing to its encouraging success even in the initial stages, the institution intends to expand the scope of these professional skills development programmes by upgrading them to the level of degree programmes in an autonomous setup for which the institution is aspiring in near future.

1. Title of the Best Practice - 2

24/ 7/ 365 days Remote Access to the Library e-Resources and Online Services

2. Objectives of the Practice

- 1.To offer 24/ 7/ 365 days' remote access to the library e-Resources and online services for the library users from anywhere and anytime
- 2.To save the time of the library users by providing all e-Resources at a single online platform
- 3.To provide a variety of e-Resources and online services to the library users to fulfil their academic, research, administrative and routine needs
- 4.To reduce the expenditure on printed reading material, stationery and support to the Green Environment
- 5.To save the expenditure on closets/ furniture needed to stack the library reading materials and save the library space
- 6.To promote the use of ICT and smart technology among the library users

3. The Context

Library – a Knowledge Resource Centre – is supposedly focal access point to all, be it a faculty, or student or any user for that matter. It, therefore, calls and warrants for easy quick / instant access, services available at all times, irrespective of appointed working hours. Moreover, it should provide adequate space to accommodate ever increasing uses, space for stacking the books and other learning resources, reprographic and computing facilities, providing computer nodes to all, and to be managed with available staff and resources. The resources – staff manage the library services, machines – computers and both hardware, space for library and accommodating readers / users, and of course, the funds are generally limited, that the institutions find it different to cope up all.

To address these issues, concerns ever been / being faced and to secure services to all, to serve its users better, the institute has internally evolved a system by leveraging smart technology that assured, ensured and generates 24X7X365 days remote access to library resources and a user friendly online services from anywhere and anytime, a system that compliments, supplements and strengthens the existing offline service resulting to optimizations of library services.

The Library Web Portal, Android App and QR Code are used to access the library e-Resources and online services. The users can reach and get access to the specific information resource and service in a very short time with the help of the above interfaces.

4. The Practice

To perform the above practice, the library has used open-source tools/ software that are completely freely available online and doesn't require to pay any charges.

The salient features of this innovative practice are:

1.Developing Library Web Portal

- 1.Developing Android Based Web Application
- 2.Developing Quick Response (QR) Codes
- 3.Providing Online Services and Facilities

4. Library Value Added Information Services

The following library e-Resources and services can be accessed 24/7/365 days in the year through QR Code, Library Portal, Android App and QR Code:

Library Online Services & Facilities (see institutional Website)

Library Value Added Info. Services & Facilities (see institutional Website)

Above all, the institutional endeavor has maintained, restored enhanced and facilitated library services in pandemic impacted situation prevailing service last two years.

5. Evidence of Success

The Library Portal, Android App and QR Code are found useful to library users. The Google Analytics Report for the usage of library portal proves that library e-Resources and other online services are being accessed frequently by users through desktop computers and smartphones. Smartphone devices are very much popular among young generation students and teachers while accessing library resources and services. College library is now promoting and delivering most of the services through online mode with the help of the above technological platforms.

Some of the noteworthy outputs from the above practices are as below:

1. Users get quick remote access (24/7/365 days) to the e-Resources and online services of the library. It also saves their time and reduces the efforts to find useful e-Resources in their own subject field
2. The expenses on purchase of printed reading material are reduced and photocopy/ print charges to the users are also abridged due to the online availability of e-Resources and ultimately it supports to maintain the green environment
3. It saved the expenditure on closets/ furniture needed to keep library reading materials
4. It also saved the internal space of the library
5. It reduced the burden on library staff at the circulation counter while delivering the library services like circulation, reference, print, photocopy and other information services
6. The concept of conventional 'Journal Bound Volume' is replaced with 'e-Journal Archives' so that library space is saved and the expenses on binding the journal volumes are avoided absolutely
7. Users are now able to find the list of books, periodicals and other reading material related to their subject at anytime and anywhere
8. The scheme of Inter-Library Loan is promoted online by granting access to the teachers for 'Online Union Catalogue of College Libraries' and 'Online Inter-Library Loan Application facility'
9. Conventional feedback for the library services is replaced with the 'Users Online Feedback Form' Users are now able to submit their feedback online
10. Library provided the facility of 'Books Online Requisition' through which users can send their demand online for purchasing new books in the library
11. The practice promotes and motivated the library users to acquire the new ICT skills and use the ICT tools in their routine work
12. The practice has strongly promoted the core values of NAAC such as "*Contributing to National Development*" and "*Promoting the Use of Technology*" by providing free online access to the treasure of different e-Resources related to higher education at one single user-friendly interface.
13. The practice also promoted the set mission of our college- "*Maximum use of ICT in Teaching and*

Learning Process" by using ICT tools effectively.

