

# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**LAL BAHADUR SHASTRI COLLEGE OF ARTS, SCIENCE  
AND COMMERCE, SATARA**

**LAL BAHADUR SHASTRI COLLEGE OF ARTS, SCIENCE AND COMMERCE, 17,  
MALHAR PETH , SATARA, 415002 MAHARASHTRA STATE  
415002**

**[www.lbscollegesatara.edu.in](http://www.lbscollegesatara.edu.in)**

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**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri Swami Vivekananda Shikshan Sanstha Kolhapur, parent institute of our college, is a reputed education institute in Maharashtra. The Sanstha was established by Dr. Bapuji Salunkhe, an ideal teacher and freedom fighter, to offer education to masses from rural areas and to the economically backward classes especially from down-trodden society. It established Lal Bahadur Shastri College of Arts, Science, and Commerce, Satara in 1967. The college from its beginning has been a key factor in bringing about transformation in the region through education bearing in the mind the motto of the Sanstha “*Education for Knowledge, Science and Refined Culture.*”

What lies in the efficacy of the college is its well-structured mechanism operated on the most micro level to identify the changes in times and realize the need for advancement.

It focuses the following areas:

**IQAC & Post Accreditation Initiatives:** IQAC functions as a catalyst for many processes about quality sustenance and enhancement. The recommendations made by NAAC peer team are implemented with priority.

**Career Advancement & Professional Development:** The college has opened the opportunity to grow vertically by starting UGC-community college and P. G programmes in Analytical Chemistry, Hindi, Marathi, Economics, English and Zoology.

**Contributing to Social Cause:** The college has established its image as an institution possessing empathy for sufferings of masses.

**Inclusive Strategies and Value Orientation:** The college has a diversity of students, and it offers equity to each stakeholder.

**Going Green:** The college recognizes the importance of environmental awareness and have taken green initiative in its premises.

### Vision

#### Vision:

The vision of the college is to emerge as a premier institute imparting knowledge and skills and inculcating human values at its core for the everlasting benefit of the global society.

#### Core values of the institution:

- Quest for excellence
- Respect to human values
- Promotion to research and scientific temperament

- Environment consciousness
- Knowledge and skills for livelihood
- Global Stewardship
- Inclusiveness and tolerance

## **Mission**

### **Mission:**

- Dissemination of education amongst the masses from rural and semi urban population
- Inculcation of basic human values like truth, honesty, character building, love towards humanity, sacrifice, social equality, nationality, national integration, fraternity and self-reliance
- Enhancement of the knowledge generating capacity and skills of the students suited to the pull of globalization
- Promotion of research attitude and scientific temperament among the youths with a view of developing intellectual society
- Women empowerment by conducting capacity fostering program
- Environmental awareness for sustainable development
- Boosting the use of information and communication technology to cope up with rapid digitalization
- Inculcation of spirit of devotion for social work for uplifting the society at large
- Development of programs providing opportunities to participate in recreational and competitive sporting activities

### **Goals:**

- To educate students from all strata of society
- To inculcate personal and social human values
- To develop global competence among the students
- To generate the scientific attitude
- To build environmental consciousness and eco-friendly campus
- To endorse the ICT in teaching, learning and research
- To run sports and cultural programs
- To carry out the extension and outreach activities

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Located in the heart of the city
- Strong Representation of the college in the management of the parent institute
- UGC recognized only one Community College in Satara district.
- The college runs PG courses in 6 subjects, Ph.D. and M Phil in 4 subjects

- Ten Ph.D. guides and one Research guide has status of Emeritus Professor by the UGC
- Continuous augmentation and up-gradation of existing infrastructure and creation of new infrastructure by support of the parent institute
- Imparting of skills through career-oriented courses for enhancement of global competence
- Contribution to social causes like financial assistance to drought-affected farmers.
- Contribution to preservation of Kaas Plateau a world natural heritage
- Developed Central library as a learning resource with the digital depository, IT zone, and computerization.
- Interactions and visits of renowned scientist, academicians, social workers, feminists, educationists, diplomats, professionals, entrepreneurs, actors, directors, etc. with the students.
- Transparency, diversity, and inclusiveness in the admission process.
- Promotion of cross-cutting issues through special programmes like *Jagar Janiwancha*, etc.
- Registered *L.B.S. college ex-student Association, Satara* and highly cooperative and supportive alumni.
- Eco-friendly practices .
- Linkages and formal MoUs with higher institutions, industries, local bodies, associations, etc resulting in mutual understanding and cooperation for research, publication, and execution of social responsibilities.
- Well-developed sports facilities on the campus for students to develop their physical abilities.
- Organization of Three International Conferences in collaboration with Vishwashanti Multipurpose Society, Nagpur, one at Colombo (Sri Lanka) in 2015, in Dubai 2016 and another at Singapore in 2017.

### **Institutional Weakness**

- Rising pressure on the space to develop infrastructure with growing demand for courses and students.
- Lack of autonomy in academic and administrative matters.
- Inadequate provision of space for Library in future development
- Want of more number of interdisciplinary programmes and courses.
- Temporary faculty due to the government limitations on recruitment
- Want of grants to PG courses.
- Alumni corpus not as per expectations

### **Institutional Opportunity**

- To promote research addressing to local, social and need-based issues.
- To streamline and strengthen various research activities through MoU and collaborations
- To develop full-fledged courses based on industry needs and skill development
- To acquire a status of college with potential for Excellence(CPE)
- To create faith and confidence among the stakeholders and society regarding the positive changes in the college.
- To develop a proper mechanism to receive resources from active and well-established alumni
- To promote more society-oriented outreach programmes
- To cultivate a research culture among students and staff and emerge as an institute of quality research.
- To enhance college-industry-community network.
- Approaching towards the autonomy

## **Institutional Challenge**

- To utilize the available funds and to fulfill the maximum needs
- To satisfy the growing demand for new vocational and professional courses in the limited space.
- To strengthen the interface between the college and various industries and entrepreneurs.
- To take the output of the research to the society.
- To avail funding for research projects of students and faculties.
- To retain the qualified faculties and create infrastructural and research facilities for non-granted courses run.
- To maintain a balance between traditional courses and need of professional skills.
- To bring about the changes on an academic and infrastructural level in tune with service-providing market and industries.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The college provides more programme options, flexibility and broad choice for the students to ensure the need-based curricula development.
- The curricula have evolved in various aspects as to meet the needs of time and equip the learners with latest and practical knowledge of subjects.
- There is a regular organization of seminars, orientation programs & workshops on new syllabi, revision of syllabi, new teaching methods, use of ICT in teaching & learning, etc.
- Academic Council at university level helps to formalize the work of courses to be offered by the college.
- The college does curriculum design and planning for 14 certificate courses under Career Development Program.
- The college teachers represent themselves on BoS and the Academic Council of the affiliating University and have made a positive impact in the work of curriculum planning, designing and upgrading.
- Consultation with industry experts, academicians, employers, alumni and other stakeholders is sought to enrich the curricula being delivered.
- While designing curriculum for certificate courses, our college teachers receive more freedom to design most relevant curriculum to make the program employment- oriented considering the need of the society.

### **Teaching-learning and Evaluation**

- The growth in students' enrolment justifies the academic performance and development of the college.
- The college has facilitated learning process through special programmes especially for advanced learners and slow learners which have fruitful results.
- Thrust is given on learner-centric teaching methods like field visits, study tours, industrial visits, projects, etc, for enhancing learning experiences.
- The inclusion of ICT is sought to make teaching-learning process more effective and inventive. A constant growth in the use of ICT for teaching-learning process by the teachers is seen for last five years.

- Promotion to innovation and creativity in teaching-learning has resulted into the attainment of programme outcomes.
- The college has self- evolved mentor-mentee scheme to address the academic as well as socio-psychological needs of the mentee.
- Reforms are made to develop transparent and robust internal examination system regarding frequency and variety for which adherence to the well planned academic calendar is followed strictly.
- A balance of average percentage of teaching experience is maintained by recruiting the young and enthusiastic teachers and by retaining experienced and highly qualified teachers. Some of them have received awards of national repute.
- The IQAC has devised and implemented an evaluation mechanism for the achievement of programme outcomes for last few years to ascertain the quality of teaching and learning process.
- There is a gradual growth in the average percentage of results.

### **Research, Innovations and Extension**

- The quality research practices and innovation in the college is the outcome of the constitutional policies on research and malpractices, resource generation and mobilization and consultancy and incubation.
- Four university- recognized Research laboratories are available and 10 Ph. D guides are working in the college. Five research students are declared Ph Ds in last five years.
- There are 20 full-time teachers with Ph. D. and 18 have completed MRPs.
- Completed seventeen minor and one major research projects, 134 published research papers in the UGC recognized journals, and 97 chapters and papers in the books and the conference proceedings in the last five years indicate the growing research culture.
- The college has kindled the innovative spark and entrepreneurship skills among the students by organizing the programmes through its Incubation Terminal.
- Programmes on IPR and Industry-Academic interface are organized periodically. Two patent applications are filed in 2017-18.
- MoUs with first rank institutes have resulted in the quality publication and accomplishment of research projects funded by UGC, DST, etc.
- Teachers have received more than 30 lakhs rupees as research grants from UGC and other funding agencies to carry out work on their research projects during the last five years.
- The college has established a common facility centre to facilitate inter-disciplinary research work.

### **Infrastructure and Learning Resources**

- The college has total campus area of 5510.90 sq/mts including the built-up area of 3768 sq ms.
- 31071 books, 47276 reference books, e-journals and periodicals, and a well-maintained collection of rare books
- The digital depository is available offline to the students in IT zone.
- The campus houses science laboratories, ICT-enabled classrooms, open theatre, library, study rooms, NCC and NSS rooms, ladies' common rooms, a seminar hall, a well-constructed auditorium, and two conference halls.
- Infrastructure for sports consists of the open gymnasium and sports room with necessary equipment and amenities.
- The ground in the premises enables to organize few sports and cultural events at college and university level.

- The college has remarkably high computer student ratio, with LAN facilities, 25 Mbps internet, and Wi-Fi facility to access depository of the college.
- The college has 15 well-equipped laboratories, 03 computer laboratories, and an advanced language laboratory.
- The college has a rainwater harvesting project.
- The college has well equipped two halls in each building and classrooms are equipped with LCD projectors.
- Each department has the cabin for its staff having desktop, printers and scanner and high-speed internet connectivity.

### Student Support and Progression

- The college provides financial assistance to sports students, wards of staff, physically challenged students, students participating in cultural activities, economically backward students in the form of freeship, concession and cash prizes.
- The college has started *Sushiladevi Salunkhe merit scholarship* on occasion of the Golden Jubilee year of the college.
- Infrastructural developments and creation of facilities are sought by considering the requirements of students and teachers.
- State level Debate and elocution competitions are organized every year in the memory of Dr. Bapuji Salunkhe, the founder of Shri Swami Vivekanand Shikshan Sanstha, Kolhapur .
- Total 55 students qualified in various state and central governmental examination, NET/SET, banking, army, DRDO, etc.
- 441 students are placed in the various sectors since 2012-13.
- 56 medals are bagged by the college students in the last five years in various university, state, and national level events of sports and games.
- Our student Kiran Kirtikar has received first prize and gold medal in National level elocution and debate competition at Akaluj in the year 2016-17.
- 167 students have passed B, and 142 students have passed C certificate exam during the last five years.
- The alumni of the college are scattered in almost every avenue of the society and play a vital role in overall development of the college by its financial and nonfinancial contributions.

