SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PADMABHUSHAN DR. VASANTRAODADA PATIL MAHAVIDYALAYA, TASGAON, DIST.SANGLI MH

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1962 and affiliated to Shivaji University Kolhapur Padmbhushan Dr.Vasantraodada Patil Mahavidyalaya,Tasgaon is the first centre of higher education in the Tasgaon Taluka of Sangli district in the state of Maharashtra. Its parent institution, Shri Swami Vivekanand Shikshan Sanstha, Kolhapur was founded by Shikshan Maharshi Dr.Bapuji Salunkhe with the motto **'Dissemination of education for knowledge, science and culture**, with a vision to provide education to the down-trodden, the poor and the ignorant. The Sanstha tried its best to lay emphasis on the education of the youth at affordable cost for their all-round development. Their successors including the present executive president of the society Hon. Prin. Abhaykumar Salunkhe and the secretary Hon. Prin. Mrs. Shubhangi Gawade have strived their best for providing with education to the under privileged section of the society.

The Institute has undergone three cycles of accreditation by the NAAC in the past. The Institute has secured first rank in faculty of Arts in rural category in Shivaji University Merit Scholarship Scheme successively in 2016-17 and 2018-19 and in Commerce faculty in 2019-20.The Institute has received ISO certification ISO 9001:2015 in2019. All science departments are supported by the DST-FIST scheme. The Institute IQAC established in the year 2004 has been functioning as a catalyst for many processes about quality sustenance and enhancement. The recommendations made by the NAAC peer teams have always directed the succeeding perspective plans and majority of them have been implemented with priority.

Vision

Dissemination of education for Knowledge, Science and Culture.

Mission

To provide knowledge, skills, values, and opportunities to our vast and varied young human resources at an affordable cost in order to help them realise their hidden talents and become cultured, creative, and constructive citizens in order to enrich their natural, cultural, and socio-political environments.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Generous, democratic, quality seeking and visionary management "Shri Swami Vivekananda Shikshan Sanstha, Kolhapur".
2. Institute has highly qualified, dedicated, studious, and research-minded faculty engaged in academic and research. The faculty produced **223** research papers in reputed journals and **56** books and book chapters during last five years.
3. Institute has 11 acres of area with greenery and has sufficient infrastructure for teaching, learning, and research. Ambiance is conducive to higher learning, research, recreation and value inculcation.

4. Institute has well equipped and a sufficient number of laboratories, ICT enabled classrooms, smart classrooms, a common facility centre, commerce laboratory, language laboratory, administrative block, girls' hostel, gymkhana, canteen, NSS and NCC offices.
5. Rich and well managed library with more than 60 thousand books, journals, periodicals and reference books and a reading room facility. The library is automized with ACE Library Management Software, OPAC, N-list, Inflibnet etc.
6. Vocational and employment-oriented B. Voc., B.CA. and B.Sc. computer science departments.
7. Institute has established butterfly garden, medicinal plant garden, mulberry garden humic acid production plant, sericulture, apiculture, vermicomposting as learning resources.
8. Entrepreneurship and skill development centre.
9. Rich sports infrastructure with gym and 400 m. athletic track.
10. Institute has well-designed extension program in environment protection, knowledge dissemination and social responsibility.
11. The Institute has complete audit system for financial, academic, administrative, environment, green, gender and energy audit. Institute participates in NIRF, AISHE and AAA.
12. The Institute secured first rank in faculty of Arts in rural category in Shivaji University Merit Scholarship Scheme successively in 2016-17 and 2018-19 and in Commerce faculty in 2019-20.
13. Continuous augmentation and up-gradation of existing infrastructure and creation of new infrastructure by support of the parent institute.
14. Formal MoUs with renowned institutions for research, resource sharing and execution of social responsibility.
15. Institute with ISO 9001:2015 quality management system.

Institutional Weakness

1. Temporary faculty due to restrictions by the government on recruitment.
2. Location of the Institute in a region devoid of industries, supporting resource mobilization and employment generation.
3. Lack of mother industry to support the Institute
4. Low paying capacity of students due to economically weaker background.
5. From 2014-15 the UGC has stopped sanctioning and funding new research projects and development funding which resulted into slowing down of research and development.

Institutional Opportunity

1. To acquire a status of Institute with potential of Excellence.

2. To enhance the Institute-Industry-Community network.

3. To introduce horticulture-related certificate courses.

4. To elevate all U.G. Programs to P.G. Programs.

5.The college wishes to start online courses with MOOC and SWAYAM, platforms.

Institutional Challenge

1. To retain the qualified faculties and augment infrastructural and research facilities for unaided courses being run.

2. To create employment / placement opportunities as there is dearth of service-providing market and industries in the vicinity.

3. To maintain a balance between existing traditional courses and the need for professional skills.

4. To strengthen the interface between the Institute and various industries and to avail funding for research projects of students and faculties.

5. Management of time in the new semester-based evaluation pattern to integrate the UG/ PG programs as well as additionally required courses and activities.

7. To cope with the digital divide among the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation and Enrichment:

- Effective curriculum delivery through a well-planned and documented process.
- The institution adheres to the academic calendar including for the conduct of CIE.
- 25% of the teachers on BoS of Shivaji University and various university work.
- More than 50% teachers participated in setting of question papers for UG/PG programs.
- 75% of teachers involved in design and development of curriculum for certificate courses.
- More than 50% of teachers participated in assessment / evaluation process of affiliating University.
- 62.03% of students enrolled in certificate courses during last five years.
- 05 PG Programme and 02 B. Voc. programs introduced in last 5 years. During last five years the institute has offered 48 certificate courses imparting transferable and life skills.
- All the existing courses have been revised in last 5 years. Shivaji University progressively introduced choice-based credit system for all the programs. Out of 525 courses, more than 250 courses deal with cross cutting issues. More than 70% students have taken field projects.
- The IQAC monitors the curricular planning, workload distribution, academic calendar through well-documented procedure. The development of infrastructure and learning resources is monitored by CDC and IQAC. The IQAC adheres to the perspective plan and strategic plan, University academic calendar, departmental academic plans, college academic calendar and CIE.

Feedback system:

- Structured feedback is received from 04 types of stakeholders and it is analyzed and action is taken upon it. In addition, informal feedback is also received from time to time. Based on the feedback, action

is taken in the form of offering value added courses, designing remedial and bridge courses and using more student centric teaching methods.

Teaching-learning and Evaluation

The Teaching Learning Evaluation (TLE) System of the college is a soul of quality education. The college carefully plans and monitors the TLE process through departmental plans, feedback mechanism, PBAS and periodic discussions with faculty and stakeholders.

- The admission process is strictly according to guidelines provided by state government and university. The admissions are given on merit basis following all the rules of reservations.
- The admission for aided divisions is done on priority basis. Keeping in mind the social justice the preference is given to SC, ST and OBC students.

- Due to government strategies the aided courses and divisions are less than the demand, hence college runs unaided divisions and courses like BCA, B.Sc. computer science, B. Voc., MA, M.Com. and M.Sc.
- Average enrolment :74.61 %
- Student-teacher ratio: 38:1

Catering to student diversity:

- Learning levels are identified and bridge, remedial and other courses are conducted accordingly.
- Learning resources are created by the faculty. Learning spaces beyond classroom are availed to learn at individual pace.

Teaching learning process:

- The faculty uses modern teaching learning methods including project based, participatory, experiential, problem solving and online teaching and learning.
- 100% teachers make use of ICT tools in teaching learning.
- In addition to the use of ICT, the faculty strives for innovation and creativity in teaching-learning by means such as research competitions, wallpapers, group discussions, brain storming sessions and study tours to make learning an enjoyable experience.
- Ratio of mentors to students: 1:38

Teacher profile and quality:

- FT teachers against sanctioned posts: 100%
- Full Time teachers with Ph. D: 27
- Average teaching experience 20.2 years
- Teachers with awards / recognition at state, national and international level including fellowships of national societies: 23

Evaluation process:

- Though not a part of university pattern at UG level, all the teachers practice internal evaluation and its mechanism is transparent and robust.
- The mechanism to deal with exam related grievances is transparent, time bound and efficient.
- The POs/PSOs/COs are stated and displayed on website and departmental notice boards and are communicated to the stakeholders at the time of commencement of academic session.
- The Institute organizes syllabus revision workshops and the teachers attend the workshops organized by other Institutes.

Student Performance:

- The evaluation of attainment of the POs/PSOs/COs is carried out on the basis of variety of criteria including performance in university examinations, feedback from alumni, number of rankers and the placements and progression to higher studies.
- The average pass percentage of the current year is 95.73.
- There have been 32 rank holders at the University examinations in last 5 years

Research, Innovations and Extension

Resource mobilization for research:

- 22 Teachers have received research grants for 22 projects (INR 139.26/- lac)
- 14 teachers are recognized Ph.D. guides and 24 research scholars in 07 subjects.

Innovative ecosystem

- Components like '*Vasant Avishkar*' research activity, Institutional Research Promotion Scheme, laboratories with high end instruments and common facility centre form the innovation ecosystem of the Institute. The awards and recognitions in research, placements and patent obtained by teacher are some of the success stories of the ecosystem.
- Workshops on IPR/industry –academia interaction:13

Research Publications and Awards:

- Financial support in the form of seed money is given to the teachers and students for undertaking research projects on local issues.
  - Ph.D.'s awarded in last 5 years: 08
  - Papers published in UGC notified ISSN journals: 223
  - Publications in proceeding volumes and book chapters: 56
  - Awards/recognition for research during last five years. 17
  - Patent obtained by faculty: 01

Extension Activities

College organizes extension and outreach programs through NSS, NCC, and various academic departments. So far more than 111 programs were organized successfully. The extension activities mainly include watershed development, tree plantation, blood donation, environment awareness, wetland conservation, gender awareness, health awareness, voter awareness, relief work in natural calamity like flood and corona pandemic has brought

in considerable sensitization and behavioral change among the participants and it is reflected in their voluntary participation and leadership in various social activities.

- 36 instances of awards/recognitions for extension activities.
- The Chemistry department has been appreciated for outreach activity for high school students.
- More than 65% students have participated in these extension activities.

Collaboration:

- 22 functional MoU's with institutions, Institutes and NGOs, companies etc. The 58 activities under MoU include organization of Yoga Day, hands on trainings, joint blood donation camps, national, international seminar/Conference, industrial training etc.

Infrastructure and Learning Resources

Physical Facilities:

- There are adequate infrastructure facilities including 37 classrooms out of which 17 classrooms are with ICT facilities, 03 smart classrooms. The institute has 15 Science laboratories, 09 computer laboratories, 01 Language Laboratory, 02 seminar halls, 01 recreation hall, Common Facility Centre and women hostel for 48 girl students.
- The facility for continuous power supply is of generator with 15 KVA output and adequate number of battery backup systems.
- There are adequate sports/recreation facilities. The Institute has a playground of 3.5 acres, multi station gym and recreation hall.

Library as a Learning Resource:

- The library is fully automated with ILMS of Biyani Software
- It has 74055 books, 45 Journal/ periodical subscriptions and 95 Video CDs.
- It avails Shodhganga and subscribes to N-LIST programme.
- The average expenditure per year on books and journals is INR 106496.8/-.
- The library has many good practices like book bank scheme, earn and learn scheme, celebration of *Vachan prerana din, Gyanshidori* and periodic book exhibitions on special occasions like birth anniversary of Shikshan Maharshi Dr. Bapuji Salunkhe.

IT Infrastructure:

- The Institute has made regular updating of IT facilities. The Institute has developed commerce lab., language lab. and computing and networking laboratories for mathematics, statistics and chemistry.
- Bandwidth- more than 200 mbps with four FTTH and one broad band line.
- E-content development facility exists.
- The student-computer functional ratio is 17:1

Maintenance of Campus Infrastructure:

- Average expenditure on maintenance of physical and academic support facilities is INR 7197115.72/-

- There are established systems and procedures for maintaining and utilizing physical academic and support facilities.

Student Support and Progression

Student Support:

- The Institute provides financial and other kinds of assistance to economically backward students, physically challenged students, students participating in cultural and sports activities.
- Govt. Scholarships: Total INR 15734562 to 8467 students.
- Average 90% students participated every year in the 35 capability enhancement schemes. Average 700 students participated every year in the career counseling and competitive examination guidance programmes.
- Mechanisms for career guidance, competitive examination guidance, placement, personal counseling, grievance, redressal, etc. are in place.

Student Progression:

- Progression to higher studies: 21.60%
- NET/SET/GATE and various state and central government exams 29 students qualified.
- 139 NCC cadets have passed B and C certificate exams.

Student Participation and Activities:

- Awards bagged by students in sports and cultural activities at national/international level: 136 awards.
- The institute has organized various sports and cultural activities.

Governance, Leadership and Management

Institutional Vision and Leadership:

- There is participatory management in planning, execution, and monitoring. The institution promotes the representation of faculty in management. Decentralization of authority and partial autonomy is provided to departments to take initiatives in decision making.

Strategy development and deployment:

- Perspective planning is made by taking into account the recommendations of the NAAC Peer Team of the previous cycle.
- Financial resources are efficiently mobilized through management, UGC, DST.
- The IQAC has played a catalytic role in enhancement and sustenance of quality by framing the policies, by developing a perspective plan and by initiation of quality measures in academic, administrative and extension activities.
- The Institute has implemented e-governance in administration, finance and accounts, student admission and examination.

Faculty Empowerment:

- Teachers are encouraged to represent on various bodies and financial support is provided for participation in seminars, conferences, workshops etc.
- Teachers' participation in orientation, refresher and faculty development programmes during last five years:116

Financial management and resource mobilization:

- Internal and external financial audits are conducted regularly.
- The institute has raised funds from non-government bodies, individuals and philanthropers.

Internal quality assurance system:

- The IQAC has contributed significantly for institutionalizing the quality initiatives.
- The IQAC reviews the teaching learning process and outputs periodically.
- The quality assurance initiatives of the institute include regular IQAC meetings. Collection and analysis of feedback followed by action, timely submission of AQAR's, conduct of AAA participation in NIRF, AISHE, Green and Environment Audit, Energy Audit, Gender Audit and ISO certification.

Post accreditation quality initiatives:

- Demolition of old science building and construction of Annex building 2 with common facility centre and classrooms with ICT facilities. Annex building 3 is under construction.
- Construction of additional urinals and toilet blocks.
- Development of common facility centre, Commerce lab. and language lab.
- Institutional Research Promotion Scheme.
- Green initiatives such as medicinal plant garden, butterfly garden, sericulture, apiculture, vermincomposting unit, green book on campus flora, QR coding to campus trees.
- 05 PG Programme and 02 B. Voc. programs introduced in last 5 years. 48 certificate courses imparting transferable and life skills offered in last 5 years.
- Curriculum enrichment through field visits, industrial training, hands-on trainings etc.
- The feedback mechanism strengthened.
- 100% teachers use ICT in their student-centric teaching-learning.

With the advent of technology, the Institute has made majority of the classrooms and laboratories with ICT facilities with advanced computers, projectors and high-speed internet.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

- The Women Empowerment Cell of the Institute has successfully worked towards gender equity promotion by organizing 26 programs and activities in last 5 years.
- The Institute provides physical facilities for differently-abled persons.
- The Institute has effective mechanism of management of solid, liquid as well as e-waste.
- The green practices of the Institute have made the campus eco-friendly.

- Rain water harvesting unit in the Institute harvests thousands of litters of water every year. The institute has developed system for ground water recharge.

- The 'earn and learn scheme' to support economically deprived students.
- The mentor mentee scheme with student-teacher ratio 38:1.
- Test and support to slow and advanced learners.
- Avishkar research fest and institutional research promotion scheme create innovative ecosystem and making research everyone's business.
- Wallpapers are published by students periodically.
- Turning garden in learning centers.
- Participation in relief work during natural disaster like flood in Sangli District and COVID-19 pandemic.
- Ban plastic and reduction of plastic pollution.
- The institute observes No vehicle day once in the month.
- Green, energy, environment, gender, academic, and administrative audits.
- Observation of various days like World Wild Life Day, World Wetland Day Environment Day, International Women's Day, Hindi Divas, Marathi Raj Bhasha Din and the birth and death anniversaries of social reformers and national leaders.
- Establishment of butterfly garden, medicinal plant garden, apiculture, sericulture for experiential learning and environment awareness.
- Number of awareness programs, lectures on YouTube channel.
- In last 5 years the Institute has organized different activities in collaboration with neighbourhood community to address local advantages and disadvantages.
- 115 activities have been conducted for promotion of universal and national values and the observance of fundamental duties. Some of them are very innovative ones.