6. Problems Encountered and Resources Required

The library has stored all e-Resources on Google cloud storage that offers free storage up to 15 GB space only for each e-mail account. To upload additional documents or to use more than 15 GB of free space, the purchase of additional storage space is mandatory. To overcome this problem at an extreme level and save the charges on purchasing additional storage, the library has created a separate e-mail account for a different type of e-Resources and obtained 15 GB storage for each e-Resource.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness: The Institutional Sensitivity towards Climate Change and Environment Concerns: A Project demonstrating Institutional Distinctiveness: Roof Water Harvesting & Bore Well Recharge Project under Institutional Social Responsibility. The Project is distinct and perhaps unique of its kind in the state of Maharashtra depicting the institution's proactive response to the National Water Mission.

Background and Context:

Climate change and environmental issues are global concerns impacting local living. The college is located in a drought prone northern area of Koregaon tehsil, the region known for scanty rainfall leading to water scarcity and periodical droughts. As a result, the water table has been gone down upto 300 to 400 ft. More so, most of the bore Wells have run dry in the region. Besides, the region faces severe scarcity of drinking water; the conditions become even acute during summer.

Owing to this, among others, the projects like rainwater harvesting, bore well recharge would certainly improve the water table in the region, thereby providing a sort of reprieve in dealing with the problem of water scarcity prevalent in the region. The project, being unique and first of its kind the University jurisdiction occupies eminence and place of pride in the public domain, setting the exemplary pioneering footsteps that the others may have to follow to contribute immensely to the National Water Mission'.

The Problem:

The residents the villages in North Koregaon tehsils of Satara district mainly depend on agriculture, dairy,

goat rearing, local hens and manual labour for their livelihood. The majority of farming is rain fed, and farmers primarily grow *kharif* and *rabbi* crops. The irrigation sources are percolation tanks. The main reasons for crop failure are scanty rainfall. This is felt most acutely in the summer season, when all the bore wells run dry. The selected villages (Dahigaon, Deur, and PHCS in Palshi, Wathar (Station) and Pimpode Bk. of the north of Koregaon and Adarki (Kh). in Phaltan tehsil) for this project also lack drinking water during summer.

The Solution:

Rain harvesting and bore well recharge is the only solution to address the problem of water scarcity. This would improve the water table and bore well output. The project included recharging of bore wells in Dahigaon, Deur, and PHCs in Palshi, Wathar (Station) and Pimpode Bk. of the north of Koregaon and Adarki (Kh.) in Phaltan tehsil of Satara District.

Project Partners: Generous contributions from Industries & NGO's:

The project is financially supported by partner industry, Innovative Engineering and Rotary Club of Satara.

The objectives:

Owing to the situatedness, the institute has identified water conservation as the priority and thrust area in the region. The specific objectives the project is destined to serve are:

1. To conserve water to improve the water table.
2. To minimize the scarcity of drinking water prominently faced in summer.
3. To mitigate the risk of drinking water arising due to water scarcity.
4. To encourage the people to take up initiatives for rainwater harvesting and bore well recharge.
5. To inculcate social and environmental values amongst students.

The Pilot Project:

The college, located in the region, was also facing a severe water scarcity problem especially during the summer. The bore well output was too short to fulfill the water requirement Hence, the college undertook the bore well recharge as a pilot project with the support of 'Innovative Engineering an enterprising firm manufacturer and exporter in Satara.

Institute evolved and devised a cost-effective, eco-friendly model deploying locally available resources as input / raw material to the extent possible.

Based on the encouraging results, the college decided to implement the project in five villages using reference data with support and people's participation. Preference is given to the public utility bore wells.

Model Implemented:

The self-devised model of Roof Water Harvesting and Bore Well Recharge is implemented with reduced cost by exploring and utilizing locally available resources.

Technical aspects, process and procedures:

1. Identification of the bore well.
2. Marking and lineout of the recharge pit spot.
3. Digging and excavation for the water storage pit (dimensions 5ft x 5ft x 6ft).
4. Refilling the excavated pit with stones. (up to 1.5 feet from the bottom)
5. Making small openings on the casing pipe and wrapping it with a shade net.
6. Refilling the pit filled with stone, crushed stones and sand respectively up to the ground level.
7. Finally, a brick structure to cover the boundaries of the recharge pit preventing waste or used water directly entering the recharge pit.
8. Making a provision for roof-water collection and harvesting it into the pit.

The Practice:

The bore well recharge project was implemented on fields under the initiative and technical guidance of the College and financial support of the Rotary Club of Satara and local bodies. The selection of sites and bore wells was based on a survey conducted with the help of NSS volunteers and the students of the college with a focus on public utility.