### Governance, Leadership and Management

- Council of Heads along with IQAC looks after various issues related to curriculum planning and its implementation.
- Participatory administration in planning, execution, and monitoring.
- Farsighted management is encouraging the human resources to put in maximum efforts.
- Decentralization of authority and partial autonomy is provided to departments to take initiatives in decision making.
- Three tier system of management working for the optimum outcome from various practices and events.
- The college has shared half amount of its group life insurance policy and availed medical facilities for staff welfare.
- Perspective planning is made to achieve long-term ends and benchmarking is done along with the short-term planning of its achievement.
- Teachers are encouraged to participate in corporate life and represent themselves on various academic

and public bodies by the management.

- The college facilitates placement of its students through well-established mechanism and promotes presentation of staff in management.
- The IQAC has played a catalytic role in enhancement and sustainance of quality by framing the policies, by developing a perspective plan and by initiation of quality measures.

### **Institutional Values and Best Practices**

- The women empowerment cell has successfully worked towards gender equity promotion and sensitivity by organizing many programs and activities.
- The college provides physical facilities for differently abled persons.
- The college has effective waste management mechanism.
- The college has initiated certain green practices that have made the campus eco-friendly
- The college has a distinctive practice of organizing '*Jai Jawan Jai Kisan*' Lecture Series annually.
- Introduction of 14 certificate courses offering human values and professional ethics.
- The college uses Hybrid unit of Wind- solar panels for reducing pressure on electricity. The Hybrid Wind- solar panels generate 180 electricity units per month used in the physics and chemistry lab.
- The college has organized different activities in collaboration with neighbourhood community to address local advantages and disadvantages.
- Rain Water Harvesting unit in the college harvests 15000 liters of water every year.
- Exhibition and Demonstration of Science Experiments for School Students.
- The faculty from Botany department has rendered the responsibility towards the preservation of threatened flowering plants of the World Natural Heritage site 'Kass Plateau.'
- The college has setup effluent treatment plant and also vermicomposting unit.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Lal Bahadur Shastri college of Arts, Science and Commerce, Satara
Address	Lal Bahadur Shastri College of Arts, Science and Commerce, 17, Malhar Peth , Satara, 415002 Maharashtra State
City	Satara
State	Maharashtra
Pin	415002
Website	<a href="http://www.lbscollegesatara.edu.in">www.lbscollegesatara.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajendra V. Shejawal	02162-237986	9422496393	02162-238050	lbs_satara@yahoo.co.in
Associate Professor	Darshan R. Bhutiyani	02169-225420	8329269867	02162-233838	darshanbhutiyani@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details
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Date of establishment of the college		01-01-1967		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Shivaji University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>		<b>Date</b>		
2f of UGC		10-02-1970		
12B of UGC		28-03-2014		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day, Month and year (dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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	Lal Bahadur Shastri College of Arts, Science and Commerce, 17, Malhar Peth , Satara, 415002 Maharashtra State	Urban	0.6	3768

## 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,Hindi	36	HSC	Hindi	187	187
UG	BA,Sanskrit	36	HSC	Marathi	16	16
UG	BA,Political Science	36	HSC	Marathi	146	146
UG	BA,History	36	HSC	Marathi	154	154
UG	BA,Economics	36	HSC	Marathi	169	169
UG	BA,Geography	36	HSC	Marathi	163	163
UG	BA,English	36	HSC	English	78	78
UG	BSc,Physics	36	HSC	English	304	304
UG	BSc,Chemistry	36	HSC	English	644	644
UG	BSc,Zoology	36	HSC	English	444	444
UG	BSc,Microbiology	36	HSC	English	224	224
UG	BSc,Statistics	36	HSC	English	201	201
UG	BSc,Mathematics	36	HSC	English	232	232

UG	BSc,Botany	36	HSC	English	444	444
UG	BCom,Com merce	36	HSC	English + Marathi	840	769
UG	BA,Marathi	36	HSC	Marathi	154	154
PG	MA,Hindi	24	BA	Hindi	15	5
PG	MA,Econom ics	24	BA	Marathi	15	15
PG	MA,English	24	BA	English	15	15
PG	MSc,Zoolog y	24	BSc	English	15	0
PG	MA,Marathi	24	BA	Marathi	15	8
PG	MSc,Analyti cal Chemistry	24	BSc	English	46	46
Doctoral (Ph.D)	PhD or DPhil,Hindi	36	MA	Hindi	4	3
Doctoral (Ph.D)	PhD or DPhi l,Sanskrit	36	MA	Marathi	4	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	36	MSc	English	12	10
Doctoral (Ph.D)	PhD or DPhi l,Zoology	36	MSc	English	4	3
Pre Doctoral (M.Phil)	MPhil,Hindi	24	MA	Hindi	4	0
Pre Doctoral (M.Phil)	MPhil,Sansk rit	24	MA	Marathi	4	0
Pre Doctoral (M.Phil)	MPhil,Chem istry	24	MSc	English	8	0
Pre Doctoral (M.Phil)	MPhil,Zoolo gy	24	MSc	English	12	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	0				14				37			
Recruited	0	0	0	0	13	1	0	14	23	4	0	27
Yet to Recruit	0				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	36	3	0	39
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
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				1
Recruited	1	0	0	1
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	1	0	11	1	0	19
M.Phil.	0	0	0	6	0	0	8	1	0	15
PG	0	0	0	8	0	0	6	2	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	9	38	0	47

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	11	0	0	0	11
	Female	9	0	0	0	9
	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
UG	Male	1498	0	0	0	1498
	Female	848	0	0	0	848
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	57	0	0	0	57
	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	154	114	137	148
	Female	53	67	65	83
	Others	0	0	0	4
ST	Male	2	2	5	3
	Female	1	1	4	0
	Others	0	0	0	0
OBC	Male	133	135	152	155
	Female	118	114	148	157
	Others	0	0	0	0
General	Male	721	826	869	945
	Female	656	659	665	687
	Others	0	0	0	0
Others	Male	61	59	86	111
	Female	45	48	70	78
	Others	0	0	0	0
Total		1944	2025	2201	2371

### 3. Extended Profile

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#### 3.1 Programme

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

**Response : 31**

**Number of self-financed Programmes offered by college**

**Response : 15**

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

**Response : 11**

#### 3.2 Student

**Number of students year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
2371	2201	2025	1944	1816

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

2016-17	2015-16	2014-15	2013-14	2012-13
1330	1260	1200	1110	1100

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

2016-17	2015-16	2014-15	2013-14	2012-13
646	509	541	528	484

**Total number of outgoing / final year students**

**Response : 2708**

#### 3.3 Academic

**Number of teachers year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
84	83	67	59	57

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	41	41	39	40

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

2016-17	2015-16	2014-15	2013-14	2012-13
42	42	42	42	42

**Total experience of full-time teachers**

**Response : 718**

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

**Response : 10**

**Number of full time teachers worked in the institution during the last 5 years**

**Response : 59**

### **3.4 Institution**

**Total number of classrooms and seminar halls**

**Response : 36**

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

2016-17	2015-16	2014-15	2013-14	2012-13
400.63631	386.45085	381.54762	418.84281	311.67271

**Number of computers**

**Response : 139**

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

**Response : 61774**

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

**Response : 31473**

NAAC

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

**Response:**

The college prepares the academic calendar which consists of curricular, co-curricular and extracurricular activities for effective implementation and delivery of curriculum in each academic year. Accordingly, the academic departments develop the action plans for each academic year. The details of the stages are as follows:

**1. Departmental Meetings:**

Regular Departmental meetings have not only played an important role in planning the curriculum delivery but have also provided a platform to discuss the course contents, discuss the difficulties in delivering the content, finalizing the quality objectives and preparing of the assessment methods.

**2. Departmental Academic Calendars:**

Departmental academic calendars have helped the departments to plan and implement the departmental activities. Each department has its academic calendar, which is prepared and synchronizes with the institutional academic calendar.

**3. Assessment of workload:**

The tentative workload for the next year is sought at the end of every year. This practice has helped the administration to assess the need for teaching and non-teaching staff regarding some vacancies and academic facilities.

**4. Syllabus Distribution:**

Based on the workload and discussions held in the departmental meetings, syllabus distributed as per classes and papers for teaching. Based on the teaching experience of the teacher, the classes/papers are also interchanged intermittently.

**5. Time Table:**

The timetable is finalized at the institutional and departmental level. The streamwise timetable committee designs the timetable for arts, commerce, and science stream. The Heads of the respective departments finalize the departmental time-table in consultation with their colleagues.

**6. Teaching Plan:**

The teacher prepares the teaching plan, and the concerned Head of the Department checks the plan. The teaching plan not only helps the teacher to plan the curriculum delivery in time but also reflects the use of innovative teaching methods such as ICT, participative and experiential teaching, etc.

### 7. Implementation of Teaching Plan:

The implementation of the teaching plan is supervised periodically, and the heads of departments guide the faculties if there are difficulties and requirements in carrying out the teaching plan. This practice creates a pleasant atmosphere in the departments.

### 8. Reporting to the principal about Teaching – Learning progress:

The Head of the Department informally discusses with the principal about the progress of the teaching-learning at the end of every month. The heads also discuss the performance of the students, new teaching-learning strategies and evaluation methods used in the department.

### 9. Monitoring by IQAC:

The Internal Quality Assurance Cell monitors the overall process through the collection of feedback from students and conducting regular Academic Audits by the external peers. The IQAC follows robust approach to make sure that the difficulties in the curriculum delivery are identified and rectified in due time.

### 10. Announcements through website and WhatsApp groups :

The students are periodically intimated regarding topics to be taught, syllabus completion and tentative examination schedule through the website and WhatsApp groups formed of the students of different subjects.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	3	5

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 42.51

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	21	20	15	15

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years**

**Response:** 16.13

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

Response: 5

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

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

**Response:** 100

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

**Response:** 30

File Description	Document
Any additional information	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

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

**Response:** 13.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
453	257	237	240	192

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

These issues are included in the university syllabus as a part of programmes with an intention. The parent institute of the college itself put emphasis on value-based education. Additionally, the following additional



courses run by the college address different and several cross-cutting issues. The faculties involved in running these courses make hard efforts to make the students aware of these issues. The college attempts to carry over the content of these cross-cutting issues to the beneficiaries.

**The following is the list of the courses:**

**1. Community College (Diploma in Industrial Pollution and Wastewater Treatment):** The department of Microbiology conducts this course. Besides, skill requirements in industries, the syllabus of the course emphasizes on **the environmental pollution and its causes, hazards and its solutions**. The college faculty designed the syllabus in consultation with industrial experts who emphasize the need for awareness of the employee of environmental pollution generated by the industry.

**2. Certificate Course in Human Rights:**

Department of History conducts this course under Career oriented course scheme in consultation with social workers who the need of inculcation of **human values such as equality, social justice, brotherhood, and gender equality**.

**3. Certificate Course in Income Tax:**

Department of Commerce conducts this course. The course is approved by the UGC under Career oriented course scheme. The college faculties designed the syllabus of this course in consultation with the tax consultants and renowned chartered accountants who emphasized the need of **inculcation of professional ethics**. The ethics of transparency, accountability, truthfulness of information and the laws against the false information are emphasized through the course.