Best Practices:

The institute has a number of best practices in tune with its vision, mission and objectives. The two best examples are

1. Cultural, Art and Literary Fest Week on Shri Swami Vivekanand Jayanti "**Know Your Self, Know Your Country and Know Your Culture"**
2. Career guidance "**Create Your Path"**

Institutional Distinctiveness:

The institute has performed remarkably well in many areas distinctive to its vision, priority and thrust. One such area is **"The holistic development of the students and the society and sustainable development with enrichment of the environment"** in all its aspects.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PADMABHUSHAN DR. VASANTRAODADA PATIL MAHAVIDYALAYA, TASGAON, DIST.SANGLI MH
Address	PADMABHUSHAN DR. VASANTRAODADA PATIL MAHAVIDYALAYA, TASGAON-SANGLI ROAD, TASGAON, DIST.SANGLI
City	TASGAON
State	Maharashtra
Pin	416312
Website	http://pdvpmtasgaon.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Milind Shivajirao Hujare	02346-250665	9960734931	02346-250575	naaciqacpdvp@gmail.com
IQAC / CIQA coordinator	Alka Prakash Inamdr	-	9420679006	-	dralkapatil1@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-06-1962

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	22-01-1992	[View Document](#)
12B of UGC	06-09-2018	[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	PADMABHUSHAN DR. VASANTRAODADA PATIL MAHAVIDYALAYA, TASGAON-SANGLI ROAD, TASGAON, DIST.SANGLI	Rural	11	8059.82

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	Marathi	40	32
UG	BA,Economics	36	HSC	Marathi	70	46
UG	BA,English	36	HSC	English	40	18
UG	BA,Geography	36	HSC	Marathi	60	41
UG	BA,Hindi	36	HSC	Hindi	30	19
UG	BA,History	36	HSC	Marathi	40	40
UG	BA,Political Science	36	HSC	Marathi	45	43
UG	BA,Sociology	36	HSC	Marathi	35	30
UG	BCom,Commerce	36	HSC	English	240	206
UG	BSc,Botany	36	HSC	English	20	13
UG	BSc,Chemistry	36	HSC	English	200	187
UG	BSc,Computer Science	36	HSC	English	50	50
UG	BSc,Mathematics	36	HSC	English	25	21

UG	BSc,Physics	36	HSC	English	20	19
UG	BSc,Statistics	36	HSC	English	15	7
UG	BSc,Zoology	36	HSC	English	30	27
UG	BCA,Bca	36	HSC	English	80	23
PG	MA,Marathi	24	BA	Marathi	50	6
PG	MA,Economics	24	BA	Marathi	50	29
PG	MA,English	24	BA	English	50	14
PG	MA,Geography	24	BA	English	20	4
PG	MA,Hindi	24	BA	Hindi	50	3
PG	MA,History	24	BA	Marathi	50	21
PG	MSc,Statistics	24	B.Sc.	English	22	22
PG	MCom,Advanced Costing	24	B.Com.	English	50	50
PG	MCom,Advanced Accountancy	24	B.Com.	English	50	10
PG	MSc,Organic Chemistry	24	B.Sc.	English	44	44
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG	English	12	11
Pre Doctoral (M.Phil)	MPhil,Chemistry	24	PG	English	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				5				9				42
Recruited	5	0	0	5	9	0	0	9	16	3	0	19
Yet to Recruit				0				0				23
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				24
Recruited	0	0	0	0	0	0	0	0	13	11	0	24
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				55
Recruited	22	0	0	22
Yet to Recruit				33
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	14	1	0	15
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	0	0	6	0	0	6	3	0	20
M.Phil.	0	0	0	3	0	0	1	0	0	4
PG	0	0	0	2	0	0	4	3	0	9
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	4	2	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	3	0	11
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**
	16	2	0	18

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	1435	0	0	0	1435
	Female	1314	0	0	0	1314
	Others	0	0	0	0	0
PG	Male	107	0	0	0	107
	Female	256	0	0	0	256
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	10	0	0	26
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	205	184	182	164
	Female	168	183	177	187
	Others	0	0	0	0
ST	Male	2	5	5	4
	Female	3	6	3	1
	Others	0	0	0	0
OBC	Male	263	276	315	258
	Female	279	279	275	285
	Others	0	0	0	0
General	Male	960	1095	954	929
	Female	1116	1135	1069	1010
	Others	0	0	0	0
Others	Male	194	235	238	229
	Female	206	196	215	239
	Others	0	0	0	0
Total		3396	3594	3433	3306

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a) Response: The National Education Policy 2020 highlights on overall personality development of individuals by inculcating 21 st century education skills to learners. The policy mentions that 'Education would be aimed at developing all capacities of human beings -intellectual, aesthetic, social, physical, emotional and moral in an integrated manner.P.D.V.P. isa multidisciplinary college offering U.G. and P.G. programs in Arts, Humanities Commerce, and Science.Multidisciplinary and holistic learning is an innovative medium through which students can learn sciences, technologies, mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills,

ethics, morality, human values, and so on.The college has introduced B.Voc. programs in Food processing and preservation and in Media Production. The college has also introduced courses like Constitution of India, E-Banking, and Financial Services.Environmental Studies is a compulsory subject for the second-year degree. b)Response-The institute shall keep approach towards the integration of humanities and science with STEM as follows. B.A. Economics B.A.Agricultural Economics B.A.Industrial Economics B.A.History B.A.Museology B.A.Sociology B.A.Rural sociology B.A.Geography B.A.Remote sensing B.A.GIS Modeling of Geographical System B.Sc. Chemistry B,Sc,Material Science B.Sc. Nanotechnology c)Response:The institutionhasadopteda Choice Based credit system from the academic year 2018-2019.The Arts and Commerce faculties have 64 credits for UG and 60 credits for science faculty. As per thenorms of the university the student has to complete64 credits for his graduate degree. There is flexibility in that student of science can take any subject from commerce or Arts faculty to complete his degree, and fulfill his 4 credits for each subject. There is also provision for projectwork in Environment studies for the conservation of nature and the environment.Project work is mandatory for several other courses also. d)Response: The Institute is affiliated to Shivaji University and is bound to offer the curriculum prescribed by the university. In the wake of NEP the institute has planned to introduce multidisciplinaryB.Voc. programs that enables multiple entry and exit and shall maintain the rigor of learning. e)Response: The PDVP has developed an ecosystem for innovations and research. The institute has developed aresearch culture through special efforts such as the organization of in-house research fest Vasant Avishkar, institutional Research Promotion Scheme, Common facility center,Entrepreneurship and skill Development Centre. The institute has created an ecosystem preservation environment through sericulture,vermicomposting,apiculture,plant nursery, and medicinal plant garden. f)Response: Towards the attainment of holistic and multidisciplinary education, the flexible and innovative curricula of the institute include credit-based courses and projects in the areas of community engagement and service,

	environmental education, and value-based education. Environment education includes areas such as climate change, pollution, waste management, sanitation, wildlife conservation, and sustainable development and living. Value-based education includes the development of humanistic, ethical, Constitutional, and universal human values of truth (Satya), righteous conduct (dharma), peace (Shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in Seva/service and participation in community service programs will be considered an integral part of holistic education.
2. Academic bank of credits (ABC):	a)Response: The institution has taken the initiative to fulfill the requirement of the academic bank of credits for students as proposed in the National Education Policy 2020. As per an affiliated university regulation, the institution hasimplemented the prescribed curriculums to encourage and promote the entire stakeholder for holistic and multidisciplinary liberal education, according to draft rules prepared by the University Grants Commission (UGC). As per the New Education Policy, the ABC has been set up by the University Grants Commission (UGC) in which students will be given multiple entries and exit options. So, in response to New Education Policy of higher education, the institution has much more focused on individual development by providing flexibility in the course structure. The institute keeps the academic records of the students of Academic Bank Credits (ABC) in digital mode in the central office. b)Response: The institution is going to be registered under the academic bank credits to permit its learners to avail the benefit of multiple entries and exit during the chosen program. c)Response: Our institution is affiliated to Shivaji University, Kolhapur and the institution has implemented the policy of university. However, our institution is eager for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer in future. As per the vision and mission of our institutions, the institution has signed MoU with different institutions, industries & corporate houses. d)Response: As the college is affiliated to Shivaji University, Kolhapur the teaching and learning framework has been formulated and approved by the university authorities

	. For a conventional course, a curriculum has been given by the university so each and every faculty has to follow provided curricular activities. The faculty has been working on the Board of Studies and involved in syllabus formation. Thecollege has organized workshops on syllabus formation. The faculty members attend refresher and orientation courses offered by the central government authorities such as, SWAYAM, NPTEL, UGC-HRDC, etc. The college provides best library facilities to the faculty with on-demandtextbooks and references. The college provides internet facilities to both students and teachers. The college has developed robust and transparent internal evaluation system. The institute makes compulsion to each department to conduct online/ off-line class tests, home assignments, and internal tests twice a semester. e)Response: For the implementation of academic bank credits (ABC) through NPE 2020, the college stores all the academic records of the students collectively in the college administrative office, and it will be transferred on requirements of the students to concern institutions/industries. Also, as per UGC and Shivaji University, Kolhapur's guideline we offer the students to learn any course of SWAYAM t. Also, the institute runs add-on courses in which students from any stream (Arts, Commerce, and Science) can complete any available courses and the college offers such multidisciplinary learning to the students. The faculty of the college created E- videos of their lectures and posted them on YouTube.
3. Skill development:	a)Response: NSQF is a nationally integrated and competency-based education framework that allows individuals to achieve their desired competence level. The PDVP College has already forecasted this need and started working in the direction where the students can get the knowledge that is applicable to improve their job skills. But on the emergence of NSQF and its levels in last few years. b)Response Name of the Certificate Course Duration in day Focus on employability/ entrepreneurship Skill Development Operation and Management of Cold Storage 30 Yes Operation and Management of Cold Storage Repairing and Maintenance of Home Appliences 30 Yes Repairing and Maintenance of Home Appliences Maintenance and Repairs of Electrical domestic Appliances 30 Yes Maintenance

and Repairs of Electrical domestic Appliances Fruit Processing and Preservation 30 Yes Fruit Processing and Preservation Analytical Techniques 30 Yes Analytical Techniques c)Response: The college always organizes various activities for inculcating values, rights, duties and responsibilities of citizen of India such as abiding by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; following the noble ideals which inspired our national struggle for freedom; promoting harmony and the spirit of common brotherhood amongst all the people of India.. The university curriculum has made two papers mandatory for first- and third-year degree students viz. 'Democracy, Elections and Good Governance' and' The introduction to Indian Constitution'. d) Enlist the Institutional Efforts to: i)Response: In that view our institute designs the skill-based vocational courses for the students like, ? Media entertainment/ Media Production ? Food Processing and Preservation ? Tours and Travels ? Functional English ? Human Rights The college takesdue efforts to design various skill development certificate courses. ii)Response: To provide vocational skills and overcome gaps vis-à-vis trained faculty provisions our institute collaborates with Industrial training Institutes, polytechnics, local businesses, industries, hospitals, agriculture farms and local artisans and imparts skills training. iii)Response: To offer vocational education to learner, our college takes efforts to provide all the necessary requirements in ODL/blended/on-campus modular modes. The new learning methods and digital tools are being used for the learners, like Massive Open Online Courses (MOOC), flipped learning and Virtual learning methods, Google Classroom etc.The faculty has created E-content in their respective subjects. iv)Response: To fulfill growing need of nation for skilled manpower across sectors and narrowing the existing gap between demand and supply of skill, National Skill Development Corporation was set up in India.. NSDC plays a significant enabling role in these support services, most importantly in setting up standards and accreditation systems in partnership with industry associations. The institute in association with NSDC shall participate in creating a unified platform to manage learner enrollment. v)Response: Artificial intelligence ? Cyber Security ?

	Water and Soil Analysis ? Disaster Management ? Gardening ? Information Technology ? Marketing and Advertisement a)Response: The college has developed skill and entrepreneurship development center through which several skill development certificate courses are offered to the students
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a)Response: Indian language and culture are the most important and needful for the unity and integrity of the nation. In the wake of NEP, the institute shall take appropriate initiatives in integration of Indian knowledge system. The institute shall take initiatives in creation of E-content of some courses in Indian languages such as Marathi, Hindi etc. Today there is a need for offline and online delivery of syllabus. Traditional knowledge refers to the knowledge, innovations and practices of indigenous. and local communities around the world. Developed from experience gained over thecenturies and adapted to the local culture and environment, traditional knowledge is transmitted orally from generation to generation. It has been proved that teaching in mother language is better learned by learners. The Institute has made provision for blended learning by developing IT infrastructure. b)Response: The Institute offers several courses comprising classroom delivery in bilingual mode (English and Marathi). The institute has planned to organize training programs, workshops to train the faculties to provide the classroom delivery in bilingual mode. The institute shall take initiatives in creation of study material, E-content in English as well as in Marathi and Hindi. c)Response Following are the degree courses taught in Indian Languages Sr. No. Title of the program language 1 B.A.,M.A.Marathi Marathi 2 B.A.M.A.Hindi Hindi 3 B.A.,M.A.English English 4 B.A.,MA.History Marathi 5 B.A.,M.A.Economocs Marathi 6 B.A.Sociology Marathi 7 B.A.,M.A.Geography Marathi 8 B.A.Political science Marathi According to the new education policy, there will be an attempt to teach degree students in both vernacular and English languages. d)Response: In order to preserve or nurture this traditional culture at the grassroots level, various programs and certificate courses are organized to impart knowledge of ancient Indian language, knowledge, art, culture and traditions to the new generation from time to time. The History department runs certificate courses in

	Brahmi and Modi script .The department organizes visits to Local Heritage sites, exhibition of ancient coins and currencies to introduce students to the ancient Indian language and culture. The festivals like Raksha Bandhan,Makarsankranti are celebrated with great enthusiasm. The institute also organize traditional day. Indian art such as sketching, painting is promoted by organizing various competitions. e)Response: In order to introduce Indian culture to the students, Brahmi script certificate courses, Archaeology certificate courses and Museum science courses and Modi script certificate courses have been conducted in the history department of our college. Against this background, in line with the new educational policy, the institute is going to offerfollowing various certificate courses in online and offline mode at the college level. 1. Course of Sanskrit Pandit. 2. Vedic Literature Certificate Course. 3. Buddhism Nepali Literature Practice Certificate Course. 4. Prakrit and Jain Literature Certificate Course. 5. Certificate Course in Ancient Indian History and Culture. 6. Ancient Indian Dialect Language Promotion Certificate Course.
5. Focus on Outcome based education (OBE):	i)Response: Outcome-based education means rising need to upgrade the traditional education system which is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. At present, Outcome Based Education or the OBE System is being widely used by leading institutions across the world. Many of the educators have developed a curiosity to understand the reason behind the ongoing learning transformation. The outcome-based education system also referred to as standard based education, has proven to be a success in helping institutions measure their learning outcomes and at the same time enabling students to develop new skills that prepare them to stand out with their global counterparts. The institute offers programs having well stated outcomes. ii))Response: Learning and Development units are showing a keen interest in measuring and show casing the outcome of learning programs. They are looking to design learning solutions that minimize time off-the-desk and maximize returns in terms of increased proficiency

directly impacting business goals. The focus is not just on how the training programs are conducted, but also on how and by when can their impact be seen. This shift can be observed in most of recent training. • Structural set-up of Teaching-Learning under OBE: • Decide teaching/training components for each course outcome • Theory (for understanding) • Practical (to develop skill) • Seminar (for communication skill) • Problems • Assignments • Project (small, group etc.) iii)Response: The institute is affiliated to Shivaji University Kolhapur, and offers programs having well stated outcomes. The program and course outcomes are published on institute website. Following are programme outcomes related to in view of NEP 2020-- BACHELOR OF ARTS (B. A.)-- Student seeking admission for B.A. programme is expected to inspire encourage with following quality which help them in their future life to achieve the expected goals. 1. To realize human values. 2. To create sense of social service. 3. To prepare them responsible and dutiful citizen. 4. To acquire critical temper BACHELOR OF SCIENCE (B. Sc.) Program Outcomes-- Students taking admission to this program of B.Sc. are expected to get equipped with following Outcomes: 1. Explaining the basic scientific principles and methods. 2. Inculcating scientific thinking and awareness among the student. 3. To make able to communicate with others in regional language and in English. 4. Ability to handle the unexpected situation by critically analyzing the problem. 5. Understanding the issues related to nature and environmental contexts and sustainable development. BACHELOR OF COMMERCE (B.COM)-- Program Outcomes Students who have taken admission to this program of B.Com are expected to concentrate upon the following outcomes. 1. Commercial sense. 2. Develop managerial skills. 3. Entrepreneurial skill. 4. Budgeting policy. 5. Human Resources Management.

| 6. Distance education/online education: | a)Response: The focus is more on working skills and expertise in a particular field of one's own. The knowledge, Skill and training are essential because of tough competition. Hence vocational education and corresponding courses as well as training can prove beneficial against unemployment problem. It is not necessary that educators and students should available at same location and at same time in the |

ODL (Open and Distance learning system.). Teaching methodology will become different in this system. In this system, the students are free to learn at their own place, in accordance with own pace and convenience while being located far away from the institution. Distance learning includes no in-person interaction between teachers and students. Online distance educationcenter of Shivaji University Kolhapur is available in our college. The college runs study center of YCMOU , there are 750 students being admitted in arts and Commerce and 68 students are enrolled for M.B.A in the academic year 2021-2022. Online learning will involve in-person interaction between teacher and students on a regular basis. Teacher can share study material easily to students. If students are unable to hear sound they can see repeatedly their lectures using link. Difficult topics can revise many times. Distance and Open Learning has emerged as a most viable option in higher education sector. Eventually Online teaching learning process will be more beneficial than ODL mode in case of vocational courses in institution. Since 2016 our college has been offering different certificate courses in different subjects. There are 51 value added, skill based courses which are offered by college during last five years. b)Response: Infrastructure facilities available for teaching-learning are summarized as follows: Sr. No. Description Number 1 Smart classrooms 03 2 Computer laboratories 07 3 ICT enabled classrooms 18+3=21 4 Departmental Libraries 09 5 Examination Control Room 01 with Computer, Printer and Internet Facility 6 Computers 192 7 Laptops 06 8 Internet Bandwidth Up to 200 mbps List of Laboratories: Sr. No. Description Number 1 Mathematics (Networking and Computational) 01 2 English Language laboratory 01 3 Common Facility Centre 01 Total 03 Computer Laboratories 1 B.C.A. and Computer Science 02 2 Chemistry 01 3 Mathematics 01 4 Commerce 01 5 Statistics 01 6 Geography 01 ICT infrastructure and. E learning Recourses Number of teachers using ICT (LMS,e- Resources) ICT tools and resources available Number of ICT enabled classrooms Number of smart classrooms 85 (100%) LCD-Projector, Wi-fi, LAN, Laptop, Desktop, Printer, Scanner, Audio, Video, >200Mbps Internet, Interactive Projector with Touch Screen Board, Google Meet, Zoom Meeting and Software 17 03

	Good Practice: The institute runs study center of Yashwantrao Chavan Maharashtra Open University and Shivaji University Distance Education Center. During Corona Pandemic the faculty have extensively used Zoom, Google classroom, Google meet etc. for online teaching.