Impact of the Project:

The project received wide media attention and coverage in both print and electronic media, lauding its uniqueness and distinctiveness that created a kind of recognition and identity of the institute at one end and orientation at the other. The project has attributed to following positive impact:

1. Positive feedback from bore well recharge beneficiaries.
2. The bore wells running dry from February, are outputting the water throughout the year including summer.
3. The bore well recharge project helped to overcome the drinking water shortage faced in summer.
4. This Project inculcates social and environmental values amongst students, teachers & people.

The institution thus showcased its distinctiveness in providing the solution to the long-existing problem ever faced by the people in the region, under the Institutional Social Responsibility, thereby consolidating Institute-Society connect.

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

5. CONCLUSION

Additional Information :

Prof. Sambhajirao Kadam College, Deur (Satara), offers degree programmes in the Faculties of Humanities, Commerce and Management, and Science and Technology. Besides conventional degree programmes, it offers Professional skills development programmes, skill based vocational degree programmes in Food Processing Technology; and Diplomas in Food processing and preservation, Beauty and Wellness under the Community college scheme of UGC.

Distinctive Feature of the Institute:

The institutional Social Responsibility (ISR) project demonstrating Institutional Distinctiveness: Roof Water Harvesting & Bore Well Recharge Project under Institutional Social Responsibility; is distinct and perhaps unique of its kind in the state of Maharashtra depicting institution's proactive response to provide solution to local problem at one end and contributing to National Water Mission at the other. The project has created the distinct identity and recognition in public domain.

Institutional Academic Incubation:

Self-designed modular Professional Skills development programmes in emerging fields offering rewarding, gainful and sustainable career opportunities for its students.

(1) International Trade (Export-Import Management): Operational procedures and practices and (2) Goods and Services Tax (GST): Operational Procedures and Practices, are offered by the Institution as a paradigm shift from conventional to Industry/Application based Value Addition, Enrichment and Capacity Enhancement Learner centric programmes.

These programmes are destined to create human resource of high caliber by equipping the learners with divergent competencies, professional skills in emerging and highly rewarding fields while pursuing their degree conducted in collaboration with partnering industries, thus, thereby, harnessing on Industry-Institution interface.

Other Distinctive Courses:

- Intellectual Property Rights (IPR);
- Certificate course in Women Empowerment, Safety and Security
- Preparatory course leading to Chartered Accountant,
- Preparatory course leading to Cost Management Accounting,
- Preparatory course leading to IIT's Joint Admission Test for Masters (IIT JAM)

Outreach programmes

The distinctive outreach programmes showcasing Institutional Social Commitment:

- Solidarity with slain soldiers
- *Unnat Bharat Abhiyan*: National Flagship programme

The institution is quick and proactive towards responding the issues of national importance such as Self-Reliant India Mission, Digital India Mission, *Jal* Mission, New Education Policy 2020 etc.

The institution functions in realization of the Core Values set for the higher education by bringing innovations, quality and excellence in its acts and actions.

Concluding Remarks :

The institute has honestly trying to impart higher education in this rural, drought-prone region of the Koregaon Tehsil of Satara District. It has, time and again, undergone its SWOC analysis based on honest appraisal and critical and objective evaluation of the institutional functioning. By considering the earlier PTRs and the institutional performance and progress as of now; it is attempting to convert its weaknesses into opportunities.

Its focus it to augment the research facilities, increase the student progression (horizontal and vertical), curtail the drop-out rate, generate funds, increase the success rate in competitive examinations and augment the existing infrastructure.

It is also trying to introducing more NSQF complaint professional skill development programmes in the emerging fields leading to sustainable employment and entrepreneurial development, introduce need based PG Programmes, full time programmes for girl students and consolidating use of ICT in Academic and Administrative procedures so as to adopt e-governance, IT enabled processes in institutional functioning to attain the desired visible impact.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : HEI not provided documents regarding the participate in Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 7 Answer after DVV Verification: 8</p> <p>Remark : Input edited as per observation response.</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>10</td><td>11</td><td>7</td><td>7</td><td>7</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>10</td><td>11</td><td>3</td><td>4</td><td>3</td></tr></table> <p>Remark : Input edited as per given documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	10	11	7	7	7	2020-21	2019-20	2018-19	2017-18	2016-17	10	11	3	4	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	11	7	7	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	11	3	4	3																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
174	190	117	56	55

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
174	190	117	32	55

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	38	34	34	34

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
67	42	34	34	34

Remark : Input edited as per given clarification response.

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
586	476	494	541	528

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
323	261	238	264	251

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1250	1080	960	960	960

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
530	480	360	360	360

Remark : Input edited as per given sanctioned intake, considering only the 1st year students of each program year wise.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
251	203	203	218	204

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
251	193	223	218	204

Remark : Input edited as per given final admission list of students.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 34

Answer after DVV Verification: 26

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 269.11

Answer after DVV Verification: 223.76

Remark : Input edited as per given list of teachers excluding librarian and physical director.