**4. Certificate Course in online Banking and Marketing:**

Department of Commerce conducts this course. The course is self-designed and self-funding. in consultation with the bankers and renowned chartered accountants who the **need of inculcation of professional ethics**. The ethics righteousness, the validity of information and product delivery and clean transactions and banking laws and cybercrimes are emphasized through the course.

**5. Certificate Course in Biodiversity and its Conservation:**

Department of Botany this course. under Career oriented course scheme. The college faculties in consultation with environmental, NGOs, academic experts designed the syllabus of this course. It emphasizes the conservation of endangered species of plants and animals in the KAAS plateau which is the natural world heritage. The syllabus focuses on the creation of **environmental awareness and solutions for its conservation**.

**6. Certificate course in Rural Journalism and mass communication:** The **ethical practices** such as truthful information, correct facts, and unprejudiced approach are taught in this certificate course. Marathi department runs this course. The course is run under the center of Adult and Continuous education of Shivaji University, Kolhapur.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

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

**Response:** 13

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

Response: 13

File Description	Document
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 3.67

1.3.3.1 Number of students undertaking field projects or internships

Response: 90

File Description	Document
Any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
List of students (other states and countries)	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 88.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
2371	2201	2025	1944	1876

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

2016-17	2015-16	2014-15	2013-14	2012-13
2660	2520	2400	2220	1959

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 50.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
739	681	540	567	518

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

**Response:**

The academic performance in the previous academic year helps in identifying the slow and advanced learners. From the academic year 2013-14, a new policy adopted to organize special programmes for the slow and advanced learners. It is as follows:

#### Remedial teaching policy for slow learners:

#### Objectives:

Remedial teaching is to be organized at Undergraduate level to

- Improving basic knowledge of the slow learners
- Raising their level of confidence of the difficult subjects to provide stronger foundation for further academic work
- Improving the performance of examinations
- Reduce the drop out ratio of the students

**Method of Subjects identification:** The program is implemented in those subjects which are considered difficult for an average student. The following subjects are recommended by the IQAC for remedial teaching on the basis of the students' performance in the examination of respective subjects:

1. English
2. Economics
3. Accountancy
4. Chemistry
5. Physics
6. Statistics
7. Mathematics

These departments are instructed to follow strategies developed by IQAC for the slow learners.

- The identified departments are asked to prepare the list of difficult concepts and topics.
- They are also instructed to prepare a timetable for focused and intensive and exam oriented teaching.

This program has successful outcome as the targeted group of slow learners showed improved performance in the examination.

### **Advanced learners policy**

#### **Objectives**

Individual guidance is in the line of following areas:

- to inculcate reading culture and reference work practice
- to inculcate competence skills
- to inculcate research attitude
- to improve knowledge-generating capacity

All departments are recommended for advanced learners' guidance on the basis of students' performance in the examination of respective subjects and classroom interactions with the teachers, and involvement in the activities.

IQAC recommends to undertake following activities under this scheme:

1. Organization of library visits
2. Issuing books from the departmental library
3. Issuing Special cards by Library
4. Encouraging students for participation in competition, quiz or contests (e.g., *Aviskar* competition)
5. Providing Research Journal to the advanced learners
6. Providing internet facilities with the list of subject-related websites
7. Undertaking projects, survey, etc.

#### **Introduction of entry-level test (ELT)**

As per the instruction, given by the IQAC, the college has introduced an entry-level test for identifying the slow and advanced learners from the year 2017-18 at the beginning of the academic year.

The responsibility of organization of the entry-level test is given to the internal examination committee.

The committee collected the set of questions from different departments and arranged a multiple-choice test faculty wise. The care was taken for the attendance of the students. The questions were set intentionally based on the syllabus of the last examination of the students. The results were analyzed to identify slow and advanced learners, and, a list of students was communicated to the respective departments.

### Outcome

The students enlisted under the remedial teaching scheme have successfully passed the university examinations while the advanced learners have shown better performance in examinations as well as competitions such as *Avishkar*. Their vertical mobility is appreciable.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 27.23

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.82

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 20

File Description	Document
Any additional information	<a href="#">View Document</a>
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>

## 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:**

After the directions of the IQAC, the several departments have taken initiation in using student-centric methods in the teaching-learning process.

Department of **Botany** and **Zoology** plans the excursion tour and field visits at the biodiversity hotspots. The students of Botany visit the Kaas plateau every year. The plateau is known for its mega biodiversity. The students come to know the plants by observing and analyzing. The plants are identified, characterized and classified as having the first-hand experience. The reports are prepared and submitted to the departments by the students. The result is very fruitful. The students observe the beauty of nature, and importance of the conservation of endangered plants, and understand the ecological significance.

Teachers in the Department of **English** have used the experiential learning method for third-year students of B. A. in English. Spoken aspects of English language, which are a part of their syllabus (paper IX), were learned by conducting mock conversation and interviews and role-playing activities.

In the department of **Microbiology**, experiential learning is achieved by conducting industrial visits in which the concepts of quality control, the fermentation process is directly shown to students. The participation of students in teaching learning process is increased by asking questions and getting answers from students, conducting sessions of group discussions and students' seminar on different small topics.

In the Department of **Commerce**, a method of experiential learning was used to learn the transaction in the bank by visiting the Bank and taking part in the actual bank transactions. The topic was included in Money and Finance subject for B. Com. II. The department also took initiation for students of the B. Com. III by visiting and participating day to day matters of HRA department of Cooper Corporation Pvt.Limited, Satara. The group projects related to the entrepreneurial skill development are given to the students as well as a project on consumer behaviour of Patanjali products related to topic market research is completed.

In **Chemistry** department students' classroom interactions are augmented by giving problems to the students after completion of the teaching of the topic. The solved problems are analyzed in classrooms by the teachers. The participatory learning method is used in B. Sc.III, M. Sc. I and II the classes. The topics are allotted to the students for the seminar, and at the end, interactive sessions are carried out among students to discuss concept and suggestions. Students difficulties during seminar presentation are also considered.

Department of **History** follows the method of 'learning while seeing.' The historical and excavation sites are visited by the students so they can understand the historical importance of the places and people. The students are asked to prepare a report on their visit. The reports are checked and rectified by the teachers. It gives the students the experiencing of observing the human history.

These methods have increased the overall performance of the students in the examination. It helps to increase the base of knowledge and concepts. The students have enjoyed these methods also.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 91.11

#### 2.3.2.1 Number of teachers using ICT

Response: 82

File Description	Document
Any additional information	<a href="#">View Document</a>
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

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

**Response:** 27.23

#### 2.3.3.1 Number of mentors

Response: 90

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

#### Innovative teaching methods

The faculties have adopted the innovative teaching approaches/methods by using ICT. It has adopted the interactive approach of teaching by conducting brainstorming, model making, role playing, screening, use of animation, lab to land, case study, mock parliament, and bank visits. The college employs evaluation methods using e – test, open book test, surprise test, book review, etc. to assess the outcome of the teaching-

learning process

Every department has its blog to make interactions with students. The links of every departmental blog are provided to the students on the college website. The purpose of creating the blogs is to provide the study material to the students like e-notes, e-books, list of reference books, question bank, question papers of previous university examination with standard answer keys, links of You tubes, open resources, virtual labs, and the massive open online courses.

### **Efforts made by the institution**

- The college facilitates the teaching-learning process by providing internet and Wi-Fi facilities, LCDs, software, laptops, educational CDs, e-books/journals, language laboratory, and modern equipment in the laboratories.
- To make the teaching-learning process ICT enabled, the college has organized training programmes on the use of ICT and other google educational products.
- The college permits the teachers to attend training programmes, workshops by giving duty leaves and financial assistance.
- The college has signed MoUs / agreements with some agencies/industries, which give an opportunity for the application of knowledge and to know innovative technology/services used by the agencies/industries.
- Department of Physics encourages students to feed the data collected by performing experiments into the PC and make computational calculations using EXCEL, C programming and plot graphs using Origin software.
- The Department of Geography uses open source software QGIS, SAGA for mapping and geographical information.
- The Department of Commerce uses '*Commerce Katta*' a blog for the commerce students for receiving feedback on teaching-learning process and innovative methods used in the department. The platform provides open access to students. The strategy of the department is that there should be a constant interaction with the students on teaching-learning process.
- Every department has established WhatsApp group of last year students through which the rapport between the students and teachers has established recently. The students used to share difficult concepts and terms with their classmate. It has resulted in a successful method of off-campus interactions.

These initiatives on the part of the college encourage faculties to adopt innovative methods of teaching and to inculcate research aptitude among the students.

### **Impact on students' learning**

- Fast learning
- Accuracy of pronunciation and communication skill
- Cultivation of moral values
- Increased awareness of cross-cutting issues
- Creation of environmental awareness
- Increased global competencies among students

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 96.19

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response:** 35.64

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience of full time teachers in number of years

**Response:** 7.98

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	0	3	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

**Institutional Reforms in continuous evaluation:** In addition to the reforms such as decentralization of assessment process initiated by the university, the college has implemented following strategies to evaluate the performance of the students.

As in the perspective plan, the college internal examination committee in 2013 from each stream. The committee worked towards making the internal examination process more transparent and objective. After the consultation with the IQAC, it introduced the following reforms:

- Encouragement to conduct formative tests: The committee guided the academic departments to conduct the different types of formative tests so that the fulfillment of objectives of the topics and the learning levels of students checked periodically.
- Besides traditional methods such as Home Assignment and tutorials, new methods such as open-book tests, surprise tests, seminars, multiple choice question series, quiz, group discussions were introduced at the departmental level. The faculties are given space and time to conduct such formative tests. The evaluative reports of these tests were collected in the department and put before the head for the cross-checking. Later the comprehensive review is taken by the principal. The reform has resulted in increasing the level of acquisition of subject knowledge.
- Introduction of mid-term examination: The committee prepares the schedule of mid-term examination and displays the notification of it on the website. The faculties set the question papers as per the pattern of the university examination. The set of model answers is kept ready by the faculties. The central assessment is carried out in the college itself. The evaluation reports are prepared within the stipulated time. The results are conveyed to the students in the classroom and are displayed on the notice board.
- Introduction to open day practice: The IQAC suggested introducing open day practice to make the internal evaluation more reliable and transparent.
- Introduction to conducting e-tests: The departments are encouraged to use ICT to conduct the formative tests. The practice of e-tests is carried out in the few departments.
- Introduction of entry-level tests:

As per the instruction, given by IQAC, the college has introduced an entry-level test for identifying slow and advanced learners at the beginning of the academic year 2017-18.

The responsibility of organizing entry-level test is given to the internal examination committee. The committee collected the set of questions from different departments to set the question papers program wise. The utmost care was taken for the maximum attendance of the students. The questions were set deliberately based on the syllabus of the last examination of the students. The results were analyzed to identify slow and advanced learners and respective departments were communicated about the evaluation results.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

### **Response:**

The process of internal assessment is communicated to the students well in advance, and the students are made aware of the evaluation pattern to ensure strictness and transparency in the internal assessment.