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
533	533	533	449	449

File Description	Document
Institutional data 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
27	27	27	23	23

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3112	3306	3359	3594	3396

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
358	437	435	442	346

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
914	966	943	1043	1064

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
80	88	81	56	85

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
80	88	81	85	85

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 37

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
61.21	86.60	28.73	118.89	64.42

4.3

Number of Computers

Response: 198

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:

All the programs taught in the college are affiliated to Shivaji University and hence, all departments are required to implement the syllabus prescribed by the University. At the beginning of academic year, the IQAC prepares academic calendar. Academic Calendar is prepared as per the Shivaji University academic schedule and the requirements at the department level as per the action plans formed. The academic calendar is shared with all departments through website. The departments in the departmental meetings prepare coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The Timetable committee headed by the Vice Principal and a senior Faculty member draws up a detailed timetable which efficiently deploys the units of time for academic and co-curricular purposes as for example, theory, practical, ICT, life-skill, value education and add-on courses thereby ensuring a balance between the different types of engagement a student is expected to participate in. The departments strive for effective curriculum delivery through a combination of time-tested and innovative methods. For first year degree students bridge courses are held in order to make the curriculum delivery more holistic and effective. The teaching plans consist of detailed apportionment of the syllabus among all the faculties of a particular department. The apportioning is done democratically through discussion among faculties in departmental meetings. Faculty members take utmost care to complete the syllabus in time. Projects, class tests, and internal assessments comprise the formal evaluative processes, but students are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions. Extra hours are devoted to taking remedial classes after completion of internal examinations. Periodic meetings of IQAC take thereview of the progress of teaching- learning, among other things, and meetings of the Department with Principal and parent-teacher meetings are other forums where the progress of the delivery of curriculum are regularly monitored and necessary course corrections are initiated. Since the institution specializes in the Science, Commerce, Humanities, and the Social Sciences and as the whole human society is the laboratory in which students can observe, analyze and gain insight into various intricate aspects of their syllabus. Much attention is paid to experiential learning like visits to the nearby villages, industries, heritage walk, hands on training, industrial training etc. The college is well equipped with smart class rooms, audio-visual and other ICT facilities which are extensively used by teachers in day-to-day teaching to make delivery of the curriculum attractive to students. Interactive teaching is promoted through students' participation in group discussions, quizzes, brain storming sessions and seminars. Special lectures delivered by eminent scholars on topics related to the curriculum further intensify students' learning. The learning is made more effective and attractive by activities such as Vivekanandbank, hands on training in Apiculture,Vermicomposting,Sericulture and stem cell technology.

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:

Being a affiliated college of the Shivaji University, Kolhapur PDVP follows the academic calendar issued by the University at the beginning of the academic year. It clearly specifies a schedule for teaching, examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own calendar of events and activities before the commencement of the academic session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college website. All the informationmentioned above is reinforced during the collegiate and departmental orientation of new students at the beginning of academic session. The Principal also conducts meetings with the head of the departments, faculty from individual Departments, and entire staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting continuous internal evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind. The IQAC along with examination committee prepares CIE schedule for the year and is incorporated in institute academic calendar. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. The criteria for assessment is also shared with the students. The mentor-mentee meetings are held specially to supplement this kind of academic framework with the extra-academic support that the students might require. Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is reoriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Project work, field work and presentation components of the syllabus and assessment are arranged keeping in mind the pre-planned academic calendars. Project work, excursions, industrial visits, etc. which form an integral part of CIE.schedule of evaluation includes bridge course to identify slow learners and advanced learners, group discussion, seminars through PPT, organizing poster presentation competitions, debates and Brain storming etc This allows for students to capture and yet enhance their worldviews through innovative learning methodologies. PDVP calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel. It is equally important to carve a space for collegiate events like the Swami Vivekanand Saptah (Youth Week), Annual Prize Distribution Day, celebration of various days. Everything in the institution is geared towards providing transformative education in a structured manner to our students, with accessibility, comprehensibility, and transparency as our top priorities in this process.

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: E. None 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](#)
Link for 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: 27

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

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

Response: 103

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
27	23	20	17	16

File Description	Document
List of Add on /Certificate programs	[View Document]
Link for 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: 62.32

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
2219	2140	2220	1948	1877

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 UG and PG curriculum of languages and humanities addresses various crosscutting issues like cultural diversity, human values, gender sensitivity, different philosophies and work of social reforms. To inculcate the environmental sensitivity a compulsory paper of environmental studies is included in all faculties at second year degree. The course focuses at global and local environmental issues along with experiential

project. The curriculum of Botany, Zoology and Chemistry addresses issues related to Environment and sustainability.The students are sensitized regarding democracy, elections, and good governance. The rich and diverse culture of the country is taught in language curriculum to inculcate the constitutional values like rationalism, secularism and equality. The course on constitution of India has been introduced for degree semester V syllabus social service and responsibilities is an integral part of NSS and NCC programs.

Considering the short comings of university curriculum to transfer constitutional values, and gender sensitivity the Institute has designed and implemented many value-based courses e.g., certificate courses in human rights,personality development and panchayat raj government.

Environment and Sustainability

The Institute offers certificate courses in Gardening,Vermicomposting and in Sericulture. The Institute organized workshops on climate change and sustainable development.

An innovative program 'PlasticFree Campus' was implemented. The Soil to silk program of sericulture is being run and offered certificate course also.The solid waste management is not only done but practically being taught through vermicomposting practice. The Institute has maintained medicinal plant garden and plant nursery. As the Beekeeping contributes to the pollination service, and helping maintaining plant biodiversity the students are given hands-on training on Beekeeping.Tree plantation and *Swachha Bharat Abhiyan* are integral parts of institutional efforts towards Environmental conservation and sustainability.

Gender equality

Institute has women empowerment cell,anti -sexual harassment committee (Internal complaint committee) and grievance redressal cell.

The Institute has organized lectures on contribution of women in the fields of agriculture, politics, health care, police and entrepreneurs.The Institute has organized national webinar on Women leadership and Empowerment.The certificate course on Population studies comprises gender related components.A special Angel welcome   program was organized.

The poster making and presentationon contribution of women scientists was organized. Workshops on self-defense,yoga and meditation, beauty culture were organized.

Human Values

The institute has offered certificate courses in Human rights,Rural journalism, Rural development which imparts human values. A group of students and teachers distributed clothing and essential commodities toand participated in rehabilitation of flood affected people.

In COVID pandemic Institute organized video consulting programs in health and published through you tube.The human values are inculcated through the various activities conducted in celebration of youth week every year on the occasion of Swami Vivekananda Jayanti.

Professional Ethics

 The Institute organizes Speeches of eminent persons, seasoned speakers, practitioners, figures of social service etc. on the theme of human values and ethics.

The Institute provides certificate courses in personality development and communication skills.

The implementation of code of conduct and ethics is monitored by discipline committee and CDC.The workshops on IPR and ethical practices are organized periodically.

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
Any additional information	View Document

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

Response: 13.39

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	88	69	62	50

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 9.61

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

Response: 299

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[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: E. None 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: E. Feedback not collected

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: 74.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
1220	1404	1566	1697	1353

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

2020-21	2019-20	2018-19	2017-18	2016-17
1842	1962	1962	1962	1962

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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
358	437	435	442	346

File Description	Document
Average percentage of seats filled against seats reserved	[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:

Students in our college are admitted from the diverse social, cultural, economic and educational background. Students enrolled in first year degree program of various disciplines are identified as slow and advanced learners based on their 12th marks and the entry level test on bridge course conducted by each department. This helps to identify the slow learners and to design special coaching sessions to bridge the gap between the slow learners and the advanced learners. The teachers of the respective classes of UG and PG extend valid support in classifying the students with reports based on observation and class tests. The college organizes bridge courses at the department level. The facilities in the college and the scope of the subjects being learned are introduced in these sessions. The bridge courses also aim at leveraging the learning skills and imparting basic knowledge about advanced subjects

·Strategies for slow learners

After identifying the slow learners, various activities are conducted by the college to enhance their knowledge gaining capacity. Faculty provides special guidance through individual interaction, counselling for normal students and students with psychological problems, and finds their learning impairedness. Bilingual explanations and discussions are imparted to the slow learners after the class hours for better understanding.Remedial coaching is arranged according to syllabi for the respective students. Motivational lectures are organized for the students. P.P.T library, YouTube, Question bank, video lectures etc. are made available for the students because these advanced techniques help them to understand and remember effectively. Students are given Home assignments related to the syllabus and verified by the faculty for holistic development. They are given free access to the Departmental library without any restraint.

· Strategies for the advanced learners

Advance learners are an asset of the institution. Institution tends to figure out and elevate their hidden potentials through the organization of group discussion, seminars/workshop, debates etc. to provide them intellectual platform. In addition to this, lectures of eminent resource persons about SET/NET/GATE guidance, competitive examinations, Entrepreneurship Development etc. are organized to broaden their capacities. The College has a Competitive Exam Guidance Cell to provide related guidance to the aspirant students. Students are stimulated to participate in Avishkar Research Competition, Statistical and Mathematics Quiz Competition, Departmental Quiz Competition, etc. Coaching is given in Skill Development Program like Communication skills and personality development. Advanced learners are encouraged to enroll in MOOC Courses and certificate courses. The advanced learners are motivated to participate in extra-curricular activities, exhibitions, chemistry carnival, and cultural competitions.

Outcome-The college has secured the first rank in the faculty of Arts Rural category in Shivaji University Merit Scholarship Scheme for the year 2016-17 and 2017-18. The college has secured the first rank in the faculty of Commerce Rural category in Shivaji University Merit Scholarship Scheme for the year 2019-20. various students secured ranks in Shivaji University. Students have shown better performance in curricular and extracurricular activities.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 38.9

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:

PDVP believes in the adoption of student-centric methods to enhance student involvement as a part of participative learning, experiential learning and problem-solving methodology. The college adopts student centric methods in teaching and learning process such as; Research Based Learning, Project Based Learning, learning through Seminars, Workshops and Conferences, participatory learning, group discussion/debating, brainstorming, learning by doing, learning on the field are practiced through participatory evaluation design for learning and online learning.

Experiential learning: The practicals for B.Sc.B.Com.B.CA. and M.Sc. courses is inevitable. The teaching faculty of the college promotes experiential learning method. The objective of this method is to enhance and develop experimental/practical learning approach among the students. Botany department imparts training in gardening and medicinal plants conservation. Zoology department imparts training in Sericulture, Vermicomposting and Apiculture. Hands- on training in Stem cell technology is also given through MOU.The commerce department runs Vivekanand Bank to facilitate the students to acquire practical knowledge of Banking. Chemistry and Physics departments organize industrial training. Most of the departments organizefield /industrial visits, field projects, and research projects. The science faculty use experimental learning on regular basis as a part of the curriculum. Project work in environmental studies is mandatory for degree part 2 students. Besides this field projects are allotted to the students atthe department level. The college has introduced a research initiation scheme through which teachers along with students are provided with seed money of Rs.5000/- for undertaking field projects, particularly on local problems and issues. Activities of Science association, literary association, history forum, cultural Association promote independent learning.

Participative Learning: This is the best student-centric learning method, in which students actively participate in various activities to develop soft and communication skills. The college conducts various participative activities for the students like seminars, group discussions, brain storming,participation in

guest lectures, debates, online-offline quiz competitions through Google classroom and Google Form. Institute organizes elocution, essay, painting, and rangoli competitions for greater participation and catering the platform to students. The students learn sales and marketing skills in the trade fair, entrepreneur skills in the production and sale of scented body scrub. Students are inspired to participate in Avishkar activities. Institute is inclined to imbibe social responsibility among students through participating in rallies on social issues and outreach activities on environmental issues. Methods like software programming, poster making and presentation also enhanced participative learning.

Problem Solving Method: In order to develop and enrich students' creativity, decision-making ability, critical thinking, reasoning power, faculties from various departments have adopted this method.Departments like mathematics, statistics, B.CA. and computer science are using this method successfully for enhancing the learning experiences of the students. Students are made aware of environmental problems and their effects on the ecosystem through Environmental projects.

Writing for in-house wallmagazines and newsletters:

Students are encouraged for writing in college annual magazine 'Sanskar'. Their creative writing skills are developed by providing platforms like the college wall magazine 'Vasant wall magazine'.

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:

ICT has fetched information at the tip of the finger irrespective of region, age and standard. Therefore, it is necessary to shift paradigm of teaching learning from chalk and talk to keyboard and internet. The Institute is always fervent to enhance the teaching-learning process by using ICT tools effectively in teaching such as LCD's, smart boards, modern instruments,google classroom, blogs and E-content. The Institute is enriched with ICT facilities having 06 laptops and 192 computers with internet, two Wi-Fi areas in Institute campus with capacity of 200 mbps internet bandwidth, two Computer laboratories, chemistry, mathematics and statistics computer labs. 17 ICT enable classrooms, 03 smart boards, language lab, commerce lab and access to N-list, Inflibnet and OPEC is made available for faculties and students to get free access of books. 21st century students are well acknowledged and addicted to advance technology. They grasp knowledge easily with the help of ICT. Therefore, faculty makes ample use of ICT tools during their effective teaching process. They use various platforms like You Tube, Google Meet, Zoom, Google Form, Google Classroom, Kahoot, Telegram, Testmoz, WhatsApp, Facebook lives, etc. Faculty use Shodhganga to enrich and update their knowledge. The faculties use PPT's, LCD's, E-books / e-journals and other advance instruments for effectual teaching process. Zoom, Google meet app are used for online teaching by the faculty. The Institute always motivates teachers and students to attend courses on

SWAYAM etc. for quality enhancement. Workshops are organized for the faculty to become tech-savvy. The IQAC had taken initiatives in teachers training in use of ICT. Institute has developed its own YouTube channel for teachers and students to gain academic excellence. The Institute has produced its Documentary film Sanskar. Some faculties have developed educational blogs for innovative teaching, repetitive learning and to provide study materials to the respective students. Online Conferences, Seminars and webinars are organized by different faculties on multidisciplinary subjects. IQAC of the Institute has organized many workshops seminars on use of e-resources and Research Methodology. Faculties of Statistics and Mathematics use various softwares like R-Language, Minitab R-Studio, SCILAB, SPSS, Python. etc for enhancing learning ability of the students. The Institute has developed Commerce laboratory with 40 computers and tally software. Faculty of Commerce inspires the students by showing videos, interviews of successful entrepreneurs. The Institute has developed PPT, video and E-content bank of all subjects. Faculty members are using What'sapp group for academic purposes through which they circulate study materials, educational notices to the respective students. Online Quizzes are conducted with the help of Kahoot, Google form, Google Classroom by the faculty.The Institute has set digital notice board. The ICT infrastructure has been strengthened with four FTTH and one broad band connection with 200 mbps and 10 mbps bandwidth respectively. The faculty have published E- Books in Commerce, Botany and History.

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: 38.9

2.3.3.1 Number of mentors

Response: 80

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: 93.18

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 33.02

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
25	27	25	26	22

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[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: 11.55

2.4.3.1 **Total experience of full-time teachers**

Response: 924

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	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:

PDVP has a transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system is communicated with the students well in time. The principal holds meetings of the faculties and directs them to ensure effective implementation of the evaluation process. Students who are admitted for the concerned course are assessed continuously through various evaluation processes at the college and University level. Continuous evaluation is made through Unit Tests, Assignments Submission, Field Visit / Field Work and Seminars Presentations. Unit tests are conducted regularly as per the schedule given in academic calendar. The weightage for the unit tests varies as per the concerned faculty. The performance of the students is displayed on the Notice board and communicated to the students.