2.6.3 Average pass percentage of Students during last five years

2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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62	72	67	63	83
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
62	72	72	63	83

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	76	99	122

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	76	99	122

Remark : Input edited as per extended profile 2.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	190000

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.90000

Remark : Input edited as INR in Lakhs

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
398	4467	2706	3004	2382

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
398	476	494	541	528

Remark : Input edited as Students participating in extension activities cannot be more than total no. of students.

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	11	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	11	7	1

Remark : Input edited as per given documents.

4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>21677</td><td>928762</td><td>1157657</td><td>0</td><td>988819</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.21677</td><td>9.28762</td><td>11.57657</td><td>0</td><td>9.88819</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	21677	928762	1157657	0	988819	2020-21	2019-20	2018-19	2017-18	2016-17	0.21677	9.28762	11.57657	0	9.88819
2020-21	2019-20	2018-19	2017-18	2016-17																	
21677	928762	1157657	0	988819																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.21677	9.28762	11.57657	0	9.88819																	
4.2.3	<p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.71793</td><td>0.77699</td><td>0.47547</td><td>0.86012</td><td>0.48001</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.77693</td><td>1.3515</td><td>0.5935</td><td>0.86012</td><td>0.48001</td></tr></table> <p>Remark : Input edited as per given consolidated extract</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0.71793	0.77699	0.47547	0.86012	0.48001	2020-21	2019-20	2018-19	2017-18	2016-17	0.77693	1.3515	0.5935	0.86012	0.48001
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.71793	0.77699	0.47547	0.86012	0.48001																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.77693	1.3515	0.5935	0.86012	0.48001																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 150</p> <p>Answer after DVV Verification: 92</p>																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years</p>																				

(INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
34190	61188	3065	16200	57895

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.64195	4.06882	0.64124	1.05539	1.91898

5.1.2	<p>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years</p> <p>5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>51</td><td>44</td><td>24</td><td>28</td><td>29</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>54</td><td>47</td><td>24</td><td>29</td><td>34</td></tr></table> <p>Remark : Input edited as per given list of students.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	51	44	24	28	29	2020-21	2019-20	2018-19	2017-18	2016-17	54	47	24	29	34
2020-21	2019-20	2018-19	2017-18	2016-17																	
51	44	24	28	29																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
54	47	24	29	34																	
5.1.4	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>498</td><td>533</td><td>228</td><td>245</td><td>105</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>498</td><td>476</td><td>228</td><td>245</td><td>105</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	498	533	228	245	105	2020-21	2019-20	2018-19	2017-18	2016-17	498	476	228	245	105
2020-21	2019-20	2018-19	2017-18	2016-17																	
498	533	228	245	105																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
498	476	228	245	105																	
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p>																				

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 31

Answer after DVV Verification: 150

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	5	1	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	4	4

Remark : Input edited as per given observation response.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	1	3	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	7	2	4	2

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>98</td><td>113</td><td>23</td><td>5</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>6</td><td>6</td><td>8</td><td>5</td><td>2</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	98	113	23	5	2	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	8	5	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
98	113	23	5	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	6	8	5	2																	
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <p>1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per observation response.</p>																				
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>																				
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit</p>																				

	<p>4. Clean and green campus recognitions / awards</p> <p>5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms.</p> <p>2. Divyangjan friendly washrooms</p> <p>3. Signage including tactile path, lights, display boards and signposts</p> <p>4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</p> <p>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p>

2.Extended Profile Deviations

Extended Front Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>218</td><td>182</td><td>156</td><td>154</td><td>154</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>223</td><td>182</td><td>156</td><td>154</td><td>154</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	218	182	156	154	154	2020-21	2019-20	2018-19	2017-18	2016-17	223	182	156	154	154
2020-21	2019-20	2018-19	2017-18	2016-17																	
218	182	156	154	154																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
223	182	156	154	154																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9</td><td>8</td><td>7</td><td>7</td><td>7</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>8</td><td>7</td><td>6</td><td>6</td><td>6</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	9	8	7	7	7	2020-21	2019-20	2018-19	2017-18	2016-17	8	7	6	6	6
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	8	7	7	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	7	6	6	6																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>																				

2020-21	2019-20	2018-19	2017-18	2016-17
900	814	691	691	691

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
530	480	360	360	360

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	56	67	63	83

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	72	72	63	83

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	29	22	22	22

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	27	20	20	20

4.2 Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1540616	1737233	1541507	1487414	1542399

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.40616	17.37233	15.41507	14.87414	15.42399