**Open day practice:** To make the evaluation process more transparent and robust the IQAC suggested the introduction of open day practice for the establishment of meeting between the students and the assessing teacher. After midterm examination and departmental formative tests, the teacher who assesses the test and examination answer papers, calls the students on a scheduled day to hand over the copies of the answer books. The students come to know the performance, and the way papers are assessed, and marks are given in the evaluation. He gets his doubts clarified on the very day. Besides, the idea of how to write ideal answer is made clear to the students by the concerned teachers. This practice has received the applauding response from the student community.

The rigor and transparency are maintained through the following practices:

- The setting of question paper as per the university examination pattern
- The in-house printing of the question papers.
- Displaying marks of various internal examinations on the notice boards.
- Underperforming students are guided for improvement (remedial teaching).
- The students can verify the answer books.
- Compulsory internal examination per semester based on theory syllabus is conducted.
- The fieldwork, visit reports, and project works are strictly monitored by the subject teachers.
- Viva-voce base on practical work is carried out for the evaluation.

Formative evaluation is done continuously throughout the period till the student appears for the summative/last examination.

The college administration gives freedom to the departments to choose the method of formative evaluation to bring the variety in the methods of internal examination and evaluation which includes:

- Multiple choice question tests
- Unit test
- Home Assignments
- Case study
- Seminars
- Class test
- Surprise test
- Project report
- Oral tests
- E-test

### **Summative evaluation**

- Midterm (pre-semester) examination is conducted before the 1st, 3rd and 5th semester every year.
- The question papers are set as per university examination pattern that includes various forms of questions such as MCQs, short notes, short answer questions, long answer questions, etc.

From the academic year 2017-18 e-tests are introduced in some departments as a formative test. Teachers and students are trained to use Google drive and Google forms to generate e- tests. Teachers are taught to generate links of test and sharing these test links on e-mails and WhatsApp groups of respective departments. Students use their android mobiles or computers in various departments, library, computer labs and study rooms in the college. The results of e- tests are declared immediately. It adds the transparency and frequency in internal examination and its assessment

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

There is a mechanism for redressal of grievances concerning evaluation both at the college and university levels. The redressal of grievances for UG Part-I evaluation is made at the college level, and the cases of grievances for the Part-II, III, and PG evaluation is forwarded to the university. The Internal Examination Committee deals the grievances related to the internal examination.

The mechanism for the redressal of the grievances is as per the university rules. He/she can get it assessed by the other expert and approach the university authority or the college authority for re-evaluation. This process is an innovative and healthy practice of the college.

#### 1. College level

At the college level, the evaluation work is done for the part I examinations.

Mechanism for grievances of examination consists of two steps.

If any student feels that the score given to him in any paper is not just, he or she can apply for photocopy of the assessed answer-book. The college collects fees from the students for the photocopy of the answer books. The college provides photocopy to the students.

In the second stage after receiving the photocopy, he/she may confirm possibility of change in marks by consulting with subject expert. And if there is possibility of changes in mark he/she can apply for revaluation by remitting the fees to the college. The college gets it assessed by appointing subject expert other than the previous assessor. If there is change in score, it is corrected by internal examination committee of the college.



This mechanism is time bound that is after the declaration of result student can apply for photocopy within the fifteen days. After receiving photocopy student can apply for revaluation within four days. College is bounded to declare final revaluation result within fifteen days.

Internal examination committee itself looks after the complaints or grievances related to formative tests and summative examination. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

#### **Open day practice:**

Open day practice is the best way to deal with grievances and complaints related to internal evaluation system. It makes the evaluation process more transparent and robust. After midterm examination and departmental formative tests, the teacher who assesses the test and examination answer papers, calls the students on a scheduled day to hand over the copies of the answer books. The students come to know the performance, and the way papers are assessed, and marks are given in the evaluation. He gets his doubts and complaints clarified on the very day. This practice has received the applauding response from the student community.

#### **1. Grievances related to university examination:**

Grievances related to Part II and III of UG and all PG courses are referred to the university grievances committee.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### **Response:**

The college plans and organizes the teaching, learning and evaluation schedules well in advance.

##### **Academic Calendar:**

The preparation of academic calendar for the next academic year begins in April, i.e., before the end of every academic year. Every department submits a detailed academic and activity calendar of the department to the IQAC. Considering the academic calendar provided by the university, a comprehensive academic calendar is prepared by the committee of Heads of the departments, vice principals and the principal with the help of IQAC.



The college annually publishes 'Academic Calendar' containing the relevant information regarding the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, etc. The academic calendar is prepared so that teachers and students should know all the activities regarding teaching-learning process and it is also published on the website of the college, and also displayed in each department of the college, in the faculty room and the Principal's cabin.

### **Evaluation blueprint:**

Evaluation of students' acquisition of subject knowledge through classroom/laboratory learning is a significant component of the evaluation. The college prepares a schedule for internal examinations well in advance and displays it on the notice board as well as on the college website. The college follows the structured evaluation pattern for the UG courses. The college conducts the pre-semester examination. The pattern of the question paper of the university is followed to prepare the question papers. It is intimated to the teachers and students. The schedule is strictly followed in the organization of the examination. The evaluation of the semester examination is done through the central assessment programme.

### **The pattern of the internal examination for courses in Arts, Commerce, and Science**

The pre-semester examination is conducted for all classes as per university pattern in each subject.

For B Sc, B Com and B. A. part III twenty percent marks are allotted for the internal evaluation.

Internal evaluation is carried out by organizing seminar test, projects, oral, group discussions, unit tests, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## **2.6 Student Performance and Learning Outcomes**

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

### **Response:**

Though the curriculum of the programs are designed by the university, the college teachers have defined the program outcomes for each program offered by the college. The curriculum of self financed certificate courses, UGC COC, community college diploma courses and their program outcomes are designed by the college.

### **Mechanism of communication**

All the departments who conduct regular programs along with specific additional courses are asked to

define their program outcomes and course outcomes by the IQAC and the college administration.

These outcomes were confirmed by the faculty of every department in their departmental meetings and then it is uploaded to the college website and departmental blogs. These outcomes are displayed on the notice board of each department. The students are informed about these outcomes in the induction meeting of the principal. In the departmental alumni meeting, the discussion on these outcomes is made intentionally in the presence of the students.

The Programme outcomes of self-designed

In the last five years, the college has started many self-designed certificate courses. Their programmes outcomes are also clearly stated and displayed on the college websites. They are also communicated to the students in regular classes. Besides, the respective departments where these courses are run also make the students aware of these outcomes.

File Description	Document
Any additional information	<a href="#">View Document</a>
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

### EVALUATION OF PROGRAM OUTCOMES

**Introduction:**

Evaluation of the attainment of program-specific outcome is a key to assure the quality enhancement process of an institution. The quality assurance cell of the college in its meetings has put up this aspect several times. After a long consideration, the IQAC has devised the mechanism for the evaluation of program outcome. The utmost care has been taken to make this mechanism transparent, scalable, robust, and objective. The unique feature of this mechanism is that there is an excellent blending of subjective observation and objective assessment of the students' performance.

**Mechanism:**

All departments running different undergraduate programs are asked to evaluate students regarding the attainment of program outcomes using the strategy developed. Considering a large number of the enrolled students in the different program, this evaluation should be carried out based on the random sampling. The head of the department of concern programs is given responsibility to prepare the report on the attainment of the program outcome as per the checklist devised by the IQAC.

This evaluation mechanism was implemented from the academic year 2015-16. The department conducting different programs are instructed to choose 20% of students from last year of the program duration, e.g., if there are 40 students in the last year of B. A. in English in 2015-16, the department should select 20%, i.e., eight students out of 40 students.

The departments were asked to evaluate the attainment of program outcomes after the declaration of the result of the university examination.

The checklist is prepared considering the streams, i.e., science, social sciences, languages, and commerce.

The checklist contains ten questions seeking answers in 10-point scale

The checklist seeks the answers to the questions based on attainment of knowledge, skills, and attitude acquired by the students.

The checklist is designed in such a way that the heads of the concerned departments have to evaluate a 20 percent of the departmental students on his judgment and give marks ranging between 1 to 10 in the box in the checklist for each question.

The head of the department considers the percentage obtained by the student in final university examination.

The head of the departments calculates and sums the marks for further evaluation.

The final marks for evaluation of program outcomes are allotted to the student comprising 50 percentage of marks obtained from questionnaires and 50 percentage of marks in the university exam using the following formula:

**The equation for calculating the attainment of program outcome:**

**Marks of checklist+ % of the university examination / 2**

The attainment is identified at the following levels

Marks obtained	Level of program outcome attainment awarded	
Above 76	Excellent	
66-75	Good	
51-65	Satisfactory	
35-50	Average	
Below 35	Not satisfactory	

Duly signed the final report should be submitted by HOD to IQAC

After the submission of the report, IQAC of the college will remark on the teaching-learning process with suggestions if required.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 76.41

2.6.3.1 Total number of final year students who passed the university examination

Response: 1908

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

Response: 2497

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 31.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1.37	1.20	14.75	13.87

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 11.11

3.1.2.1 Number of teachers recognised as research guides

Response: 10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years**

**Response:** 0.31

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

Response: 18		
File Description	Document	
Supporting document from Funding Agency	<a href="#">View Document</a>	
List of research projects and funding details	<a href="#">View Document</a>	
Any additional information	<a href="#">View Document</a>	
Funding agency website URL	<a href="#">View Document</a>	

## 3.2 Innovation Ecosystem

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

#### Response:

Institutional Incubation Terminal (IIT) is a novel idea started in the academic year 2017-18 to work towards the overall development of the students.. Earlier, the college was actively doing the similar activities under the different headings such as entrepreneurship development schemes, student research competition, placement activities, etc.

#### AIMS AND OBJECTIVES:

To tap and nurture innovative ideas in business and research among the students

To facilitate financial assistance for developing start-ups, and enterprises from different agencies

#### WORKING OF THE INCUBATION CENTRE:

The incubation center should work on two levels. The first is of the small ideas related to business. The second is of innovative ideas of research. The incubation center established making responsible faculty as its coordinator. The college provide financial assistance to incubation center.

The following are practices

- 1.Introduction of the concept of the incubation center among staff and students by conduction of workshops and training programs
- 2.Organization of surveys with the help of students to tap the local needs having seeds of potential business.
- 3.Establishment of collaborations with industries and other institutes such as Maharashtra center for entrepreneurship development (MCED), District Industry Centre (DIC) to share the knowledge and avail the funding.
- 4.Conducting primary level surveys or projects flaring innovative ideas in research

5. Organization of lectures of the expertise in intellectual property rights
6. Making application that seeks to fund from different agencies such as DST for establishment of incubation center
7. Organization of vocational training for the students

**The following activities were organized:**

1. IIT has established MOU with the central government-funded private agency 'Siddhi Vikas Sanstha' (IMCON), Satara.
2. Organization of one day workshop titled 'Swayam se Uddyam' in August 2017 for inspiring students for self-employment
3. organized work shop on Intellectual Property Rights in November 2017.
4. Promotion to patent-filing for faculty – Dr. G. M. Lohar faculty from physics department has applied for Indian patent.
5. filing of patent by Dr. R. V. Shejawal with co workers

**Knowledge Creation and Transfer Policy was set by IQAC and college research committee FIRE (forum for institutional research and e-resource) work with aims and objectives of this policy**

**Statement:** Development of robust and straightforward procedures of knowledge transfer for the benefit of the stakeholders of the Institute

**Practices**

Research committee, incubation terminal, and publication committee will be responsible for implementation of this policy.