Transparency:

- As per the ordinance of the university a committee to look into the grievance related to examination isconstituted by the principal.
- The committee comprises of 5 members which monitor the smooth conduct of examination.
- Internal Evaluation Committee designs an **Examination Calendar (CIE calendar)**for the year and also communicates with the students through **college website, WhatsApp groups** and **notice board**.
- This committee also looks into the grievance related to the examination.
- The students having grievances submit a prescribed format duly filled in and submit the same to the office within the prescribed date.
- The grievances are attended to and resolved within a fortnight.

Considering the total strength of the college a number of such grievances are very few.

In case of university examination discrepancies if any in the question paper set by the university the examination committee of the college coordinates between the students and the university to rectifythe same within the duration of the examination so that the students are not put to loss

The examination committee of the college itself looks after the students' grievances related to

internal as well as external evaluation. In the case students who are not satisfied with their evaluation can raise their grievances and get them redressed in the following manner:

- They can ask for a photocopy of the answer sheet.

- They can ask for revaluation of the answer sheets which are checked by another examiner if the evaluation is found to be defective. In almost all departments unit test answer scripts are given back to the students and any grievance pointed out by students is looked into at the department level.

Robustness in terms of frequency and mode.

There is at least one internal test per semester though it may not be a requirement of the university system since last few years. The other tools being used for internal evaluation are aptitude test, HA, class tests, field projects and seminars.Departments with small number of students conduct more tests. Departments conduct tests to classify the students as slow and advanced learners and keep them evaluating in formal as well informal ways. Participation and performance in research activities like Research Convention-Avishkar participation in institutional research promotion scheme is also a means of internal evaluation.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

A transparent, time-bound and efficient method is being followed in P.D.V.P. Mahavidyalaya, Tasgaon in terms of dealing with internal examination related grievances. As the student's academic progress is the core of education system, The college takes several efforts to bring transparency in all the examination related activities at different stages. Keeping this view, the college deals with examination related grievances transparently, efficiently and in appropriate manners. The examination related grievances of the students are considered and scrutinized at the Departmental, examination committee and University level depending upon the level of the grievances. To make the procedure transparent and fair, University provides facility for getting the photo copies of answer papers. The student can apply for the copy within fifteen days after the results. If there is discrepancy in evaluation, he can apply for the revaluation within seven days. After revaluation his mark list is corrected and provided. The malpractice during the exams is reported by the supervisor through senior supervisor to the exam department of University. The lapses committee of university organizes separate hearing for these cases. A fair chance is given to the student to defend and appropriate action is taken. The examination details are made available on the college website. The same is displayed on the notice board and WhatsApp group for the students in advance. All exams are conducted under the strict vigilance of Internal/External supervisor and Internal/External Squad to prevent malpractices and bring the transparency. Central Assessment Programme (CAP) is undertaken by the college as per the rules and regulations of the University. The college pursue the following levels to bring the transparency and efficiency in internal/external examination in due time

Departmental level: At departmental level Head of the Department evaluate internal examination process, distribute the answers sheets among the students, discuss with them and clear the doubts during the lectures. The grievances regarding internal practical examinations are resolved immediately by the concerned teachers and HoD's of the related departments. The grievances related to problem in submission of online exam forms and queries related to mistakes in hall tickets and mark sheets regarding name,

course name, program name is resolved promptly by the CEO by communicating to university. Departments hears the grievances related to internal examination In such cases answer sheet of the students is revaluated in the presence of the complainant student. If there is difference in the marks, corrections are made.

Examination committee level - If the grievances are not resolved at first level it is put forth in front of the examination committee at college level and the action is taken in stipulated time. The student can apply for revaluation of the answer sheets. He can get the photocopies of their answer sheets by depositing the required fees to evaluate the answer sheets on their own and find out the actual position.

University level: The college examination committee is efficient and time bound about sending grievances within time regarding external assessment to Shivaji University for redressed through the Students Grievances Portal and takes follow-up continually.

File Description	Document
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The fundamental purpose of the institution is to offer education to the students to promote them with subject knowledge, make them aware of needs of the society, and utilize their knowledge for thewelfare of the community. The goals, vision, and mission of the institute adheres POs and Cos offered bythe University. As our Institute is affiliated to Shivaji University, we have accepted all the programs offered for UG and PG. The POs and COs encompass the objectives of the university programs and courses are mentioned in the syllabi which are displayed on the University and Institute website. Faculty members of the Institute are working in BOS and sub-committees. Along with regular courses, for widening competence of students and imparting the various skills in them our Institute has offered Skill-based and Value-based Certificate courses.

Communication with the Teacher:

- The **Departmental / CDC/ Faculty Meeting** from each department prepares POs and Cos considering the learning objectives recommended by the University.
- POs have a great relevance with Constitutional rights, value system, national, scientific temper,justice, and equality. These values are reflected in the POs and COs and further they are percolated at the university level and then adopted by the Institute.
- The syllabus of these courses is framed by the active participation of our faculty in the University BOS Committee. The faculty regularly suggest the changes to BOS members to cope with the syllabus forIndustry needs.
- The IQAC of the Institute motivates and supports every department to conduct revised syllabus

workshops proposed by the university. The Institute has organized workshops on syllabus revision. All the teachers participate in revised syllabus workshops and communicate changes, corrections or revisions if any in the curriculum to respective BOS.

Communication with the Students:

- The POs and COs or objectives are displayed on the **Institute website, Departmental Notice Board, and Library**.
- The Principal directs the students about POs and COs in **Principal Address.**
- The POs and COs are also discussed in the class with the students and make them aware of the correlation between POs and COs with question paper format.
- Students are encouraged to visit the library to read the curriculum, PSOs and COs. Any change or corrections in the syllabus is discussed by teachers with students.
- Institute takes **feedback about Syllabus** from the students and parents. All the teachers make students acquaint with the PSOs and COs with the students at the beginning of the academic year and then they start their syllabus for the respective semester.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

Program Outcomes (POs) contain creating and developing among students' aptitude/ skill/ ability/ capacity for

I. Employment

II. Research

III. Critical thinking

IV. Social Awareness and Interaction,

V. Political Consciousness,

VI. Ethics and Responsible Citizenship, and

VII. Awareness of and Sensitivity to Environment and Sustainability

VIII. Women Empowerment and Inclusive Education.

PSOs and COs include producing among students:

I. Knowledge and skill of the subject.

II. Awareness of and sensitivity to local, national and global problems related to deprivation, Socio-political issues, gender, environment, and discriminatory and exclusionary practices.

III. Interest and capacity for research and

IV. Employment capacity

Evaluation and the level of attainment:

Knowledge and skill that students acquire in their subject and also their capacity for critical thinking, are evaluated through Continuous Internal Evaluation, End Semester Examinations and personal interaction.

Attainment of these outcomes is excellent, with the average pass percentage 89.65% for the past 5 years.In 2016-17 and 2017-18 The College secured **first rank** in **faculty of Arts** in rural category and in 2019-20 secured **first rank** in **faculty of Commerce** in rural category general merit scholarship scheme of Shivaji University Kolhapur.

Most departments organize departmental seminars, surveys, presentations, debates, etc. on topics dealing with vital social, political, economic, ethical and environmental issues of the time. Some of these activities are assessed. The awareness and sensitivity level are good, gauged from the appreciable student participation in activities on these issues. Active participation of students in NSS and activities of departments attests to their sense of ethical and responsible citizenship. The attainment is satisfactory evidenced through their responsible contribution to Department activities. The number of alumni who are employed in various organizations attests to accomplishment of the outcome of employability.

In short, various conventional plus innovative and creative methods are used to measure the attainment of POs, PSOs and COs by the institution.

Level of Attainment was calculated as follows…

University marks and Internal marks are considered for the calculation of level of attainment

Level I: Distinction

Level II: First Class

Level III: Second Class

In addition, departments also try to assess them by some other means of their own though they may not be measurable as in the conventional or direct method. For example, some science departments assess the outcomes at the time of practical exams and field visits/excursions. The commerce departments assess them on the basis of placements and in participation in entrepreneurship enhancement activities, field projects and industrial visits. The departments in humanities and languages measure the attainment or acquisition of certain skills by following tools.

1. Creative / academic writing for annual College magazine 'Sanskar' and in 'Vasant wall paper'

2. Participation and success in research competitions like institution level Vasant Avishkar and in university level Avishkar.

3.Contribution to specially designed literary /cultural programs

4.Performance in competitions like elocution, debate, essay writing.

5.Participation in group discussions on syllabus related concepts/issues/current affairs in classrooms.

6.Participation in' Lead College'' activities.

7.Participation in Youth Week on occasion of Swami Vivekananda Jayanti.

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: 89.56

2.6.3.1 **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
875	910	756	932	940

2.6.3.2 **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
914	966	943	1043	1064

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	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: 3.96

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 139.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
31.41	9.26	5.11	3.56	89.67

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 17.5

3.1.2.1 **Number of teachers recognized as research guides**

Response: 14

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 23.53

3.1.3.1 **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
3	6	7	1	3

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

As a unique kind of IQAC initiative, the Institute has created an ecosystem for innovations known as "Vasant Avishkar In-house Research convention. The research and innovation committee encourages research among students and faculty members. The committee's efforts have inculcated research culture among students to a great extent. The process and outcome of these efforts are as under:

Every year an in-house research festival "**Vasant Avishkar**" is organized wherein majority of the departments across all the faculties present the research projects undertaken by the students. The festival is preceded by the essential training to impart the necessary skills through workshops in research methodology as well as continuous guidance by the faculty. The potential research projects presented in the "Vasant Avishkar"" are considered for subsequent presentation for "**Avishkar"**, the university and state level research project competition and an initiative by Hon.Chancellor of the universities in Maharashtra to promote research in HEIs.

The Institute has introduced **Research Promotion Scheme** from 2019-20. Under the research promotion scheme the project proposals on local problems/ issues are invited from the teachers with group of students. The selected projects are given financial assistance in the form of seed money of Rs.5000/-.

The Institute has developed **Common Facility Centre** (common instrumentation centre) with advanced instruments. Interested researchers, faculty, students and industries can avail the facility for their research and innovation activities. The researchers are also provided with the facility of networking and computational laboratories. The Institute has made 7 M.O.U.s with other institutes and industries for

Research and innovations.

In addition to these annual well institutionalized research conventions, facilities for research innovations and Institutional research promotion scheme the ecosystem of the Institute supports various academic departments on several other occasions for innovations and research. Some examples of the outcome can be summarized as follows:

1.The students of computer science department have developed software for the Blood bank management system, on line plant nursery portal, real estate management system.

2.The student of Zoology department have developed innovative Vermi wash unit for farmers.

2.The faculty member Dr. Ajay Ambhore from Chemistry department has obtained a patent In " A RAPID PROCESS FOR THE SYNTHESIS OF ORGANIC SULFIDE BY USING IN SITU GENERATED N-HETERO SULFANYLSUCCINIMIDES AT ROOM TEMPERATURE".

3.The students of Chemistry have developed 'Best from waste', Production of biodiesel from cotton seeds, Applications of Natural Waste For Biodiesel Production. The Chemistry Carnival organized by chemistry department has provided excellent platform for young researchers to showcase their innovative ideas.

4.The students of commerce department have manufactured body scrub (Uthane) from natural ingredients and marketed it during Deepawali festival.

5.The students of department of physics have developed prototype of Self charging E -bike.

6.Department of Mathematics developed fuzzy mathematics in marketing of raisin.

The Institute has Skill and Entrepreneurship Development centre. Besides this Institute has created an ecosystem preservation environment through sericulture, vermicomposting, apiculture, humic acid production, plant nursery and medicinal plant garden, so that students may inspire to create new ideas of production, processing, and distribution of agro products.

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

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	5	2	6

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.93

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 29

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 15

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 2.86

3.3.2.1 **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
87	53	35	38	10

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

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

Response: 0.26

3.3.3.1 **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	2	3	7	2

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 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 development of an enlightened and humane society is the constitutional duty of HEIs. Therefore, we have developed a well-designed policy for extension activities. The policy has three arms of action which helps to empower society as well as inculcates emotional intelligence among the students.

1. **Environmental Awareness**: The Institute has developed ecofriendly and green campus, medicinal plant garden, demo plants of vermicomposting, sericulture, apiculture, humic acid production plant and plant nursery to build awareness among farmers and students. It leads to organic farming and may decrease the dependence on chemical fertilizers. We organized workshop and teacher training program on climate change and sustainable development, national webinars onthemes like "Let us save Tiger", "Groundwater survey and water literacy" and "Biodiversity and sustainable development" were organized.The Institute has taken initiatives in creating awareness for celebration of ecofriendly Ganesh Festival and Crackers free Diwali. The environmental related projects are undertaken by all second-year students. The Institute campus is made plastic-free.

Special camp on Sustainable and overall Rural development was organized. The Institute has actively participated in Swachh Bharat Abhiyan and made remarkable contribution in water cup competition organized by Panni foundation.

2. **Knowledge dissemination**: The Institute has organized National and International seminars on various themes.Navodit Marathi Sahitya sammelan and state level seminar on folk culture were organized. Workshop on modern techniques in Irrigation and created awareness of water efficiency gaining economic advantage for farmers while reducing environmental burden. To inculcate scientific temper, the Institute organizes 'Chemistry Carnival'. The high school students in the neighborhood visit the Institute and our students demonstrate the experiments. The students of chemistry demonstrated basic chemistry experiments in neighborhood highschools. To hold the social responsibility theInstitute has organized wallpaper exhibition and poster presentation on ozone layer depletion and life and work of women scientists.

3. **Social Extension**: At the flood calamities in Sangli district of Maharashtra, our students and teachers distributed clothing,blankets and essential commodities to flood affected people. A group of students visited the affected area and participated in relief and rehabilitation work. The work was appreciated by the district collector of Sangli. These activities resulted in developing social empathy and responsibility among the student. NSS and NCC students helped to clean and rebuilt the damaged houses in Tawaderwadi village. During Corona pandemic our students distributed masks, sanitizer and worked as volunteers and organized vaccination camp.Health checkup camps created health awareness. The students provided help to the disabled and orphan children. The Institute has actively participated in systematic voters' education and electoral participation. HIV/AIDS awareness programs and blood donation camps are regularly organized.

Learning outcomes:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.

2. Build up relation and tie up with organizations to carry forward humanitarian work in future.

3. Develop a passion and brotherhood towards community, affected people.

5.The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, problem solving and perceptual skills etc.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 36

3.4.2.1 **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
8	8	9	7	4

File Description	Document
Number of awards for extension activities in last 5 year	[View Document]
e-copy of the award letters	[View Document]
Any additional information	[View Document]

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

Response: 111

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	37	24	19	7

File Description	Document
Reports of the event organized	[View Document]
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document]
Any additional information	[View Document]

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 130.7

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4813	4367	6196	5173	1302

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 2

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

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

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 51

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	16	10	4	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[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 Institute has a land area of 44515 sq. m. and a built-up area of 8059.82 sq. m. There is a women's hostel to accommodate 48 girl students. There is more than adequate physical infrastructure in the form of classrooms, laboratories, library and computer labs to cater to the academic needs of around 3200 students of various academic programs. Every year the timetable committee prepares a timetable for the academic year taking in account the optimum utilization of resources available. There are 37 classrooms equipped with green boards, a rostrum, and requisite electrification. Six classrooms are under construction. Out of these 37 classrooms, 17 classrooms are provided with ICT facilities. In addition to this there are 3 smart classrooms that are used for ICT-enabled learning as per the need. There are ICT enabled two seminar halls used for guest lectures, seminars, meetings, and conferences. The Institute has in all 24 well equipped laboratories under various departments. Apart from the usual facilities in the science laboratories, the chemistry laboratory is recognized for Ph. D. program. Mathematics, Statistics, and Chemistry departments have their own computer laboratories having network and internet facilities. The Commerce department is equipped with a Commerce lab having 30 computers of the latest configuration. The Institute has 06 Laptops and 192 computers with internet connectivity. The Language Lab with headphones is equipped with special Biyani software that is used for language related training of students. There is a common facility Centre equipped with sophisticated research equipment. The computers available for students lead to a student-computer ratio of 17:1. The institute has five FTTH internet connections 200 mbps and one broadband connection with 10 mbps till 3300 GB. The institute has a central library having a total area of 392 sq. meters with 74055 books and 95 video CDs. In addition, some of the departments (09) have a separate departmental library to provide subject related books. All the classrooms and laboratories are spacious as per the specification of statutory bodies. The classrooms are of different dimensions adequate to accommodate sanctioned strengths of different courses. The following table provides the details of the physical infrastructure available in the Institute.