The college has developed seed fund, Entrepreneurship education, incubators. The college has worked out to establish MOUs, linkages, and collaborations with industries and institutes to share innovative start-ups and ideas.

The college has planned the Promotion of e-publication and development of e-content.

the income distribution strategy mentioned in the consultancy policy should be referred in sharing of monetary gain

**Activities**

1. funding for platform and publication of staff books
2. Department of Zoology and Chemistry published practical handbooks funded by the college.
3. The college has established MOUs with Parvatibai Chowgule college Margao.
4. Publication of proceedings of conferences and seminars

IIT has recently organized a placement camp jointly with District Employment Center. total 171 candidates were selected in different companies

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 2**

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

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

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

**Response: Yes**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: Yes**



File Description	Document
Any additional information	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>
List of Awardees and Award details	<a href="#">View Document</a>

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0.5

#### 3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
29	22	36	32	15

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	18	34	33	2

File Description	Document
Any additional information	<a href="#">View Document</a>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4 Extension Activities

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

**Response:**

The following are the extension and outreach activities and their impact on the overall development of students:

Sr No	Name of unit	Extension and outreach activities	impact	
1		Seven day camp in nearby villages	Social awareness	and

2	NSS	<ul style="list-style-type: none"> <li>• Tree Plantation and conservation</li> </ul>	environmental aw		
		<ul style="list-style-type: none"> <li>• Free Medical Check-up (Hemoglobin, Blood Group)</li> </ul>	Health awareness		
		<ul style="list-style-type: none"> <li>• Blood Donation Awareness Rally</li> </ul>	Social responsibi		
		<ul style="list-style-type: none"> <li>• Blood Donation Camp</li> </ul>			
		<ul style="list-style-type: none"> <li>• Enlightenment Camp for College Students (Jagar Janivancha)</li> </ul>	Inculcation of e values		
		<ul style="list-style-type: none"> <li>• Workshop for Road Safety, and participation in Road Safety Rally (special award by Govt. of Maharashtra.)</li> </ul>	Social responsibi		
		<ul style="list-style-type: none"> <li>• Raksha Bandhan for Soldiers</li> </ul>	National integrati		
		<ul style="list-style-type: none"> <li>• Teachers' Day</li> </ul>	Moral values		
		<ul style="list-style-type: none"> <li>• International Literacy Day</li> <li>• visit to orphanage</li> <li>• visit to old age homes</li> </ul>	Social responsibi		
		<ul style="list-style-type: none"> <li>• NSS Day</li> </ul>	National integrati		
		<ul style="list-style-type: none"> <li>• Mahatma Gandhi Birth Anniversary</li> </ul>	Cleanliness aware		
		<ul style="list-style-type: none"> <li>• Constitution Day</li> </ul>	National integrati		
		<ul style="list-style-type: none"> <li>• Savitribai Phule Birth Anniversary</li> </ul>	Women empower		
		<ul style="list-style-type: none"> <li>• Donation of Ganesh Idols</li> </ul>	Environmental av		
		<ul style="list-style-type: none"> <li>• Cracker free Diwali</li> </ul>	Environmental av		
		<ul style="list-style-type: none"> <li>• Collection of drought relief fund from students of Rs 25000/-</li> </ul>	Social responsibi		
		<ul style="list-style-type: none"> <li>• <i>Jagar Janivancha</i></li> </ul>	Eradication of sup		
2	NCC	<ul style="list-style-type: none"> <li>• Anti-tobacco Day Programme</li> </ul>	Health awareness		
		<ul style="list-style-type: none"> <li>• Disaster Management Programme</li> </ul>	Social responsibi		
		<ul style="list-style-type: none"> <li>• Fund Collection- Communal Harmony, GOI</li> </ul>	National integrati		
		<ul style="list-style-type: none"> <li>• Pulse Polio Programme</li> </ul>	Health awareness		
		<ul style="list-style-type: none"> <li>• Save Energy Rally</li> </ul>	Environmental av		

		<ul style="list-style-type: none"> <li>• Trekking and Hiking, Tree plantation</li> </ul>	Health and Environ	
		Yoga training	Health awareness	
		Don't drink and drive awareness programme	Road safety aware	
3	Women Empowerment Cell	<ul style="list-style-type: none"> <li>• Workshops on legal and health guidance</li> </ul>	Law and Health a	
		<ul style="list-style-type: none"> <li>• Hb Checkup</li> </ul>	Health	
		<ul style="list-style-type: none"> <li>• Lectures on Gender Equality</li> </ul>	Women empower	
		<ul style="list-style-type: none"> <li>• Short term skill-oriented courses</li> </ul>	Entrepreneurship	
		<ul style="list-style-type: none"> <li>• 'Tarunyabhan Shibir' by Dr. Rani Bang, an international social activist</li> </ul>	Sex education	
		<ul style="list-style-type: none"> <li>• Organization of traditional games – 'Bhondala', 'Mangala Gaur'</li> </ul>	Enrichment of cu	
4	Other departments	<ul style="list-style-type: none"> <li>• Botanical exhibition</li> </ul>	Environmental av	
		<ul style="list-style-type: none"> <li>• Green audit of nearby villages</li> </ul>	Environmental av	
		<ul style="list-style-type: none"> <li>• Plant of week - Identification of wild medicinal plants</li> </ul>	Get acquainted medicinal plants	
		<ul style="list-style-type: none"> <li>• Excursion tour</li> </ul>	Biodiversity study	
		<ul style="list-style-type: none"> <li>• cleaning – historical and heritage places</li> </ul>	To inculcate a historical heritage	
		<ul style="list-style-type: none"> <li>• mental health programme and poster exhibition</li> </ul>	mental Health aw	
		<ul style="list-style-type: none"> <li>• Cycle rally</li> </ul>	Environmental av	
			Love for sports	
		<ul style="list-style-type: none"> <li>• No Vehicle Day</li> </ul>	Environmental av	
		<ul style="list-style-type: none"> <li>• Cashless awareness programme</li> </ul>	Digital banking a	
		<ul style="list-style-type: none"> <li>• Say no to plastic material</li> </ul>		
		<ul style="list-style-type: none"> <li>• Water analysis of Mangalwar lake after immersion of Idols of Lord Ganesha and submission of Reports to the Honourable Court to stop immersion</li> </ul>	Social responsibi and environment	
		Water analysis of Krishna and rivers before and after immersion of Idols of Lord Ganesha and submission of Reports to GOs	Social respon environment awa	
5	College	Village adoption for overall development	Societal interacti rural problems, fe and need for deve	

6	College	Jay Jawan Jay Kisan lecture series	Patriotism realization of technical solution practices.	dev of
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File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 10**

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	1	2	0

File Description	Document
Any additional information	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

**Response: 52**

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Reports of the event organized	<a href="#">View Document</a>

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

**Response:** 16.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
405	240	540	293	200

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response:** 35

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	6	24	3	1

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	6	3	1	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college has adequate physical and academic facilities as demanded by the university to run the different programs. The college campus of the new and old building is of 5510.90 sq/mts. additionally the old building has the campus of Curricular and Co-curricular activities of the college are carried out in 02 spacious buildings viz., New Building and Old Building. The college is well-equipped with the physical and technology-enabled infrastructure that supports the existing academic programmes and administration.

- Well-furnished 34 (13 in New Building + 21 in Old Building) classrooms
- 25 ICT enabled classrooms
- Spacious seating arrangements with light and ventilation
- Glass boards and electric fans
- A well-furnished, ICT enabled cabin of the Principal
- The ICT enabled administrative block
- Well equipped 18 (10 in New Building + 08 in Old Building) laboratories
- Well furnished two Auditoriums

All the departments, library and laboratories are equipped with ICT facilities.

#### New Building

##### Ground

##### Floor

##### First

- Zoology Cabin and Research Labs, Zoology Labs (I & II)
- Boys Toilet, Toilet for Staff, VIP Toilet,
- Common Room,
- Microbiology Cabin, Microbiology Lab (I)
- Administrative Block,
- Principal Cabin
- Well furnished and equipped library block
- Ladies Common Room, Ladies washroom
- Generator Room
- Ladies recreation hall
- Water cooler, Suggestion Box, Noticeboards.
- Vermiculture unit
- Botanical garden
- Aquatic plant tank
- Air-conditioned, ICT equipped Seminar Hall



<b>Floor</b>	<ul style="list-style-type: none"> <li>• Class Rooms- ICT equipped 11,12,13,16</li> <li>• Common Staff Room</li> <li>• Redressal Cell room No 09</li> <li>• Examination Room</li> <li>• students' counselling room</li> </ul>	
<b>Second Floor</b>	<ul style="list-style-type: none"> <li>• Botany Cabin, Botany Labs (I &amp; II),</li> <li>• Botany Class Room-24</li> <li>• Watercooler</li> <li>• Class Room- ICT equipped - 19,22,23,</li> <li>• Mathematics Cabin</li> <li>• Mathematics Lab</li> <li>• Statistics Cabin</li> <li>• Statistics Lab</li> <li>• English Language Lab</li> <li>• Store Room</li> <li>• Microbiology Lab -II</li> <li>• IQAC/NAAC Room</li> <li>• Statistics Cabin</li> </ul>	
<b>Third Floor</b>	<ul style="list-style-type: none"> <li>• Computer Labs I &amp; II,</li> <li>• Class Room-29,30,31,32</li> <li>• Soft skill courses lab</li> <li>• Principal's Restroom</li> <li>• Examination strong room with reprographic facility</li> <li>• staff toilet</li> </ul>	
<b>Old Building</b>		
<b>Ground Floor</b>	<ul style="list-style-type: none"> <li>• Chemistry Cabin, Chemistry Labs-1,2,3,4,5,6</li> <li>• Chemistry Research Lab</li> <li>• Two Rainwater harvesting tanks</li> <li>• Store Room</li> <li>• Effluent Treatment plant</li> <li>• NCC Room</li> <li>• Boys' recreation room</li> <li>• Physics Cabin, Physics Labs (I&amp; II), Dark Room-I &amp; II,</li> <li>• Gymkhana Room,</li> <li>• Changing Room</li> <li>• open Gymnasium</li> <li>• cultural room</li> <li>• Common Facility Centre</li> <li>• Guesthouse</li> <li>• Disaster management room</li> <li>• Healthcare center</li> <li>• SSVSS employees' co-operative credit society</li> <li>• Boys' washroom</li> <li>• Playground/open theatre</li> </ul>	

	<ul style="list-style-type: none"> <li>• auditorium</li> </ul>	
<b>First Floor</b>	<ul style="list-style-type: none"> <li>• Common Staff Room</li> <li>• Watercooler</li> <li>• Hindi, Commerce, Geography, English, History, Economics, Political science, and mar</li> <li>cabins, classrooms and ICT facilities</li> <li>• NSS Room</li> <li>• Ladies washroom</li> <li>• Competitive Examination center</li> </ul>	
<b>Second Floor</b>	<ul style="list-style-type: none"> <li>• Class rooms- 12,13,14,15,16</li> <li>• Sociology/ Psychology department</li> <li>• Class Rooms (18),</li> <li>• Auditorium (19),</li> <li>• Class Rooms 21,22,23,24</li> <li>• Sanskrit department</li> </ul>	
<ul style="list-style-type: none"> <li>• Solar and Wind hybrid energy generator</li> </ul>		
<b>Parking zone with 1171 sq/mts</b>		
<b>Details of ICT devices</b>		
SMART Board: 01	Printers with Scanners: 03	
Podium: 02	Scanners: 05	
Computers: 89	TVs: 03	
Laptops: 25	UPS: 80	
Mini-Laptops: 01	Camera: 05	
Tablets: 05	LCD Projector: 17	
Printers: 29 (Dot Matrix: Laser: )	Vigilance System: CCTV with 16 Camera	
Reprographic machines: 05		
<b>Facilities and equipment for teaching, learning, and research</b>		
<ul style="list-style-type: none"> <li>• Electrochemical workstation</li> <li>• UV visible fully computerized Spectrophotometers</li> </ul>		

- Flame photometer
- Digital Electronic Balance
- Trinocular microscope
- Research Optical Bench
- Fume Hood
- Electric Furnace
- Hot Air Oven
- BOD Incubator
- Deep Freezer
- Microwave Synthesizer
- Spray Pyrolysis Unit
- Polaris can
- Fluorometer

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

The college has played a proactive role and supportive role in grooming students. Specific spaces have been earmarked for extracurricular activities and made available to students.

##### Sports

##### Outdoor Games:

The college acquires permissions from local sports bodies

- to provide better infrastructural facilities for the indoor and outdoor games,
- to avail the expert training guidance for the students.

The following is the list of games and sports bodies:

Sr. No	Name of the Game	Practice Place
1	Basketball	Shahu Stadium, Satara.
2	Football	
3	Volleyball	
4	Handball	
5	Swimming	
6	Archery	
7	Athletics	

8	Hockey	
9	Kabbadi	College ground, Satara.
10	Kho-Kho	

### Indoor Games:

Sr. No	Name of the Game	Practice Place
1	Judo	Shahu Stadium, Satara.
2	Table tennis	College campus, Satara.
3	Wrestling	Talim Sangh, Satara.
4	Chess	College campus, Satara.
5	Shooting	Shivraj Sase Academy, Satara.
6	Boxing	Shahu Stadium, Satara.

**Specifications of gymnasium:** The college provides facilities for sportmen and players by providing various facilities. The college has made provision for open gym of 30 x 30 sq. feet. It has following gymnastic instruments:

Gym equipment	Cost
Single bar	10000/-
Double bar	15000/-
Chest press	33000/-
Leg press	32000/-
Abdominal sit ups	15000/-
Standing sitting twister	22000/-
Push up stand	5000/-
Total	132000/-

### Infrastructure for Yoga

A separate hall is provided for yoga. Yoga day is celebrated on the open space. Sufficient infrastructure is provided for short term yoga courses organized by Women Empowerment Cell in collaboration with external agencies.

### Infrastructure for cultural activities

The college has a separate hall for cultural activities. There are an open theatre and auditorium for theatrical presentation in the campus having approximate area is about 8395 sq/mts and 3360 sq/feet respectively. Practice sessions of cultural activities such as plays, mimes, skits, folk dance, one act plays, street plays take place in these theaters. A cultural committee led by a senior faculty looks after the need of infrastructure. Musical instruments like harmonium, Tabla, Dholki, Dhol, Tasha, trumpets,

flutes, lazim, etc are always made available for interested students in the cultural hall.

### Participation in Youth festivals

The college takes the participation in different events like plays , mimes , skits , folk dance, one act plays, street plays etc, of Youth festival organized at different places by Shivaji University. For this participation, students in college are provided with expert trainers from outside agencies. A separate cultural portal is given on the college website.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 72.22

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 9.99

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
30.33	57.16	67.02	16.04	19.38

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

The details of the ICT and the other tools deployed to provide maximum access to the library collection are as follows:

ILMS software for automation	LIBMAN Nagpur from the year 2015-16
Version of ILMS software	1.0
Status of automation	Partially automated
OPAC	OPAC is available for users on college internet (Local server)  Two computers are made available at entrance of library for this purpose  In stack room also this facility is provided
Electronic Resource Management package for e-journals	Available through N-LIST INFIBNET
Library Website	Separate web page in collegewebsite: <a href="http://www.lbscollegesatara.edu.in/library">www.lbscollegesatara.edu.in/library</a>
In-house/remote access to e-publications	Available through N-LIST INFLIBNET
Library automation	Services partially automated (Bar Code)
Total number of computers for public access	11
Total number of printers for public access	02
Internet bandwidth/speed	25 mbps

Institutional Repository	Available in the library repository computers
Participation in Resources sharing networks/consortia like INFLIBNET	N-LIST INFLIBNET Member Shodhsindhu sharing through Shivaji University, Kolhapur.

## OPAC (Online Public Access Catalogue)

**Library Automation:** The work of retro-conversion of library active collection is **completed** using **Lib-Man software**. The bibliographic information about the collection is made available through library OPAC system. Almost all the housekeeping work is partially computerized.

Lib-Man is an integrated, multi-user, multi-lingual package, which computerizes all the in-house operations of Library. This package is user friendly & can be handled / operated by the staff vis-à-vis the beneficiaries of the system without any prior knowledge of computers. This software is developed by a team of professional headed by Ex Head of Computer Centre, Nagpur University, Nagpur.

**OPAC:** These deals with the Catalogues and Searches, the Books present in the Library can be searched on basis of various criteria like: Title, Author, Subject, Place of Publishing, Publisher, Year of Publishing, Classification Number, ISBN No., Editor, Translated Books and Document Type Catalogue, with the exact details and the status of the books present in Library. It also provides the Combinational and Words in Title Search.

**Online Public Access Catalogue facility is made available through campus networking in the college to get bibliographical details of the collection.**

**ICT zone :** recently we have established IT zone in the library having six computers connected with LAN. IT zone has following purpose

1. it gives free access to institutional depository
2. the free internet facilities made available to the students.
3. the Opec facilities made available through computers in IT zone
4. the students can access free e books and e journals through these computers.
5. we are providing printing and scanning facilities for students and staff.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The college is very sensitive towards the keeping of rare books in well maintained and safe way. These books are not only assets of the library but of society and nation. The college spends considerable amount on maintaining these rare books . The librarian of the college is instructed to look after these rare books personally. In the jurisdiction of affiliating university the sanskrit department of the college is recognized for the collection of rare books in sanskrit. There fore the library of the college has huge list of rare books and refferences in sanskrit. Some of the rare books in sanskrit in the college library are out of publication today . scholars and researchers across the state come to refer these books.

The college has published the list of rare books and references especially in sanskrit on its website.

The following is list of some rare books in Sanskrit:

[illegible]



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<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response: B. Any 3 of the above**

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.91

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.92	3.67	3.4	3.66	0.92

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 9.45

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

**Response:** 240

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

- The summary of updates of the IT facilities including wi-fi is as follows

The college has formed ICT infrastructure committee for up gradation of IT facilities and maintenance. This committee continuously monitors the requirements of different departments and classrooms. A separate technician is also appointed to look after the maintenance. The enrichment and up gradation in IT facilities since the second cycle of NAAC accreditation is as follows:

Sr. no.	Description	Present status	During the second accreditation	
1	Total number of computers and laptops	139	67	
2	Total number of printers	34	30	
3	Total number of scanners	07	3	
4	Total number of scanner with printer	15	0	
4	Software (Licensed copy)	Orwell Spoken English software, Readiris pro12 software, CMS masters software	Orwell spoken English sof	
5	Library software Lib- man	Version 1.0	nil	
6	office	10 computers	7 computers	

		9 printer		
		2 scanners		
8	Stand-alone facility(UPS)	Yes	nil	
9	LAN facility	Extended	Limited	
10	Jio net Wi-fi facility	20 mb per login	Nil	
11	Number of nodes/ computers with Internet facility	80	20	
12	LCD Projectors	25	5	
13	Computer processors	i3/i5/i7 windows 10	Dual core/Dos / windows xp/98	
14	VPN connections	11	9	
15	25 mbps connections	02	Nil	
16	10 mbps connections	01	01	
17	Computer Labs	03	01	
18	Computing centre	01	Nil	
20	AMC service	01	Nil	
21	Hiring of ICT and technical service	Computer world (2014-16)	Nil	

The technician is appointed.

**All the ICT facilities are updated periodically as per the requirements.**

**wifi facilities:**

The college has provided wifi facilities to students and teachers. for this the college has tie up with Reliance Pvt ltd. the data available for student is 20 mbps in one stroke.

**Internet facility:**

The college has had two lines of Airtel internet connection having the speed of 25 mbps. Each department is connected with the internet connection. Almost 80 per centage of computers are connected to internet.

The college has BSNL-VPN 11 internet connections having the speed of 512 kbps. Besides, the college has regular BSNL broad band connection.

The office , library, students and faculties make optimum use of these facilities provided by the institute to keep themselves update in every field of knowledge.

**E-waste mechanism:**

The college has proper policy for upgradation of IT infrastructure and e-waste management. Considering the need of modern times, the college has designed e-waste policy for the proper use, maintenance and disposal of e-waste.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### **4.3.2 Student - Computer ratio**

**Response:** 17.63

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>

#### **4.3.3 Available bandwidth of internet connection in the Institution (Lease line) <5 MBPS**

**5-20 MBPS**

**20-35 MBPS**

**35-50 MBPS**

**Response:** 20-35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS	<a href="#">View Document</a>

### **4.4 Maintenance of Campus Infrastructure**

#### **4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 3.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
16.85	12.27	12.49	5.41	15.90

File Description	Document
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

**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:**

**Policy for Maintenance and Utilization of Physical, Academic and Support Service Facilities**

**Introduction:**

The need of policymaking arises from constant, uninterrupted and smooth functioning of these services and facilities.

**Statement:**

**The policy assures the optimum utilization and proper maintenance with a standard required specification of physical, academic and support service facilities of the college to accomplish the high degree of excellence imbining human values in all endeavours.**

**AIMS**

- 1.To achieve optimum utilization of facilities and services for the benefit of stakeholders
2. To receive constant, uninterrupted and smooth functioning of physical, academic and support service facilities.
- 3.To prevent misuse and misconduct of resources and services.
- 4.To achieve timely up-gradation, replenishment, repairing and replacement of the resources and services
- 5.To set standardized maintenance and utilization procedures for resources.
- 6.To reduce probabilities of accidents at workplace for ensuring safety

**The mechanism for implementation**

Administrative office: The administrative office is a ground level step to fulfill the commitment expressed in the policy statement. Day to day maintenance and care is taken by the administrative office, in consultation with the principal.

**Purchase committee:** The purchase committee headed by a senior faculty takes an annual review of the facilities and services. The report is put forth in the meeting of purchase committee chaired by the principal. In these meetings, priorities are fixed, and important decisions are referred to the LMC/CDC meetings. After receiving permissions from IQAC and LMC / CDC committees, the purchase or maintenance expenses are utilized as per the predetermined procedures.

**Local Management Committee/ College Development Committee:** LMC/ CDC monitors overall functioning of facilities and services. The reports and reviews received from the purchase committee are considered during these meetings. The absolute and essential requirements of minor expenses of maintenance or replacements or construction are immediately sanctioned in the meetings. The requirements of large expenses are sent to the parent institute for approval and funding.