S. N.	Facility	Features
1	Women's Hostel	With capacity of 48 girls, Guest Room, Dining room system.
2	Safe drinking water	Two RO Water purifying units
3	Canteen	With separate seating provisions for staff and student
4	Power Generater	15 KVA
5	Battery Power Backup	Eight units providing power back up to Administ cabin, IQAC, Seminar hall and Science laboratories
6	N.C.C.	Separate NCC Room
7	N.S.S.	Separate NSS Room
8	Examination control Room	With computer, printer and internet facility
9	Photocopier	2
10	Teacher's common Room	Two with attached washrooms
11	Ladies room	Two with attached washrooms
12	Medicinal plant shade net	Maintained by Botany department

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:

The Gymkhana was established in 1962 for the development of sports and games culture among the students. It provides excellent infrastructure and sufficient sports facilities. A 400-meter athletics track, huge ground for outdoor games for football, cricket, Kabaddi, Kho-Kho, Short put, discus throw, softball, javelin throw, hammer throw, and volley-ball is available. We have well-equippedgymnasium, facility for carom, chess, and table tennis. For overall fitness we have a single bar, double bars, rope climbing, weighing machine and weight lifting Sets, recumbent exercise bicycles, multi–Stationexercise machine, gym mirrors and bumbles etc. are in the gym. The physical director of the college provides coaching and conducts regular practice for all types of games and sports activities. The gymkhana is equipped with a fencing set withthe required accessories. The complete sets of accessories for cricket, football, volleyball, softball carom, chess, short put, Discus throw, javelin throw, hammer throw and weight lifting are available.The Institute provides coaching and physical training to army and police recruitment aspirant students. From 2017 till date 61 students are selected in Army services. The players are provided tracksuits, T-shirts, and lower for practice. There is a provision for providing TA/DA to players for participation in State and National events. There is a provision for Refreshment to participants and staff for various events. Winners are felicitated with mementos.The institution provides its playground for organizing zonal, interzonal sports. The students are encouraged to participate in zonal and interzonal sports competitions. In 2019-20 the Institute has organized Marathon.

 The institution has constructed a big hall and also a recreation hall where annual cultural festivals and lectures with many cultural functions are organized. We have an open Kala manch /Art circle as a student platform to perform street plays, poets' corner, readers platform, and group discussions. A seminar hall with a closed stage is also available. A cultural committee takes care of the organization and practice of various cultural events in college and for university level youth festivals. All the instruments like Harmonium, Tabla, Dholki, Dhol, Zanj, etc. are available.. An adequate no. of mikes, speakers, amplifiers along with digital and video cameras are available in the college. Various outdoor and indoor games played in college are as follows; Long Jump, Running, Kabaddi, kho-kho, Football, Cricket, Volleyball softball. The indoor games are chess, judo and boxing. Sufficient infrastructure is provided for students. To inculcate the cultural and traditional values amongst the students the events such as cultural fest on the occasion of Vivekanand Jayanti saptah, Traditional days, singing competitions are organized in the multipurpose hall and also on the open stage. A cultural committee led by a senior faculty looks after the needs of infrastructure.

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: 54.05

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 20

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[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: 29.69

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
18.59	42.32	0	82.29	0

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library is an effective learning resource of the college and is partially automated through Integrated Library Management System known as Libcloud. master. soft ero: in since the year 2015-16. The installation of this software facilitated theday-to-day work more effectively and promptly. This software consists of modules such as OPAC,correspondence, data entry etc. **The library is fully automated through ACE Library Management Software** sinceDec. 2021. It is helpful to keep complete trackof books, periodicals, journals, book bank etc. using bar code system. It is capable to maintain the multiple registers & records.

The library is a prime learning source of college and provides adequate services to its users. The library offers various services like book bank, earn and learn scheme, news paper clipping, rare books, 95 CD/DVD and 80 periodicals. Library has collection of 74055 books. Library fulfils the need of researchers, teachers, students, administrative staff and CDC members of the college. The library has sections like book tracking, periodicals, reference, technical processing circulation and digital library. The reading hall has a capacity of 48 and 14 for students and teachers respectively. All the books have been classified with Dewey Decimal Classification System. Circulation of books is done by using **ACE Library Management Software**. OPAC facility is made available to the users. The library is having the membership of INFLIBENT N-LIST program since last 6 years. The N-List provides access of 6000 e –journals and 1,99,500/- e books. The facilities like broadband, Wi-Fi and power bank are available in the library.

Detailed Information of ILMS:

The details of computers and its uses:

Sr. No.	Particulars of Work	Number of Computers
1	Library OPAC for Reader	01 (With Printer)
2	Circulation of Books	03
3	Library Administrative Works	01 (Printer and Scanner)
4	Bar coding	01(Printer and Scanner)
5	Teacher's Reading Room	02
	Total	08

I) Partially Automated:

Sr. No.	Physical Description	Remarks
1	Name of the ILMS Software	Master Software
2	Nature of Automation	Partially Automated
3	Version	Lib Man
4	Year of Automation	2015-16
5	AMC for Software	RS 22,800.00

II) Fully Automated:

Sr. No.	Physical Description	Remarks
1	Name of the ACE Software	ACE Library Management Software

2	Nature of automation	Fully
3	Version	ACE
4	Year of Automation	2021-22
5	AMC for Software	RS 91,096.00

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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](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (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: 1.84

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
0.42	4.21	1.28	1.09	2.19

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (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: 2.44

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

Response: 78

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:

The Institute has a well-established mechanism for upgrading and deploying information and communication technology. The Institute is very keen on upgrading the IT facility, Internet connection, and Wi-Fi areas. The Institute assesses the requirement of ICT for students, staff, and other users The Institute has recently upgraded the internet connection bandwidth from 10 Mbps to 200 Mbps with a campus Wi-Fi facility. The Institute has updated its facilities with increasing the number of computers, printers, scanners, smart boards, LCD projectors, online admission process, dynamic website, and various software's. The teaching and learningprocess is enhanced by incorporating ICT tools and e-resources. During the Corona pandemic, the faculty extensively used zoomand Google meet. INFLIBNET, online courses, CD's, video lectures, E-content are exclusively made available to the learners to enhance learning capabilities. The students, teachers, and non-teaching staff are also encouraged to use various academic and administrative software.

The chart showing updates of ICT facilities in the Institute

Sr.No.	Facilities	Description	
1	Total Computers	192 computers +6 Laptops	

3	Campus Network	Broadband connection with LAN in office, Library, Laboratory,	
3	Internet Facility	Four FTTH high speed lines 200 Mbps .	
4	Computer laboratory	Total 09 Computer Labs. (Chemistry, statistics, Mathematics, commerc B.Sc. Computer science.	
5	ICT classrooms	17+03	
6	e-Journals and e-Books	N LIST	
8	Language Laboratory	Interactive digital language laboratory	
9	Number of LCD Projectors	18	
10	Smart classrooms	03	

A table showing Room number/Name of classroom/seminar hall with LCD/Wifi/LAN

Sr. No.	Areas and Departments	ICT facility available	
1	Principal Cabin	LCD Projector, Computer with internet connection+ WiFi	
2	Seminar Hall 1	LCD Projector, Computer with internet connection	
3	Seminar Hall 2	LCD Projector,Computers with internet connection	
4	Physics Department	LCD Projector, Computers with internet connection+ WiF	
5	Chemistry Department	02 LCD Projector+ 01 Smart Board +, Computers connection+ WiFi	
6	Zoology Department	LCD Projector, Computers with internet connection	
7	Botany Department	LCD Projector, Computer with internet connection	
8	BCA/Computer Science Department	02 LCD Projector, Computers with internet connection+ V	
9	Mathematics Department	LCD Projector, Computers with internet connection+ WiF	
10	Statistics Department	LCD Projector, Computers with internet connection+ WiF	

11	Commerce Department	04 LCD Projector+ 01 Smart Board +, Computers connection+ WiFi
12	Geography Department	LCD Projector + Smart Board + Computers with intern WiFi
13	History Department	LCD Projector, Computer with internet connection

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: 15.72

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: A. ?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: 64.17

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
40.57	62.79	9.07	108.47	38.18

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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 Institute has well defined plan and procedure for maintenance and utilization of physical, academic support facilities like laboratory, garden, sports facilities, hostel, classrooms, and canteen. The Institute has been established in nearly 11 acres of area and the facilities in the Institute need keen and regular maintenance of laboratories, library, computers and computer labs, classrooms, verandas, hostel, gardens, and toilet blocks. The Institute has well defined system for monitoring and maintenance. The various agencies are fixed through annual maintenance contracts to look after the work. To look after the maintenance, Institute has developed three tier systems, Institute has CDC which periodically monitors and hears grievances from different stakeholders about maintenance and cleanliness. CDC discusses and asks about the status, the committees like library committee, green practices committee, grievances committee, student council, and building committee, these committees work in coordination with the principal, office superintendent and various HODs. The different agencies or persons are fixed for garden maintenance, housekeeping, electrical and plumbing maintenance; furniture and building maintenance, computer hardware maintenance are tabulated as below. The annual maintenance contracts are signed by concerned agencies and renewed time to time. The Physical Director and Gymkhana committee take care of the maintenance of sports facilities. The classrooms are taken care by permanent staff and day-to-day cleaning and maintenance of laboratories are taken care of by Lab attendants and Lab assistants under the supervision of HODs. The hostel hasa rector and hostel committee supervises their work. The maintenance of toilet blocks, fire extinguishers, drinking water facilities are maintained by contract service. A technical person has been appointed for electrical maintenance in the campus. Facilities like classrooms, seminar halls are cleaned daily by menial staff. Breakage if any is reported by the cleaning staff in the office. Appropriate action is taken immediately. Painting of buildings is done on periodical basis.

Laboratory equipment - Science departments have a number of sophisticated equipment which need regular maintenance. The high-end instruments are mainly maintained by the service engineers of the respective manufacturers who visit the institute for maintenance periodically or on call.

The table depicts the schemes for maintenance of some very important facilities in the campus either by an AMC or by some external agency on a demand basis.

Sr.No.	Facility in the campus	Mode of Maintenance	Phone No.	
1	Building infrastructure	Major maintenance- Shaha contractors. Minor Maintenance-Local masons, carpenter etc. on call.	9921059279	
2	photocopy machine	A.M.C. Yash Enterprises,Sangli Gajaraj Sangli	0233-2303847 0233-2323442	
3	Office automation	Annual subscription On call	8446944073	
4	Inverters/UPS,	A.M.C. Samarth Systems, Sangli	0233-2326514	
5	Solar systems,	On call		
7	water purifiers,	On call	9172823009	
8	Fire Extinguishers	Yearly service		
9	Hygiene facilities	Daily visit		
10	Plumber	On call Shri Sanjay Madane.	9975723100	
11	IT infrastructure.Computer hardware, software	A.M.C. Om computer Services, Tsagaan	9766027871	
12	CCTV network,	AM.C.	9422409492	
13	Web site design and maintenance	A.M.C. Dream computers, Kolhapur.	9764896464	
14	Biometric machine	On call	9422628082	
15	Security services	Annual contract	9075273966	
16	Garden, Medicinal plant shade net	Shri Raju Koli	9890695190	
17	Electric maintenance	Shri Shashi Sapkal	9763877701	

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: 28.66

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
1253	1244	1305	395	529

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[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: 0.32

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
0	34	19	0	0

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[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
Details of capability building and skills enhancement initiatives (Data Template)	[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: 23.86

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
1486	1135	343	235	695

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

5.1.5 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: B. 3 of the above

File Description	Document
Upload any additional information	[View 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: 3.34

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
23	47	34	31	29

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

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

Response: 104.7

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 957

File Description	Document
Upload supporting data for student/alumni	[View Document]
Details of student progression to higher education (Data Template)	[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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	3	4	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
20	20	10	10	10

File Description	Document
Upload supporting data for the same	[View Document]
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[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: 265

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
20	53	100	54	38

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[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 following duly established processes and norms (student council, students representation on various bodies)

Response:

The Institute constitutes Student Council in every academic year. After the commencement of every academic year, the college Student Council is constituted as per the rules and regulations laid down by Shivaji University, Kolhapur. The college has the following student council.

1. Principal

2. One faculty nominated by Principal

3. N.C.C. Officer

4. One N.S.S. Program Officer

5. Director, Physical Education

6.One student from each class, who has shown academic merit at the examination held in the preceding

year and who is engaged in full-time studies in the college, nominated by the Principal.

7. One student from each of the activities, who has shown outstanding performance, nominated by the principalnamely. sports, National Service Scheme, and cultural Activities. Two women representatives from reserved categories nominated by Principal.

8. University representative elected from among those mentioned in no. 6 and 7

The objectives of the student council are,

 1.To ensure student participation in the quality enhancement of the college.

 2.To cultivate the team spirit and confidence of working with senior teachers.

 3.To inculcate the democratic spirit and to promote their leadership abilities.

 4.To enhance the participation of students in administration

5. To provide a common platform to students for co-curricular and extra-curricular activities.

 6. The student council should work as a bridge between college administration and the student community.

 7.To seekflow of information and grievances from the students to institute and vice versa

 8.To convey the rights, duties, and code of conduct to the students.

Functioning of the student council starts from the first meeting held under the chairmanship of Principal. The roles and responsibilities of the council members are explained to them. The student's representatives on various committees in college are finalized in this meeting based on their qualities/expertise. They are introduced to the conveners of such committees at the end of the meeting. Duringa variety of conferences workshops, sports events, extra and co-curricular activities organized on campusstudent representatives extend great help through active participation. The college has organized State and National level activities with this student force.NSS camp planning and execution can be the best example of student's involvement in our college. A student representative is an integral part of IQAC and their views and suggestions are duly considered in assuring quality enhancement of the college.Very positive recommendations in the field of environmental conservation and green practices like "No vehicle Day, Plastic free Campus. have emerged out of the recommendations from students. The student council thus forms an integral part of the academic and administrative ambiance of college. The following bodies have the student's representation:

- Student Council
- Internal complaint committee
- IQAC
- Gymkhana Committee
- NSS Committee
- Grievances and redressal committee.
- Standing committee

- Student Aid Fund Committee
- Science Association
- Commerce Association
- Literary Association
- Alumni Association
- Cultural Committee
- Library Committee
- Women Empowerment Cell
- Anti-Ragging Committee
- Time table committee

File Description	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: 8.6

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
1	4	16	12	10

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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:

Yes, PDVP has alumni association registered under the Society Registration Act 1860/21 (Registration No. 0000239/2019). Any student studied in the college in any of the past years is eligible to be a member of the alumni association after applying in the prescribed format after sanction by committee. Shri. Yogesh Chandrakant Patil is the Chairman; Irfan Adam Pathan is a Vice- Chairman, Shri. Kunal Ramchandar Patil is working as a Secretory and Shri Prabhakar Vinayak Patil is a treasurer of the alumni association and Principal of the college is Ex- officer member of the association.

Non-Financial Contributions: The Alumni Association has regular interaction with the principal, staff members, and the management of the college regarding the overall development of the college. The Alumni Association has contributed to the development/creation of certain facilities, curricular support through occasional interactions with the students within the campus.

• The alumni provide material during campaigns and rallies organized by the institution for Social awareness.

• It contributed scientific and innovative books to the Physics Department.

• Alumni delivered lectures on their experiential success stories to motivate the students.

• It provides expertise for the vocational education training program.

• Organize alumni meets for better exchange of views and guidelines for the growth of Instituton.

• It provides information and guidance regarding the placement opportunities and also helps the students in getting jobs.

- The alumni of the college are holding positions of public importance. They are contributing immensely to the development of the college through their guidance and support.The alumni who are having administrative positions are associated with extension activities. Some of the alumni are elected as public representatives; they help us whenever there are some local problems, they also participate in the governance of the college.
- Alumni students who joined the government services or successful entrepreneurs are invited to guide the existing students.
- The alumni of the college helped in the organization of residential NSS camps in their villages. The alumni provide food grains, vegetables, cooking oil, and other cooking material for students during week long special NSS camp every year.
- Their feedback is valuable for the administration of the college.