The college has appointed the technical staffs for ICT facility maintenance and up-gradation.

It is the policy of the parent institute to recruit the support staff having mechanical and technical skills of certain kinds.

### **General measures for optimum utilization**

1. Departments and office staff take care of facilities provided to them.
2. Instructions are displayed for the proper use infrastructure facilities.
3. The technical staff looks after ICT facilities. For major problems, the college has AMC with the local service provider.
4. The support staff having technical and mechanical skills look after the day to day maintenance of infrastructure.
5. Students carefully use main instruments and hazardous chemicals under the supervision of the teaching or non-teaching faculty.
6. Fire extinguishers are placed in appropriate places, and they are refilled periodically. For library books and office, document preservation periodic paste control is carried out.
7. An external electrician takes care of electric fittings and wiring periodically.
8. For maintaining aesthetic value of proper campus landscaping of available free land is carried out by extensive potting practice
9. For drinking water supply the college has installed water purifiers and coolers which are maintained by the support staff.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 45.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
840	889	840	1051	1025

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

**Response:** 6.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
196	131	77	127	139

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 9.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
282	259	178	176	75

File Description	Document
Any additional information	<a href="#">View Document</a>
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

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

**Response:** 5.81

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

2016-17	2015-16	2014-15	2013-14	2012-13
246	171	146	40	30

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of the students benefited by VET	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 16.64

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

2016-17	2015-16	2014-15	2013-14	2012-13
71	110	64	99	97

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 25.08

##### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 162

File Description	Document
Any additional information	<a href="#">View Document</a>
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

#### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

**Response:** 2.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	4	1	3	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
159	118	54	54	25

File Description	Document
Any additional information	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Upload supporting data for the same	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	2	3	1

File Description	Document
Any additional information	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

**Response:**

The college has “Students’ council” for every academic year. The selection of the student as members of

the student's council is as per the provisions of the sections 40 (2 )(b) of the 'Maharashtra University Act 1994'. At least two meetings of the students' council were organized every year.

The composition of "Students' council" is as follows:

Principal	Chairman of the Student Council	
A Lecturer, nominated by the principal	Member	
NCC officer	member	
NSS Programme Officer	member	
The Director of sports and physical education	member	
One Student from each class with academic merit at the examination held in the preceding year and engaged in full-time study in the college, nominated by the principal	members	
One student showing outstanding performance in each activity of Sports, NSS, NCC, and Cultural Activities, nominated by the principal	members	
Two female students nominated by the principal (SC/ST/NT/DT-NT/OBC)	members	

The student members of the council elect, amongst themselves, a Secretary of the respective council.

### The activities and functions of the students' Council

- Monitors various academic and socio-cultural events in the college
- Maintain overall discipline on the campus
- Facilitator between the students and college
- Coordinate all extracurricular activities and annual festival of the college
- Raising funds whenever there is need to fulfill social responsibility
- Plays a significant role as volunteers in conferences, workshops, sports events and other functions
- Students council is given the representation in the working committees of the college

Students' role in academic and administrative bodies:

Students' representation and participation have been an integral part of the academics. Students' representation is on the following committees:

- *Anti-ragging Committee*
- *Internal Complaints Committee*
- *Internal Quality Assurance Cell*
- *Earn and Learn Scheme*
- *Programme organizing committees* for seminars, conferences, and workshops conducted in the college
- *All departmental Association Activities* and Annual Festivals organized by the students
- *NSS*
- *Gymkhana Committee*

- *Cultural Activities Committee*
- *Library Committee*
- *Magazine Committee*
- *S. A. Fund Committee*

The composition of the students' council was established in 2013-14 and 2014-15. After 2014-15, the university act was in the suspension and supposed to be replaced by Public University Act. Therefore, the council was not formed in the college. However, the college took the initiative to give representation to the students from 2015-16 onwards by taking them as members of the college working committees.

The initiation taken by the college has fruitful results. The representative students played an active role in the activities and the decisions taken by different committees of the college. There was the development of leadership qualities, confidence, sense of responsibility and active participation among the students. The increase in communication and healthy dialogue is seen after this initiation.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 5**

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the**

### **development of the institution through financial and non financial means during the last five years**

#### **Response:**

The alumni association of the college is registered recently. Earlier, still, the alumni association has been functional in the shaping the policies and overall development of the college. The registration has taken a step ahead in strengthening the relationship between the college and alumni. The members of the association are representatives of diverse alumni and are from different streams.

#### **financial means of contribution**

- The alumni meet organized every year in different departments and then one common of the institute.
- During these meets, achievements, progress, and plans are shared, and feedback is taken, which is taken into consideration while preparing the plans.
- The alumni offer the assistance in the form of educational aids like books, computers, cupboards, coolers, water filter, etc. and, sometimes in cash.

Some of the former faculties of college are alumni of the college who have contributed significantly to the development of the college. Therefore, the institute has maintained a close and intimate bond with the former faculties. Every year on various occasions they are invited as guests of honour in the institute.

#### **Non- financial means of contribution**

- The alumni contribute in policy making by their representation in the statutory and academic committees such as IQAC LMC etc.
- Some of the alumni are expertise in their respective fields. They are invited to deliver academic lectures in the campus.
- The alumni associated with the social reforms are invited in the NSS camps to encourage the volunteers to do social service. Their experience and participation encourage the volunteers.
- Many alumni have helped the college to organize placement camps on the campus itself. With their cooperation, the outturn students have received jobs and employment.
- Some of the alumni who, had represented the college in the cultural festivals and now working in film industry contribute their role by giving free guidance to the students in the cultural activities. Their experience has developed the confidence among the students
- Some of the alumni are working in the field of mass media and communication help in providing feedback on the development of college by sharing their views and opinions and thus developing the image of the college in society.
- Some of the alumni are public representatives; they help us whenever there are some local problems, they also participate in the governance of the college. Their feedback is valuable for the administration of the college.

The college website and other social media are the best means to have a fruitful communication with the alumni and former faculties scattered all over the world.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years <1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 10

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision:**

The vision of the college is to emerge as a premier institute imparting knowledge and skills and inculcating human values at its core for the everlasting benefit of the global society.

**Mission:**

1. Dissemination of education amongst the masses from rural and semi-urban population
  2. Inculcation of basic human values like truth, honesty, character building, love towards humanity, sacrifice, social equality, nationality, national integration, fraternity, and self-reliance
  3. Enhancement of the knowledge-generating capacity and skills of the students suited to the pull of globalization
  4. Promotion of research attitude and scientific temperament among the youths to developing intellectual society
  5. Women empowerment by conducting capacity fostering program
  6. Environmental awareness for sustainable development
  7. Boosting the use of information and communication technology to cope up with rapid digitalization
  8. Inculcation of spirit of devotion for social work for uplifting the society at large
  9. Development of programs providing opportunities to participates in recreational and competitive sporting activities
- The college has been promoting quality education especially from the students hailing from the rural area.
  - The institute's mission for offering quality education to socially and economically backward classes addresses the social needs, access, equity, and quality.
  - The college ensures that the vision and mission of the institution are in tune with the higher education policies of the nation by introducing modern, professional and skill-based courses, offering the benefit of education to all, facilitating economic empowerment of women through higher education, offering vocational education and Skill.
  - The institute's constant support and encouragement to activities of NCC, NSS, sports and games, cultural programmes result into providing a diversity of students with the opportunity to achieve excellence in the fields.
  - Governance of the college is decentralized.
  - The proper representation of students is given in the college governance.
  - The gender equality is maintained by giving representation to the girl students and women employees
  - There are representatives of teaching faculties and non- teaching staff in local management committee/college development committees.

- For the transparency, decisions and policies are communicated through websites to stakeholders.
- The financial transactions are made strictly by the accounts code.
- The IQAC in consultation with the college leadership and all stakeholders develop the perspective plan of the college considering vision-mission of the college and ensuring the sustainable development of college in its all endeavours.

The perspective plan begins from the academic year 2013-14 to the academic year 2023-24 taking into consideration the key indicators of the seven criteria determined by NAAC for the evaluation of HEI.

Keeping in view ten years perspective plan, the IQAC devised the action plan for each academic year, it is put forward in meetings with LMC/CDC. The IQAC develops agenda the meeting considering . As per the action plan the college governance implements different activities throughout the academic year aiming the fulfilment of vision and mission of the institute.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The college practices decentralization and participative management in day to today governance. The vice principals, registrar and HODs have the liberty to make decisions. Events and programmes in the college are organized with involvement, cooperation and participation of all stakeholders.

**Case:** Golden jubilee year Celebration

**Introduction:** In 2016-17, the college has completed 50 years of its establishment. The principal and all staff decided to celebrate this megaevent by organizing many activities influencing the upliftment in sports, research, skills of non-teaching staff, academic excellence of the teachers, relation to the neighbourhood communities, etc.

**Challenges:** The principal called a meeting for discussing different activities associated with the celebration of the Golden Jubilee year. It was discussed that all the activities should be conducted by involving all the stakeholders. There is need of generating a considerable amount of fund.

**Strategies:** A well-designed draft of the organization of the activities was made emphasizing the decentralization of the governance and seeking the involvement of the participation of all stakeholders. The funds were raised through the contribution of the faculties, the society, and all stakeholders.

#### Practice:

#### Decentralization of governance:

The apex committee and subcommittees were formed and liberty to take the decision was given to them. At the beginning of the year, an appeal was made to the academic departments and functional committees to plan different activities and submit it for approval.

Apex committee decided the program of activities and instructed the subcommittees to implement the program throughout the year. These subcommittees were given financial and decision-making liberty to carry out the planned programme. A separate fundraising committee was formed under the chairmanship of a senior teacher.

### Participative management:

To organize such a megaevent, it was a necessity to involve all the stakeholders which include students, staff, alumni, retired faculties neighbourhood community, life members, parent institutes office bearer and well-wishers of the institute. Therefore, an appeal was made through social media to participate and cooperate. The suggestions and instructions were also asked from them. The stakeholders were given adequate representation in the organization of programs.

The apex committee was formed having representation from the alumni, students, retired staff, society, and stakeholders.

### Major events

Sr. no.	Activity	Participation	
1	Inauguration	Shri. Prithviraj Chavan ex. C. M.( M. S. )  stakeholders	
2	Tree plantation at Ajinkyatara fort	Chh. Udayanraje Bhonsale M.P.  Staff, alumni, NSS, NCC students	
3	Olympian Khashaba Jadhav cycle rally	Ranjeet Jadhav( son of Khashaba Jadhav), 104 participants	
4	Golden jubilee lecture series	Students alumni and stakeholders	
5	'Tarunyabhan'– gender equity, sex education and personality development program	Dr. Rani Bang- international social activist  All ladies staff and girl students, lady citizens of Satara	
6	'Fort preservation and sustainable development' -State-level NSS camp at Vasota fort	Dr. Devanand Shinde V. C. Shivaji University Kolhapur  NSS volunteers across Maharastra state  Villagers from Bamnoli, Vasota, Shembadi	
7	National conferences and seminars total-4	Eminent academicians, research scholars, teachers across In	
8	Valedictory function	Mr. Anil Shastri( son of ex. P.M. Lal Bahadur Shastri) S working congress committee	

<b>File Description</b>	<b>Document</b>	
Any additional information	<a href="#">View Document</a>	
Link for Additional Information	<a href="#">View Document</a>	

## 6.2 Strategy Development and Deployment

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

#### Response:

**Introduction:** The college made a perspective plan considering the next ten years as a post-reaccreditation step for the overall development of the college. The college took approval from the parent institute.