File Description	Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

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:

As per its vision and mission, the institution is committed to empower its young and talented but economically and educationally weak thousands of student stakeholders by providing them with knowledge, skills, values and development opportunities at affordable cost and also to enrich the environment of this rather under privileged region through their own creative and constructive deeds. In order to meet the relevant objectives, set forth accordingly, its leadership makes five-year perspective plan and successfully executes them by means of good governance. The leadership, comprising of the management, C.D.C., the Principal, IQAC and the HoDs of various academic and co-curricular activity departments invest collective efforts bringing in a conducive academic atmosphere in the Institute. In view of execution of the perspective plan of the institution, the management gives a proper sense of direction to the activities of the institution and mobilizes financial resources. As the head of the institution and chairperson of majority of the cells and committees, the principal imparts timely instructions to the HoDs during meetings of HoD toreviewthe situations and decide on quality parameters as defined by the IQAC from time to time. He also gives his valuable inputs during meetings of bodies like IQAC, Committees like Examination, Research, Students' Council etc. The teachers are motivated with all sorts of support to work creatively on various statutory bodies and other committees made for need-based extension activities. In last five years, adhering to the perspective plan inclusive of the recommendations of NAAC peer team, the Institute has been able to mobilize the funds from DST (FIST), UGC and from management for infrastructure development necessary for existing and newly introduced academic programs and research activities. The faculty has been trained to acquire modern teaching skills and access to classrooms with ICT facilities leading to the delivery of quality education which has resulted insecuring first rank in university merit scholarship scheme in rural category successively for three years. Strengthening of secondary schools in the region by means of laboratory experiments demonstrations, relief work during flood and COVID pandemic has been some of the very significant activities in tune with the vision and mission. The extension activities in collaboration with various organizations and dealing with issues like gender equity, environment protection, voter awareness etc. have sensitized the youth and made them responsible citizens. The vision and mission reflect in every meaningful program and activity organized on campus or in society. To promote research the Institute provides financial assistance to the faculty to attend national and international seminars/conferences as well as IQAC arranges workshops/seminars/conferences. The Institute has introduced Institutional Research Promotion Scheme. Career and personality development of student through competitive examination guidance, career guidance, courses, soft-skills development programs, N.S.S and N.C.C. The Institute makes available the self-financing courses at UG level such as BCA, BSc. Computer science. The Institute provides value education by celebrating birth and death anniversaries of social reformers, scientists, and other celebrities. Institute is keen on ethnic, caste, religious diversity, gender sensitivity.

File Description	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:

Functional autonomy is granted to all departments and units in the college. Thus, a participative culture is evolved in the institution. At each level of activity, the teachers and students cooperate with each other for the successful implementation of the perspective plans. This work culture generates goodwill among the entire college community and motivates all to work in unison to achieve the different objectives set by the authorities in consultation with the stakeholders. Recommendations and suggestions are invited from the stakeholders before the policy formulations. Staff Meetings, IQAC meetings and parents' teacher meetings are conducted to pool opinions and proposals. The academic activities are discussed with the faculty heads and teachers regarding the admission process, annual planning, teaching-learning process, and evaluation program in IQAC. As per the guidelines given by IQAC, the committees are formulated for effective management of academic activities. The admission committee governs the entire process of admission and grievances are heard by grievance committee. The office superintendent distributes the responsibilities to the administrative staff.

Case Study:

1) Teaching, Learning and Evaluation Process is the heart of HEI quality. IQAC has planned a decentralized structure for this process by delivering the powers to the faculty, heads of the departments, and vice-principals. At the beginning of the year, the HOD's prepare the academic calendar of the department in consultation with the faculty. The curriculum is distributed among the faculty. Various departmental committees are prepared for smooth implementation of curricular, co-curricular activities and mentor-mentee scheme. The autonomy is given about the implementation of teaching and evaluation modes. The monitoring of teaching, learning, and evaluation is done by HOD and Principal through the academic diary, attendance and evaluation of internal exams. The purchase is decided in the purchase committee meeting through the comparative chart. The final decision of expenditure up to Rs.10,000 is sanctioned at principal level and above Rs. 10,000 at the management level. Various committees' chairpersons are given powers and autonomy to plan the annual events. The reports are submitted to IQAC. The office superintendent distributes the work and provides required manpower to the departments and examination committee.

2) The examination committee is given the autonomy to appoint the senior supervisors and CAP directors. The examination committee addresses the grievances of the students regarding examinations. The senior supervisor has head-on responsibility of appointing the junior supervisors, accounting and smooth conduction of examination. The CAP director has the power and responsibility to call the assessors, to pay the remunerations, prepare the reports and send the marks to the university. Some of the grievances not satisfied at the exam committee are reported to the principal and serious cases are sent to exam committee. The outcome of this decentralization is visible in development of the students and results of the university examinations.

3) The research committee is also given the autonomy to assess and select the proposals coming under Institute Research Promotion Scheme, to appoint the experts' panel for assessing the student's projects in Vasant Avishkar.

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:

The perspective plans focus upon matters like infrastructural development, introduction of new programmes, enhancement of quality in teaching-learning process, promotion of research, best practices and green initiatives. Accordingly, after the previous accreditation by NAAC in September 2016 the next perspective plan for the period 2016-2021 had been prepared by the IQAC by taking into consideration the recommendations of the NAAC Peer Team and the institute's vision, mission, objectives, core values, SWOC, and also the thrust areas at local and national level. The plan had been presented before and approved by the IQAC. The major item of the plan was the demolition of old science building and construction of new building for academic and research activities. The plan also focusses on establishment of common facility centre, setting the interactive language lab., complete computerization of central library and to set up commerce laboratory. Development or up gradation of various laboratories under DST -FIST, provision of ICT facilities to more classrooms, setting up smart class rooms had also a top priority. Items like introducing more ICT tools inteaching and evaluation, conducting more skill-based certificate courses, widening the base of extension activities, excelling in university exams as well as in research, and sports , making provisions for rainwater harvesting, groundwater recharge, campus waste management, mulberry cultivation, medicinal plant garden, butterfly garden, plant nursery, construction of additional washrooms for the students,more facilities for women.(additional common rooms and toilet blocks, Separate vehicle parking area, ramps and toilets for the differently abled etc. were the other important items of the perspective plan. Most of the projects listed in the perspective plan have been successfully implemented in last five years and the work on the rest is in progress. As per the curricular approach of the plan the institute has elevated B.Sc. statistics program to M.Sc,B.A. history and geography to M.A., B. Com to M. Com and introduced B.Voc. programs. Duringthe last five years, the institute has offered 49 certificate courses.The institute has developed an innovative ecosystem to enhance research and innovations. The Institutional Research Promotion scheme has resulted in six research projects based on local issues. High rated research publications, patent obtained by teacher are the fruits of support and inspiration to the researchers extended by institute. The institute has successfully implemented a strategic plan. During the last five years 02 international seminars,17 National, 10 State level seminars and 36 one day workshop are organized. 13 minor and 02 major research projects are completed by the faculty members. The faculty members attended and completed 116 orientation, refresher courses and faculty development programs during the last five years. In the last five years 223 research papers in national and international journals 56 research papers in proceedings and books are published.

The institute has widened its research and extension activities through MoU's. with other institutes, industries and N.G. O's.The institute has successfully practiced '**Know Your Self, Know Your Country and Know Your Culture'** and '**Create your Path**'the best practices.

File Description	Document
Paste link for additional information	<u>View Document</u>

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:

The Institute is permanently affiliated to Shivaji University, Kolhapur, and is governed by Shri Swami Vivekanand Shikshan Sanstha, Kolhapur. The Management Board takes major decisions in respect to the institution. In support with the Governing Council, along with IQAC, Institute Development Committee, the Institute administration, as well as various faculty heads, work with mutual consent for effective implementation of academic progress.

Governing body and administrative setup:

The governing body consists of Management Board at Sanstha level, followed by the Institute development committee.The administrative setup consists of the principal followed by the IQAC, CDC, and Vice-Principals, faculty in charge, Physical Director, Librarian, Office Superintendent, senior clerk, Junior Clerks,accountant, attendants, and peon.

Procedures for Recruitment:

Permanent Posts (Grant-in-aid): According to workload, Head of the respective department informs the number of vacant seats to Principal and IQAC.The number of vacant seats is informed to Sanstha. Eventually, vacancies are reported to the affiliated university and Joint Director for seeking approval to sanction. After sanctioning the posts, applications are invited through advertisement which is published on Sanstha, the university website and in the newspaper. Afterward,a statutory selection committee is formed and eligible candidates are invited for an interview. After interviews posts are recruited according to the norms of the University and UGC and appointments are appropriated by the affiliation department of Shivaji University, Kolhapur and the officer of Joint director.

Temporary Posts (Non-Grant): To ensure the academic interest of the students in non-grant divisions and subjects or faculty the Sanstha has framed policy for the recruitment of full-time teachers and non-teaching staff. Depending upon the requirement the management advertises the vacancies in newspaper and the posts are filled by empowered committee through walk-in interviews.

Procedures for Promotion:

The promotion is allotted according to Shivaji University, Kolhapur, UGC, New Delhi and Government of Maharashtra.

Grievance Redressal Mechanism:

The College Development Committee (CDC) works itself as a Grievance Redressal Cell as and when necessary. As per provisions of Maharashtra University Act 2016, the Institute constituted CDC.

Three elected members of teaching staff and one elected member of the non-teaching staff represent CDC for aperiod of Five Years. Any member of the staff can make a representation to CDC about grievances. The Institute has constituted Internal Complaint Committee as per State Government directions. The Institute has constituted Anti Ragging Cell as per the direction of UGC and State Government. Matters related to exam grievances are taken care of by the examination committee. The RTI mechanism is in place as per the guidelines of the department of higher education.

File Description	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](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[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 management of Shri Swami Vivekanand Shikshan Sanstha, Kolhapur, and PDVP provide numerous welfare measures for teaching and non-teaching staff which are as follows:

Shri Swami Vivekanand Sevakanchi Sahkari Patsanstha is operative in the sanstha to assist the college employees to get financial support in case of emergencies or as and when needed. Total 35 teachers and non-teaching staff are regular members of society. The society accepts deposits, monthly subscriptions and provides loans up to 25,00,000/- to its members for purposes like home construction, vehicle purchase, wedding, medical treatment etc. It also provides a loan urgently up to Rs. 50,000/- for emergency

situations. The society also provides loans against deposits up to 50% of the deposit. From 2016 to 2021 the patsanstha has disbursed a total loan of Rs.92,56,000 to the members from PDVP. Wards of the members of the society are felicitated in the general body meeting for their meritorious work.

Study Leave: For research work/FDP etc.

- Duty Leave: For Participation of teachers in seminars, conferences, and workshops.
- Seed Money: Financial assistance for teachers and students research projects under Institute research promotion scheme.
- Medical Reimbursement: The teaching and non-teaching staff receives the medical expenses incurred from the state government. Such proposals are forwarded through the college.
- Financial aid to any staff member in an emergency is extended through the collection of contributions by the other staff members.
- The 'Staff Academy' organizes various activities to enhance the interaction and sense of togetherness among the staff members. It provides a common platform by organizing lecture series to express their views on various social, cultural, health, domain knowledge, and many more academic and scientific issues.
- The college conducts workshops on API for teaching staff.
- To enable the teachers to conduct research work smoothly, the college offers them all the necessary infrastructure facilities as well as flexibility in terms of working hours. Financial assistance is also provided for their participation in research activities. The college makes every effort to provide job on a compassionate basis to the keen of the diseased employee.
- Gymnasium, Sports, playground facilities are available for the teaching and the non-teaching staff for free of cost.
- Advance salary for Management appointed staff.
- Felicitation of Staff on achievements.
- Health checkup facility through health checkup camps.
- Provision of uniform to lab attendants, library attendants, and peons.
- Fee concessions for the wards of administrative and supportive staff.

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: 0.98

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
3	1	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 4

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
7	9	4	0	0

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[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: 28.14

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
48	53	07	4	4

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institute has a Performance Based Appraisal System (PBAS) for the teaching staff following UGC regulations, 2010. Now a day, the Institute follows the guidelines of UGC regulation, 2018. These Regulations may be called the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Institutes and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018. Every academic year IQAC collects the API-PBAS forms from all the faculty members. The faculty performance is assessed by the HODs, IQAC Co-Ordinator, and the principal on the basis of API and PBAS forms, and necessary action is taken for the improvement. The teachers' performance appraisal forms consist of: Category I: Teaching, Learning, and Evaluation Related Activities Category: II: Professional Development, Co-curricular and Extension activities Category: III: Research and Academic Contributions.

Evaluation by students: The Institute collects feedback from students on teachers' performance at the end of every academic year for further improvement and implementation.

Performance Appraisal System for non-teaching staff: **Confidential reports:** The overall performance of the non-teaching staff within the campus is evaluated by the Office Superintendent, Heads of the concerned departments, and the confidential report is submitted to the principal for the final evaluation.

File Description	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 Institutes has a three-tier financial audit system. Internal Audit: It is conducted once a year by the audit department of Shri Swami Vivekanand Shikshan Sanstha, Kolhapur. External Audit: In the second stage, the audit is carried out by P.V.Pathak ,Chartered Accountants, Kolhapur. Government Audit: It is conducted by the Administrative Officer, Senior Auditor (Higher Education Region, Pune) and Accountant General, Mumbai.

An internal financial audit is carried out by an Internal Auditor appointed by the management with the objective to suggest improvement or strengthen the overall governance mechanism of the education society. The purpose of internal audit is not only to examine books of accounts but also to review the present working and make valuable suggestions to improve it. The main objective of an internal audit is to assure the management that the accounts are being properly maintained and the system provides adequate safeguards for the detection and prevention of any fraud. The latest internal audit was conducted in the year 2020-21. The Joint Director of Higher Education conducts government audits for the assessment of grants. The Senior Auditor of the Government of Maharashtra conducts their audit mainly based of a joint director's report. On the basis of the issues raised by the auditor, the compliance report is submitted. The latest government audit was conducted in the year 2013-14. Audits carried out during the last five years are enumerated as follows:

Mechanism for settling audit objections: The institution has three-tier structure for settling audit objections.

1.Settling audit objections at Accounts Assistant: Audit objections in routine checking, clerical errors such as errors of omission, errors of duplication and compensating errors are to be reported to the Account Assistant immediately during the process of audit. Such types of audit objections are corrected with documentary evidence by an authorized person.

 2.Settling audit objections at Head of the Institution: Audit objections where explanation is required are reported to the Head of the institution such as errors of principle, short or excess provision for depreciation, over or under valuation of stock, treatment of capital, and revenue expenses, wrong treatment of prepaid or outstanding expenses etc.The Head of the institution provides explanation and justification as per audit objection raised by the auditor.

 3.Settling audit objections at Management of parent sanstha: Audit objections regarding the change in policy of method of accounting, revenue recognition, method of depreciation, writing of books and dead stock,misappropriation of cash, adequacy of provisions, significant adjustments made in the books of accounts, compliance with statutory requirements, disclosure of any related party transactions, reviewing the findings of any matters where there is suspected irregularity, reasons for delays in the payments to creditors, delays in recoveries and carrying out any other function/s as deemed necessary in the capacity of Statutory Auditor is reported to management. The management takes cognizance of such audit objections and settles it appropriately.

File Description	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: 61.01

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
9.88	3.51	32.48	7.41	7.73

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

The Institute is permanently affiliated to Shivaji University, Kolhapur and following the rules and regulations laid down by the Govt. of Maharashtra. The Institute mobilizes funds for its regular activities and development from different agencies and individuals. The mobilized fund is optimally used by the Institute.

Major sources of institutional receipts/funding: Major funds generated by the Institute are through DST,UGC,CSIR, funds received from government of Maharashtra under Sarathi scholarship, Non Govtbodies,individuals,salary grant, and Institute development fund. Fees from students for aided and nonaided programs/courses is also major source of funding.Salary grant is received from Government of Maharashtra. Matching Grants are received from Shivaji University, Kolhapur (Student Development Board) for implementing N. S. S. Research Project grants received from U.G.C., D.S.T. and Shivaji University. Examination grant is received from the Parent University, EBC and BC scholarship grants are received from Government of Maharashtra. Admission, tuition and other fees, Institute development funds are collected by the Institute from students and other grants (Bank Interest, Fines, Breakages, Common dues, a fee charged for issue of certificates). Fees from certificate courses and Alumni Contribution for the Institute development are also sources of receipts.

The Institute has a governing body of parent institute. The Institute development committee, Purchase Committee, Library and various associated bodies help in the preparation, division, allocation and

utilization of funds. UGC funds are deposited in a separate bank account. The utilization of these funds is ensured through financial auditing at the end of each financial year. Grants received from U.G.C., D.S.T. for research projects is utilized for strengthening of research activities. The grant received from. D.S.T.under D.S.T.Fist is utilized for augmentation of lab equipment. Fees received from students are used for development of the Institute, non-grant faculty and staff salaries, and are properly audited. Physical and Academic facilities are augmented for students. Library services and Sports services are strengthened. Laboratories are augmented and IT infrastructure is increased. Number of workshops and seminars are organized. National and International Conferences are organized. Guest lectures, field trips, industrial visits are organized for students. The Purchase Committee decides the policy and procedure for purchasing any item. Each item is purchased by comparing a minimum of three quotations received from different vendors. All purchases are done through a quotation system. Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. For each and every financial transaction/purchase up to Rs. 10,000 proper permission is taken from the principal and for above Rs.10,000 the permission is taken from governing body.

Policy for funds

- Preparation of Budget
- Sanction to the Budget by management
- Requirement from IQAC- Collection of requirements from Departments, library and Gymkhana etc.
- Allocation of funds as per budget.

File Description	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:

Institutionalization of number of quality assurance strategies was planned and executed by the Institute IQAC in the fourth cycle period. They include automation of systems, inculcation of research culture among students, green practices, women empowerment activities, strengthening extension activities, increase in student participation in field projects, Academic and Administrative Audits, Green Audit, Gender Audit, Energy Audit, Submission of AQARs to NAAC etc. Two initiatives from these are described here.

1 Promotion of Research: IQAC recognizes the significance of promoting a research environment amongst staff and students. To this end, IQAC has established a Research committee in the Institute. The committee comprising the Principal of the Institute and six senior teachers from various departments. The main thrust of RC is towards: Helping the interested teachers in writing research project proposals and

publishing the research works by conducting Research Methodology Workshops. Providing the latest information about the quality journals of Scopus and UGC Care list and encouraging them to publish. The committee yearly organizes 'Vasant Avishkar' the inhouse research fest for students and faculty.The Institute has introduced Institutional Research Promotion Scheme through which seed money is being provided to the teachers and students for undertaking research projects.The Institute has established common facility center with advanced instruments**.** The IQAC has taken initiatives in organizingnational and international level seminars and conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs. Encouraging teachers to apply to research organizations like UGC, DST,ICSSR, and so on for funding of research projects. IQAC organizes ICT workshops to enable teachers to use technology in curriculum to make the art of classroom teaching more relevant and interesting for students. The IQAC institutionalize the skill based and value-added courses. There are 48 certificate courses including skill based, value added are offered**.**

Implementation of Green Practices in the Campus: The rapid urbanization and economic development at local, regional and global level has led to several environmental and ecological crisis. So, the IQAC proposed to initiate various green practices to maintain eco-friendly Institute campus through activities i.e., Tree Plantation, biodegradable solid waste management through vermicomposting, laboratory chemical water treatment plant,plastic eradication, medicinal plant garden, mulberry garden, bamboo plantation, butterfly garden, apiculture unit, green flora on campus and No Vehicle Day. In association with "The Climate Reality Project" we have successfully organized Teachers Training Workshop on 'Climate change and Sustainable Development Goals and The Role of Green Campuses and Sustainable Future. For the better implementation of green practices, IQAC distributed these activities to the various departments. Department of Botany looked after tree planation and its conservation, medicinal plant garden, and plant nursery. Department of Zoology maintains mulberry garden, sericulture, vermicompost and apiculture unit. Chemistry observed chemical water treatment plant. NSS and NCC units maintained clean and beautiful Institute campus. Because of these practices, eco-friendly and pollution free Institute campus and social awareness about renewable energy and waste management is developed among the students and the community.

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 is continuously flourishing and developing through well designed perspective plan prepared by IQAC. The plan defines the developments of various facilities, methodologies, pedagogies, and

supporting activities. The development of the Institute can be understood through the development of infrastructure, learning resources, ICT facilities, introduction of new courses, setting of new laboratories, and green initiatives.It had many innovative ideas crystallized on ground. The establishment of common facility center, commerce laboratory, converting the garden in to learning resource through establishment of medicinal plant garden, butterfly garden, sericulture unit, Vermicomposting, humic acid production unit and apiculture. Considering the expansion of academic and research new annex building 2 has been constructed and Annex building 3 is in progress. The total increase in building infrastructure during last five years is 1327.37 sq.m. Taking in to consideration the new era of digital world IQAC decided to establish smart classrooms and to develop E-content through faculty. The language laboratory has been set up. To increase the vertical mobility of the student the Institute has started M.Sc. Statistics, M.A. History, Geography and M.Com programs. The institute has developed entrepreneurship and skill development center to provide skill based and value-based courses.

- **IQAC review mechanism on ICT application in teaching learning process**: Functioning of IQAC is from planning to outcomes and looking for possibilities of new avenues in the area or activity. It has developed itself in this review mechanism in the course of time. It always takes teaching-learning processes first in this regard: it executes periodical meetings with the departments, reviews on ICT events share with the heads.Internet connection was upgraded periodically. The IQAC encouraged faculties to create Google classroom for students and sharing of knowledge at distant mode. In the second phase, teachers were asked to develop their own e-contents such as ppts, video clips, you tube channels etc. for this depository. The content of the depository is made available freely through Web site. Lectures in COVID pandemic situations were conducted with the help of zoom app and Google meet. As a part of the review mechanism, the IQAC visits and makes informal dialogues with the departments on various departmental activities.
- **Feedback and Review of learning outcomes:** The analysis of the effectiveness of teaching learning is made through the stakeholder's feedback mechanism. It helps the mentor to recognize how the students know his or her subject being taught. The collection and analysis of feedback from different stakeholder assist the institution to understand the need of society and what other stakeholders expects from the Institute. The IQAC has developed well-structured feedback systems. IQAC prepares various feedback forms and collects structured feedback on design and review of syllabus and students' feedback on teachers. IQAC prepares an inclusive feedback report of the Institute and communicates to the Principal for implementation. From the academic year 2019-20 the Institute has developed an online feedback system. Student learning outcomes are reviewed through class tests, assignments, class seminars, field projects, and university examinations.

File Description	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 intitiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO

Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[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:

The good gender equity is the characteristic of quality institute. Our Institute strives to enhance the equityand ensure the equality of women in all activities through well planned policy. The male female ratio in the Institute is about 49.44 at U.G. level and 64.59 at P.G. level. The percentage of girls in arts faculty is less due to Girl College for arts in vicinity. But for the Science, Commerce wing and for all PG programs the female ratio is increased. The equity of girl students is enhanced through special counseling, sensitization programs. In NCC 33 % of girls were admitted. Average male female ratio in the N.S.S. volunteers is 44:56 This is the result of continuous efforts of the institute towards gender equity. During last five years institute has organized 27 programs aiming at promotion of gender equity. The participation of girls is encouraged through motivational talks and continuousinspiration by the teachers. Girls are motivated to participate in cultural, sports, quiz and wall posters. Toenhance the employability of the girls, numbers of skill-based courses such as, Tally, GST consultant, training for Beauty Culture, training for self-defense, personality development etc. have been started. The institute organizes special yoga and meditation workshops for women students. The institute checks the gender balance through gender audit. The gender audittries to access the impact of currentand proposed policies on gender equality in the institution.Institute forms various committees to ensure the equality, enhance the equity, inculcate the confidence, self-respectand courage in the girls.

The Internal Complaint Committee, Women Empowerment Cell, Discipline and Code of Conduct and Grievance Redressal Committee are working for women equality, promotion of gender and protection of women rights. For effective mentoring system and women empowerment cell takes care of psychological, and financial problems of women students. The girls are encouraged to participate in traditional day, cultural fest, Vasant Avishkar at institute level and Avishkar at University level, exhibitions, poster presentations etc. International Women's Day is celebrated by organizing lectures on women rights and laws. Savitribai Phule Jayanti is celebrated enthusiastically through the programs. The Institute is keen about the promotion of gender equity. Gender promotion lectures, Angel's welcome program in hospitals, constitutional and legal rights of women, self-defense training, confidence building, personality development, health checkup programs for hygienic heath, mothers visit to the college, first aid workshop are some of the activities organized for promotion of gender equity.

For the safety and security of girls following facilities are available in the campus. The security guards are appointed at entry point. Provision of separate staircases for girls is made in Institute building. The Institute has women hostel with rector, hot water by solar, RO drinking water, CCTV, women's rest room, health center, sanitary napkin vending machine and incinerator. A sufficient number of washrooms and toilet blocks are constructed.The grievances are listened by Internal Complaint Committee, Women Empowerment Cell and the Principal. A police vigilance squad visits Institute under 'Nirbhaya Pathak' (Nirbhaya Squad) of Tasgaon Police station.

File Description	Document
Link for 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](#)
Link for 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: C. 2 of the above

File Description	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 facilitates several techniques for the management of degradable and non-degradable waste. The Institute has environment friendly culture and we believe in the primary focus is to reduce, reuse and recycle waste. The Institute has different dustbins to segregate the different waste like paper, plastic, etc. There is a green practice committee that deals with the minimization of waste. Every day the waste is collected in bins and disposed to a place where it can be converted into manure.

In addition to this, the Institute has organized many workshops on the implementation of these techniques effectively. Training programs are conducted from time to time about the methodology of disposing of the waste. It was stressed that we should avoid plastic items to the best possible capacity.

Solid waste management different bins have been placed at different corners of the campus. This ensures that solid waste segregated at the source. It is also ensured that the recycling of all these components is

done in minimum cost and labor. Suitable techniques are applied for disposing of solid waste. The Institute has developed vermicompost units, the leaf litter and biodegradable waste generated on the campus is converted in to vermicompost. The vermicompost is used as manure for garden plants. The non-biodegradable waste is collected and disposed of daily by municipality health department. The institute's plastic-free campuspolicy is in place.

Liquid waste management: The Institute adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic wastes such as concentrated acidic or alkaline solutions are neutralized before disposal. Sodium bi-carbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the Institute is limited till date and therefore treated in septic tanks with cow dung for decomposition due to the action of micro-organisms.The biodegradable waste is also converted into humic acid.The institute has developed humic acid plant.The humic acid is used as organic fertilizer for plants in the Institute campus.

: The Institute has optimized its inventory of all computers through reassembling, modification and up gradation by the service provider. This has been a critical endeavor towards E-waste management ensuring that no discarded computers or printers are lying idle in the office premises. Flip flops, memory chips, motherboards, compact discs, cartridges,etc generated by electronic equipment such as Computers, TV, Phones, Printers, Fax, and Photocopy machines are recycled properly. Instead of buying a new machine buyback option is taken for technology up-gradation. The e-waste generated from hardware that cannot be reused is collated and handed over to the E-waste disposing agency. The Institute has made an agreement with Om computer services for E-waste disposal.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[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: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document
Link for 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: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	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: A. Any 4 or all 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
Link for 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: D.1 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
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for 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:

India is a country with vast diversity of religions, cast, creeds, tribes, languages, economic conditions, foods, crops and beliefs. There are theists and atheists in country and the constitution of the country ensures the freedom of a religion, languages, beliefs, culture, speech, employment, business and worship. To preserve the soul of Indian democratic republic, the HEI must inculcate the zeal of tolerance and inclusiveness among the students and wider society. To create an inclusive environment the Institute takes actions to keep the cast and creed diversity. All students from SC, ST, OBC and religious minorities seeking admission are admitted in the Institute andInstitute takes care of maintaining gender equity. The special programs are organized to increases the religious and the ethnic diversities as the festivals like Makar Sankranti,Raksha Bandhan. To inculcate the equality among diverse cast students' lectures are arranged about the biography and philosophy and social reforms like Dr. Babasaheb Ambedkar, Mahatma Gandhi, Savitribai Phule, Ch. Shivaji Maharaj, Rajshri Ch. Shahu Maharaj. Institute has started value added courses in democracy, elections and good governance, constitutional values, rights and duties. The scholarships disbursed from governments for SC and ST students and free ships for OBC, NT, SBC, VJ, and Minority students. The standing committee organizes scholarship awareness program. To address the economic disparity government provides free ship for economical backward class students.The Institute provides financial assistance to the needy students through Student Aid fund.Institute has "Earn and learn scheme" where the students get an opportunity to work and support economically to their learning. Since the majority of the students comes from agriculture background, we provide training on vermicomposting, sericulture, apiculture, medicinal plants and plant nursery. We have organized awareness program on

hazardous effects of chemical fertilizers on soil, so that the farmers will know the health of their soil and they will think of rational use of fertilizers. This is a part of inclusive policy of the Institute to include society. A certificate course in maintenance and management in cold storage course helps the students for self-employment. The Institute library has rich collection of books on communal harmony, inclusiveness, constitutional values, social reforms and different philosophies. Many programs such as Hindi divas and Marathi Raj Bhasha divas to address the diversity are organized regularly.The activities organized during yearly celebration of Vivekanand Jayanti saptah (week), which is one of the best practices of the institute provides excellent platform to enhance tolerance and harmony towards cultural, communal socioeconomic and other diversities .Institute.inculcates values and inclusion and respect for people from all strata.It makes students key agents in the process of empowering young minds through education.Aiming at providing basic chemistry knowledge the chemistry department has organized Chemistry Carnival and demonstrations of chemistry practical for highschool students. Institute stands for the services and help of all people irrespective of caste,gender and belief and achieves through outreach programs and community services.The institute produces its annual magazine 'Sanskar' with the content in Marathi, Hindi and English.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[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:

The Institute always organizes various activities for inculcating values, rights, duties and responsibilities of citizen of India such as abiding by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; following the noble ideals which inspired our national struggle for freedom; promoting harmony and the spirit of common brotherhood amongst all the people of India; transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; preserving the rich heritage of culture; protecting the natural environment including forests, lakes, rivers, and wildlife; developing the scientific temper, humanism and the spirit of inquiry and reform; safeguarding public property and to prohibit violence. The Constitution of India also provides right to Equality, Liberty, Justice, Freedom of Religion, Education and Culture, privacy, and right against Exploitation. As per the constitution of India, the citizens have to follow the responsibilities like integrity, brotherhood, peace, keeping law and order in society, protecting and respecting the values of democracy, impartial voting etc.The university curriculum has made two papers mandatory for first- and third-year degree students viz. 'Democracy, Elections and Good Governance' and' The introduction to Indian Constitution'. The Institute celebrates Constitutional Day on 26th November every year and reading of Preamble of Constitution through which the Institute tries to inculcate responsibilities of Indian citizens among students and employees. National Voters Day is celebrated on 25th January. National Unity Day is celebrated on 31st October. Besides this the Institute organizes Voters Awareness Rally on 25th January

regarding the value of their votes and impartial voting. The Institute creates awareness among students and society regarding their registration as voters. The Institute also provides a facility for voters' registration. The Institute has organized a workshop on 'Democracy, Election and Good Governance' to protect and respect the values of democracy. Independent Day on 15th August and Republic Day on 26th January are celebrated to inculcate respect for the National Flag and the National Anthem. The birth Anniversary of Mahatma Gandhi is celebrated on 2nd October to inculcate the principles like truth, non-violence, and brotherhood among students and employees. To inculcate the thoughts of Shri Swami Vivekananda the Institute celebrates Vivekanand Jayanti Saptah as Youth week 'Know Your Self, Know Your Country and Know Your Culture', which is one of the best practices of the Institute.To inculcate empathy and a sense of responsibility among the students.The Institute participates in various social, relief and rehabilitation activities. In the year 2019-20 Southwestern Maharashtra was affected by the flood, our N.S.S. volunteers distributed clothing and essential commodities,participated in rehabilitation and after flood cleaning drive.The Institute has introduced a certificate course in Human rights. Divyang Day is being observed for creating awareness of responsibilities towards differently-abled people.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[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: B. 3 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 institution organizes national and international commemorative days and festivals. State and Central Government issue the circular regarding celebration of national festivals like Independence Day, Republic Day, Constitution Day, International Women's Day, etc. These festivals are celebrated to inculcate significance of the national importance among the students. Independence Day on 15th August and Republic Day on 26th January are the national festivals of our country and the institution celebrates it with great enthusiasm which inculcates patriotism among the students and citizens. Constitution Day is celebrated on 26th November to inculcate the importance of National Integrity and importance of constitution. On this occasion, the head of the institution, faculty and students commonly read out the preamble of Indian Constitution. The Institute celebrates birth anniversary of Mahatma Gandhi on 2nd October as International Day of Non-violence. Birth anniversary of Dr. A. P. J. Abdul Kalam is celebrated as VachanPrerana Divas (Reading Day) to inculcate reading habit among the students. Birth Anniversary of Rajarshi Shahu Maharaj is celebrated on 26th June as social justice day. Birth anniversary of Pandit Jawaharlal Nehru is celebrated on 14th November as children day. International Labour Day is celebrated on 1st May. 5th September is celebrated as Teachers Day on Birth Anniversary of Dr. Sarvepalli Radhakrishnan. The institute also commemorates the birth and death anniversaries of social reformers like Mahatma Jyotiba Phule, Savitribai Phule, Dr. Babasaheb Ambedkar etc. Our parent institution, Shri Swami Vivekanand Shikshan Sanstha was founded by Shikshan Maharshi Dr. Bapuji Salunkhe.Our institution celebrates birth anniversary of Shikshanmaharshi Dr.Bapuji Salunkhe on 9th June. A huge procession is carried out in memory of his unparallel work in the field of education and social reform. The Institute also organizes various competitions and lecture of eminent personalities on this occasion. Besides this the institute celebrates the birth anniversaries of Chhatrapati Shivaji Maharaj, Lokamanya Tilak, Swami Vivekanand etc. The institution also conducts extension activities such as cleanliness drive, rallies and lectures. Taking into consideration the soul of core values of NAAC and for its implementation Institute celebrates various international and national days. The days like International Population day (11th July), International Yoga Day (21st June) National Youth day(12th January) Vachan Prerana Din (15th October), International Biodiversity Day (22nd May), World Environment day (5th June), National Mathematics Day (22nd December), Maharashtra Day (1st May), National Voters Day (25th january), National human Rights Day (10th December), World Ozone Day (16th September), World Wetland Day (2nd february), National Sports Day (29th August), World No Tobacco Day (31st May), Zero Shadow Day (25th April), National Consumer Day (24th December), World Divyang Day (3rd December), World Wildlife Day (3rd March), Teachers Day (5th September) , National Science Day (28th February).The Institute celebrates birth anniversary of Shri Swami Vivekananda as Vivekanand saptah as Youth Week entitled, '"Know Your Self, Know Your Country and Know Your Culture "CULTURAL ART AND LITERARY FEST WEEK ON SWAMI VIVEKANAND JAYANTI. The festivals like Rakshabandhan and Makar sankranti are also celebrated with great enthusiasm.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for 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:

Title of the practice

1.CULTURAL ART AND LITERARY FEST WEEK ON SWAMI VIVEKANAND JAYANTI"Know Your Self, Know Your Country and Know Your Culture".

Objectives-

1.To celebrate Swami Vivekanand Jayanti (Youth Day) as cultural, Art and literary fest.

2.To organize youth centric activities from 12 January to 19 January every year.

- To inculcate in the students the values emphasized by Swami Vivekananda.
- To help them to become more passionate and confident and to foster team spirit and sense of responsibility.
- To provide the students with opportunities to interact with others and to learn art of building relationship.
- To unleash the hidden talent in the youth.
- To provide the students with the opportunity to combat with biggest fear i.e. stage fear and to allow them to connect with audience.
- Motivating young artists and help them to develop their creative skills.
- To enhance the confidence level of the students there by allowing them to perform better.
- Through various activities make the students to learn discipline and time management.

The context

Nowadays, education is not just confined to imparting academic knowledge to the students. However, it is more about holistic development. The higher education institutes can mould the students holistically by exposing them to an array of activities along with academics. National Youth Day is celebrated on January 12 every year in India to honour the birth anniversary of Swami Vivekananda one of the India's greatest

leaders and believer of youth power. The higher education institutes are the first arenas for students where they are put together from various streams and asked to manage a large event This taste of a real-world experience can build a variety of skills and be the prefect tool for practical learning. Our mother institute is named after Swami Vivekananda and our college celebrates Vivekanand Jayanti every year by organizing several youth centric activities such as motivational speeches, elocution, sports, essay writing, sketch and painting, rangoli competitions, chemistry carnival, competitive examination exhibition and literary fest. These activities help develop the personality of the students and assist them in shaping a good career.

The Practice

On the advent of Swami Vivekanand Jayanti, the committee comprising teachers and students has been formed. The meeting of the committee is convened and the programme for activities and competitions to be held in the week is chalked out. Like the other years, the cultural activities committee publishes the official notification for all the students. All the students were encouraged to participate in the program. The students are notified about the programme and enrolment /registration of students is done. To conduct the various activities and competitions different sub committees are formed. The event begins with idol worship, procession and motivational speech on life and deeds of Swami Vivekananda followed by inauguration of sports, cultural, elocution, painting, rangoli, essay writing competitions. At the end ofthe week validatory function is organized. The winners are felicitated with certificate and cash prizes.

Evidence of success

This best practice has resulted in to several emerging artists and speakers who performed at university, state and national level and won trophies and awards.

Problems encountered and Resources Required

Due to Covid 19 induced lock down in the academic year 2020-21 we organized this best practice in online mode. The resources required are human resources,various work groups, pendal, public address system etc.

Best Practice 2

Title of the practice-CAREER GUIDANCE "CREATE YOUR PATH"

- To provide guidance and assistance for the students to achieve their career goals.

- To create awareness among students regarding available career options and help them in identifying their career objectives.Enabling opportunities for self-exploration and self-development.
- providing an exposure to a wide range of career pathways.
- To help students share knowledge about themselves by identifying skills, and interests.
- To provide students career guidance and impart training in communication skills, to improve their employment opportunities and arranges on campus and off-campus placement drives.
- To provide platform in assisting the college for enhancing the potential of the courses and improving job opportunities and also create awareness of the jobs for which the students are eligible.
- To identify suitable potential employers and assist them achieving their hiring goals.

The context

Padmbhushan Dr. Vasantraodada Patil Mahavidyalaya is established in 1962 for catering the higher educational needs of rural youth of Tasgaon and adjacent villages.The rural underprivileged youth faced career-relatedchallenges that are rural in nature, but also encountered challenges similar to those ofany youth in general, and underprivileged youth in particular. The challenges that appeared similar to those of any youth are

• Lack of career-related guidance

• Limited information about various career option

• Limited financial resources for further education

• Lack of proficiency in English language

• Family responsibilities from an early age

• No / limited parental support Self-development challenges that extend to career development

• Fear of failure

• Low self-confidence

• Difficulties in making new friends / communicating with new people

• Not having a definite goal

• Difficulties in moving out of the village to pursuea career

• Unavailability of jobs locally

• Limited experience as a result of living in rural

The Practice

1. Training Activities: Training activities are organized throughout the year in an effort towards preparing the prospective students for the campus selection programs.

2. Aptitude tests and group discussions: Aptitude tests and group discussions are conducted at regular intervals to enable the students to improve their performance in competitive exams. The cell is sensitized to function all through the year towards generating placement and training opportunities for the students.

3. Workshops on preparations for Army, Navy, Air Force and Police force.

4.Workshops on job opportunities in pharmaceuticals and analytical laboratories.

5.Hands on training in Stem cell technology, Sericulture and Apiculture.

6.Industrial training in operation and management in cold storage.

7.Organized job fair in association with skill development. Employment and entrepreneurship centre Sangli

8. Announcements: Announcements of job opportunities and avenues for higher education are made through notice boards.

9. Notice Board: Information published in journals, magazines such as employment news, competition review, etc. and daily newspapers are displayed on the notice board.

10. Facilities: Well stacked library and updated magazines are open to students use. Competitive examination cell. The books of various categories like:General, GK , Competitive Exams, Institution and Career, UGC NET/SLET books.

11.Participation in Youth Employment Program TCS EMPOWERS for enabling employment for college students.

Evidence of success.

During last five years this best practice has resulted in the boost in the placements of our students in Indian Army, navy, air force, pharma companies, chemical laboratories, banks, government offices and other private companies.

Problems encountered and Resources Required

Inadequate finance. Resources required are trained human resources from various fields.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[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:

"The holistic development of the students and the society and sustainable development with enrichment of the environment"

The holistic development of the students and the society at large is the moral and constitutional responsibilities of HEI. The sustainable development and protection of environment are important issues of the contemporary world hence our Institute has prepared an integrated plan for sustainable development,

environment protection and to build a sensitive society. Institute has started certificate courses in vermicomposting and sericulture. The Institute works on principle '**Reduce, Reuse and Recycle'**. Under this we implemented total waste management, rain water harvesting, ground water recharge, vermicomposting unit, lab water treatment, plastic free campus, sanitary pad disposal unit and incinerator. To get the clean energy, we have installed solarwind powerplant. All the traditional filament bulbs and fluorescent tubes are replaced by LED bulbs and tubes. 100% of the campus greenery is maintained with drip-irrigation to save water. The bore-well in the campus is recharged with rain water. To minimise use of plastic we have prepared and implemented plastic free campus policy. To enhance use of public transport, to reduce fossil fuel combustion and air pollution the Institute observes' No Vehicle Day 'once in a month (Last Saturday of every month). As our moral responsibility, we have organized awareness program for farmers on harmful effects of chemical fertilizers. Department of Zoology has organized hands on training in vermicomposting,apiculture and sericulture. We have established demo plants in vermicomposting, sericulture and apiculture. Department of Botany has converted the garden into learning centre where a state of art, medicinal plant garden; butterfly garden has been established. The plantation activity is regular feature of the Institute. Nearly 67genera and 108 species are preserved in the Institute campus. Several varieties of butterflies' breed and complete their lifecycle in our garden. More than 108 medicinal plant species are exhibited. Varieties of bamboo and mulberry are cultivated in Institutecampus. The Institute has published Green Book of campus flora. The standing trees are labelled with QR Codes which can be scanned to get an information about that particular plant. In association with "The Climate Reality Project" we have successfully organized Teachers Training Workshop on 'Climate change and Sustainable Development Goals and The Role of Green Campuses and Sustainable Future. A significant emotional intelligence and value system is required to control social, political and cultural pollution. Institute has started value-based courses like Human Rights, Democracy, Elections and Good governance and Constitution of India. Some of these courses are part of CBCS. The Institute has made M.O.U. with' Art of Living Foundation' through which self-development programs, Yoga Yatra program,happiness programwas organized. To enhance the emotional intelligence among the student and the society, Institute responds the call of the society in the disasters like flood or pandemic like corona. Institute students and teachers participated in relief and rehabilitation work in Sangli and Tawadarwadi. In the year 2018-19 the Kolhapur and Sangli districts faced worst flood conditions. Thousands of peoples suffered, animals died, farms and houses are destroyed. In these conditions NSS volunteers and NCC cadets carried out the ground survey and distributed the drinking water, food, blankets and clothing among the needy sufferers. In collaboration with Sevasadan Lifeline Superspecialist Hospital the health check-ups and health awareness were established. The Institute prepared tele-advisory videos about health and hygiene and uploaded on You Tube channel in corona pandemic. During corona pandemic the Institute adopted five villages under' My Village Corona Free Village Abhiyan 'of Shivaji University. Our volunteers distributed masks, sanitizer and in association with rural hospital organized Corona Vaccination drive. The volunteers also organized vaccination awareness program. To increase the tolerance and enhance the national integration Institute organises several youth central activities on the occasion of Shri Swami Vivekananda Jayanti saptah under the best practice" Know Yourself, know your Culture and Know Your Country".As a social responsibility the Institute organized Alzheimer's disease awareness program for senior citizens.The Institute has made remarkable contribution in Satyamev Jayate Water cup competition organized by Paani Foundation. Science Association organises various programs to remove blind belief and enhance scientific temper. The students of Chemistry department organized outreach activity for high school students where the former carried along with them equipment, chemicals, reagents and demonstrated basic chemistry laboratory experiments. The Chemistry Carnival is an event designed to be a fun way to introduce high school students to magic experiments and science behind it.Institute try to inculcate the constitutional values like equality, secularism, social justice and fraternity through NSS / NCC campus. The Institute has made remarkable contribution in Systematic Voters Education and

Electoral Participation Program.

File Description	Document
Link for appropriate web in the Institutional website	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

5. CONCLUSION

Additional Information :

According to recommendations given by the Peer Team for Quality Enhancement in the 3rd cycle of accreditation are almost complied. The college has been awarded with "Highest Merit Scholarships in Rural College" by Shivaji University, Kolhapur for two consecutive years in 2016-2017 and 2017-2018 and securing first rank in faculty of Commerce in rural category 2019-2020. Department of Chemistry is sponsored by DST-FIST program. Our Institute has unique in character. Always we apply independently for NAAC accreditation process. In fact, we got excellent NAAC rating till now. We have submitted for NIRF, Atal Ranking. We have achieved ISO Certification. Since 1962, we have significant achievements in different sectors like university rankers, research involvement of students and teachers.

Institute had completed 48 certificate/add-on courses to increase the soft skills for livelihood and employability of our students. All Science laboratories are Institute well-equipped and supported with ICT facilities. Total 2**2** research projects have been sanctioned with total quantum 139.26 Lakh by various funding agencies like DST, UGC, CSIR, SARTHI etc. The total number of research guide-**14**, PhD registered students-**24**, PhD degree awarded-**8**, Research fellowships JRF/SRF-**7**, Patents-**2** (Granted-1, Filed-1), University Gold medallist-**1**, Rankers 36 NET/SET/GATE qualified- 29 and **223** research publications in reputed Journals of all faculties in the last five years. Active academic 22 MoUs with external agencies are established. Spacious computer lab for commerce students and Language laboratory developed with ICT equipment. Two seminar halls are Institute well equipped with ICT facilities. Common Research facility provided for researchers under one roof as "Common Facility Centre" Adequate facilitates are provided in all U.G and P.G Science laboratories Central Library. Central Library is renovated with fully automated, upgraded and modernized software. Disable friendly facilities are provided in Institute campus. Institutional Institute website is upgraded as per WCAG norms. The students are motivated towards research, fellowships and projects from various government and non- government agencies.

Concluding Remarks :

The expectations of the society from the graduated youth have been changed in the modern times. The crisis of civilization, complex, needs of the industries and changing social values have shouldered bigger responsibility on the higher education institutes. The world demands a responsible citizen intellectually better, emotionally sensitive and equipped with human values, considering all these expectations the college has designed its vision as 'Dissemination of education for Knowledge, Science and Culture".

Adhering to the *moto* of the institute, vision and mission of the college, Institute is striving to produce the graduates with scientific brain and human face. Modern ICT skills, soft skills and life-skills are needed for a graduate to survive in the society. As university curriculum is not sufficient to address the changing needs. Institute has supported the curriculum by add-on courses, co-curricular activities and extension activities. Institute tried to provide best infrastructure, best knowledge and information by the experienced faculty, good research culture and vast support activities during last five years. For all above things the IQAC and CDC in the leadership of principal and management planned for quality practices and worked hard to implement them. This SSR is the outcome of all those combined efforts and quality practices of the college. Institute is eminently geared to meet the emerging challenges of the world and demands of nation and create conductive ambience for their students, faculty and staff to maximize their potential. Institute is happy to submit this SSR in time to

NAAC Bangalore for further assessment and accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : 1) BOS member should be appointed from university and not by college in case of affilating university. 2) No other suportibg document provided for other claims
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: <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>27</td><td>22</td><td>21</td><td>17</td><td>16</td></tr></table> Answer After DVV Verification : <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>27</td><td>23</td><td>20</td><td>17</td><td>16</td></tr></table> Remark : Edited as per data provided
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: <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>240</td><td>240</td><td>240</td><td>203</td><td>203</td></tr></table> Answer After DVV Verification : <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>67</td><td>88</td><td>69</td><td>62</td><td>50</td></tr></table>

	Remark : Edited as per clarification provided
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 993 Answer after DVV Verification: 299 Remark : Edited as per dat provided (for year 2020-21)
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* Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Feed back form not provided. only excell sheet provided
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** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: E. Feedback not collected Remark : Only analysis done and submitted to university. 1) No action from University 2) feedback form not opened 3) Analysis can not be verified due to incomplete data
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
---	---	---	---	---	

| 1220 | 1404 | 1566 | 1697 | 1153 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1220 | 1404 | 1566 | 1697 | 1353 |

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 |

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 : 80 Answer after DVV Verification: 80
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)** 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** Answer before DVV Verification: *see table below* Answer After DVV Verification : *see table below*
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 : 20.2 Answer after DVV Verification: 924 Remark : Experience counted for all 80 faculites 2) Required document not provided by HEI .Decided on the basis of Exel sheet provided
3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs 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**

Answer before DVV Verification (2.4.2.1):

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 25 | 27 | 25 | 25 | 22 |

Answer After DVV Verification (2.4.2.1):

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 25 | 27 | 25 | 26 | 22 |

projects , endowments, Chairs 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
31.51	9.41	5.11	3.56	89.67

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
31.41	9.26	5.11	3.56	89.67

Remark : Fund provided by own organisation not considered

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	3	1	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	7	1	3

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Edited as per data provided Seed money received from own institute not considered

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3.3.1 | **Number of Ph.Ds registered per eligible teacher during the last five years**

3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 35

Answer after DVV Verification: 29

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 15

Answer after DVV Verification: 15

Remark : Only students currently pursuing PhD is considered

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
8	21	17	8	2 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
6	2	3	7	2	 Remark : Books with ISBN no.are only considered
3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year** 3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
13	15	14	9	7 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
1	0	1	0	0	 Remark : Only colabrative activities are considered
4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, 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
1859396	4232065	0	8229264	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18.59	42.32	0	82.29	0

Remark : Some relevent documents are signed by contracting agency and not by CA

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)**

   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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92992	140347	118196	47419	133530

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.42	4.21	1.28	1.09	2.19

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)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4056852	6278603	906658.6	10847285	3818159

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
40.57	62.79	9.07	108.47	38.18

Remark : Converted in Lakh

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2495	2480	2591	395	529

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1253	1244	1305	395	529

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : The mechanism of redressal should be hosted in the HEI's Website. The link of the same shall be provided to validate the same

5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progression to higher education during last five years** Answer before DVV Verification : 958 Answer after DVV Verification: 957 Remark : No proof like admission letters or identity cards for selected students progressing to higher education provide

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)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	60	23	33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	16	12	10

Remark : Edited as per data provided

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
988220	351299	3248057	740908	772770 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
9.88	3.51	32.48	7.41	7.73 | Remark : 1. Annual audited statements of accounts highlighting the grants received not provided. 2.Copy of letter indicating the grants/funds received from respective agency as stated in metric not provided . Only list attached by sign of principal with irrelevent list
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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** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : No documents for Wheeling to grid
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**

Answer before DVV Verification : A. Any 4 or All of the above
Answer After DVV Verification: C. 2 of the above
Remark : Point 3 and 5 considered

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** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
3112	3306	3433	3594	3396 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
3112	3306	3359	3594	3396	
1.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
358	437	435	442	346 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
358	437	435	442	346	
1.3	**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
977	1001	978	926	1047

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
914	966	943	1043	1064

2.1	**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
80	88	81	85	85

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
80	88	81	56	85

2.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
56	56	56	56	56

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
80	88	81	85	85

3.2	**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
6121330	8660131	2872942.6	11889445	6441730

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61.21	86.60	28.73	118.89	64.42