#### Activity successfully implemented based on the strategic plan

#### Common facility center for research

In its perspective plan, the college has resolved to promote research among the faculties and students. Accordingly, the IQAC has put the emphasis the establishment of the common facility center for research especially for research scholars from science faculty. The plan was put up at the meeting of the Local Management Committee for the final approval. The fund was raised from different sources. As a result, the CFC came into existence in the year 2015-16. It was set in the old building of the college having the specified aims and well-designed operating mechanism.

#### Aims:

1. To promote research among science students and faculties
2. To avail sophisticated instrumentation for research
3. To increase quality of research work
4. To nurture research attitude among the students and faculty
5. To increase the extent of applied research
6. To develop advanced material for nonconventional energy devices.

#### Operational mechanism:

1. Until 2017-18, Dr. A. M. Nalwade, a research guide and faculty of Chemistry department was actively involved in the looking after day today working of the CFC.
2. In 2017-18, the college appointed the eminent scholar as the director of CFC, Dr. R. G. Patil, a retired faculty, who has recently received the emeritus status from the UGC.
3. The faculties are allowed to use instruments in CFC free of charge
4. Faculties/ research scholars from other institutes are allowed to use CFC instruments with nominal charges
5. Daily register is maintained for keeping the record of the use of instruments

6. 100 rupees per year is charged to the PG students.

7. In the CFC, the sophisticated instruments are strictly operated as per the standard operating procedures which are displayed near the instrument itself.

8. Maintenance is carried out by hiring technical assistance as and when needed

#### List of instruments

Sr No	Name of Equipment	Cost in Rs
1	Sp-300 Single Potentiostat with SVC-3 Voltammetry cell and all electrodes Biologic, France	12,09,406
2	Uv-visible Spectrophotometer  Make- Shimatzu Model UV-1800	5,32,125
3	Micro centrifuge machine Model –R12 C REMI Make	26,000
4	Ultrasonic cleaner, Enertech make, Model EN20, US	16,600
5	Muffle Furnace Model –BTI 36	26,800
6	Chemical Bath Deposition(CBD)with all accessories	29,800
7	Resistivity unit,  TEP unit  Hydrothermal method	65,561
8	SILAR Coating system	1,26,500
9	Spin coating unit	1,61,700
10	Picometer	21,038
11	Magnetic stirrer with hot Plate	13,612
	<b>Total</b>	<b>22,29,142</b>

**Output:** After the establishment of the CFC, the college found that there is the inculcation of research attitude among the students and teachers. Many UG and PG students are making use of the CFC to complete their research projects. The students showed better performance in the research competition *Avishkar* and every year we got prizes at the district and university level. The college also published the good research projects in the book form having ISBN, completed in the CFC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**

### **1. Parent institute:**

The General Body of the parent institute **Shri Swami Vivekanand Shikshan Sanstha** is the apex governing body. There are various bodies in the institute such as trustee, Life Members body and Management council. The General Body approves and monitors the policies and plans. It selects the President, the secretary, joint secretary (administration) and joint secretary (Finance) of the institute.

**2. Local Managing Committee:** Local Managing Committee comprises 11 members. It is constituted according to the Maharashtra University Act, 1994. It prepares the budget and financial statements, recommends to the Management to fulfill in the teaching and other posts, discusses the academic progress of the college, and makes recommendations to the Management for the upgradation of teaching in the college. It advises the Principal on academic and other activities. This body is reconstituted and is named as College Development Committee as per Maharashtra University Act 2016.

**3. Principal and College Administrative Committees:** Principal looks after smooth functioning of academic and administrative activities. Heads of department assist him in this matter. The college administration office looks into the matters related to admissions, eligibility, and examination. It provides the clerical support necessary to maintain records and to interact with the Stakeholders, University and Government offices.

The principal forms various committees to help in monitoring and facilitating several activities organized in the college. i.e., Faculty in Charge Principals, Gymkhana, IQAC, Purchase Committee, Student Council, etc.

### **Service Rules, Procedures, and Recruitment**

The parent institute follows the procedures mentioned in Maharashtra Public University Act 2017, the rules and regulations of the UGC, and statutes of Shivaji University for service rules, for the recruitments and grievance redressal. Besides, the Sanstha has its internal mechanism for redressal of the grievances.

**The promotional policy of the college** and parent institute is impartial and transparent. They follow the PBAS of the UGC for the promotion of the teachers. At the college level, the API committee helps the teachers for obtaining the promotion under Career Advancement Scheme. The recommendations of the committee are accepted by the college administration and the institute. After receiving the Confidential Reports of the members of non-teaching staff signed by the principal, they are promoted to the higher positions by the parent institute.

### **Grievance Redressal mechanism:**

The college has formed a Grievance Redressal Cell for faculty, Staff and students to address their grievances and complaints and to resolve them. The cell is headed by the Principal. The mechanism to deal with grievances and complaints is as follows.

The Principal receives grievances and complaints either orally or in writing which takes cognizance of it. The grievances and complaints received are discussed in the meeting of the committee and are solved. There is separate Anti Sexual Harassment committee which is formed to prevent cases of harassment and

to look into grievances from girls students. Anti Ragging committee is also formed to resolve the cases of ragging if any.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination**

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

There are various committees in the college which are effectively working under the guidance of the principal and Internal Quality Assurance Cell. These committees periodically organize the meetings in the presence of the principal to discuss various issues and take decisions on it. These meetings are well documented in the minutes.

These decisions are forwarded to the College Development Committee/Local Management Committee for the final approval and to the final execution of decision, which ascertains the efficiency of working of every committee.



## **Starting of M. Sc. in Analytical Chemistry from the year 2013- 14 is a notable example of the successfully implemented activity that has involvement of the various committees**

Department of chemistry is one of the flourishing science departments considering the strength of the student, research-oriented faculty, and research publication. It was a long-standing demand of the students that there should be M. Sc. Programme in chemistry since jobs are available in nearby industries especially for the candidates having specialization in Analytical Chemistry. Looking the demand of students to start M. Sc. in Analytical chemistry, the IQAC in consultation with Local Management Committee decided to go for the PG program in Analytical Chemistry.

The administrative office has prepared and submitted a proposal to Shivaji University, Kolhapur within the stipulated period. The consistent follow up was taken by the college administrative office in this regard. After receiving approval of M. Sc. in Analytical chemistry from the state government and the university in 2013, the college administration gave the instruction to the college building committee. It is asked to set up the required infrastructure in the college to start M. Sc. in Analytical Chemistry. The building committee after performing its primary survey started the construction of the new laboratory in the old building of the college.

The purchase committee is asked to analyze the requirements of the new instruments to set up the new laboratory. The purchase committee considered essential requirements in consultation with faculties of chemistry. The head of the department of Chemistry called for the different suppliers with quotations. Finally purchase committee gave approval for lowest quotations.

The proposal of expenditure for purchase of instruments, books, and construction of laboratory was sent by the college administrative office to the parent institution for the final approval.

After receiving approval from the parent institute, the actual construction of the new laboratory started, and, it completed within a short span of time.

The library committee is also intimated regarding the required books purchase. The library committee in consultation with faculties of Chemistry Department prepared the list of required reference books and accordingly the orders of books are given to publishers.

In the departmental meeting of Chemistry, there was demand for recruitment of new faculties to meet the increased workload. The demand was put in front of Local Management Committee for the approval. Accordingly, the new qualified faculty was appointed to teach M. Sc. classes on a temporary basis.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## **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 and the college have several welfare measures for well being of teaching and non-teaching staff

**List of existing Welfare measures by the management**

- Financial assistance/loans for various reasons by “Shri Swami Vivekanand Shikshan Sanstha Sevakanchi Sahakari credit cooperative society” such as personal loan, festive loan, housing loan, vehicle loan, emergency loan , educational loan etc. The interest rates are minimum as per norms of RBI.
- Job offers to one of the family members after the sudden death of the staff in service.
- Partial Loan waiver for the deceased staff
- Felicitation by the management for achievements of the employees and their wards.
- Fundraising drive for the employee affected by an unforeseen calamity.

**Welfare measures by the Institute**

- Group insurance scheme for the staff of which 50% amount of the premium is paid by the institute.
- Advance payment to staff to meet emergency needs in case there is delay of salary payment
- Concession in the college fees for the wards of employees.
- Financial support is provided for publication of books by staff.
- Deputation of faculties and staff for competence building programmes/FDP
- In a medical emergency, advance is given to the teaching and non- teaching staff.
- Initiation of Group life insurance for teaching and non- teaching staff scheme brought by the university and joint director
- Advances are paid to the temporary faculty
- financial help to the temporary staff to appear NET/SET examination
- financial help to the non-teaching staff to upgrade and complete their education

**List of Healthcare measures by the Institute**

- Concession in billing after the medical treatment from Dattakashi hospital, Wagholikar Eye Hospital and Heart-care center under MOU
- Free check-up camp for Hb, B. P. and sugar was organized for teaching and non- teaching faculty
- lectures on stress management was organized every year. Besides, with the help of Dr Krantisih Nana Patil Civil Hospital Satara on day workshop are periodically organized to take care of mental and physical health of the staff. Staff Academy and the office always take initiative in organizing such welfare activities.
- The college supports the staff in happy and stressful moments. All the staff of the college behaves like members of big joint family and always participates in the moments of happiness and sorrow in an individual's life

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 36.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	7	17	17	21

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years	<a href="#">View Document</a>

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

**Response:** 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	2	3

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 7.95

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

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

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

**Response:**

The college follows the guidelines laid down by the UGC regarding the assessment of the performance of the teacher. The college has formed Academic Performance Indicator committee, which looks after the appraisal system. It provides the guidance regarding the performance-based appraisal system

At the end of every academic year, a meeting is conducted under the chairmanship of Principal to review the work of the committee.

The college has developed the system. The committee circulates the notice asking the submission of PBAS with the required documentation within the deadline.

The faculty members fill in the concerned years performance and get it sign by the respective head of the department. The administrative office collects hard copies of all teaching faculties and handover it to API committee. API committee does the indetail assessment of forms considering valid documentation provided.

After analyzing individual reports, API committee recommends the desirable activities which to be done by faculties to increase his/her scoring in the points through the IQAC committee of the college.

After receiving the circulars of the placement by the university, the committee makes the list of the faculties due for placements; they are personally guided to meet the requirements to get themselves placed properly.

They are helped to fill in the forms. After signed by the principal, their applications are submitted for the placement and promotion. The procedure has a successful outcome.

Many teachers are placed in a higher grade because of such efficient mechanism.

1. Mr P. P. Lohar from AGP 6000 to AGP 7000 in 2012
2. Mr V. S. Patil from AGP 6000 to 7000 in 2015
3. Mrs R A Nalawade from AGP 7000 to AGP 8000 in 2014

Like the teaching staff, the college also strictly follows the systematic procedure for the appraisal of the performance of the non-teaching staff. The management has devised a mechanism for placement and promotion of non-teaching staff. Accordingly, annual Confidential Reports (CR) are filled by the office considering their performance and compliance with the orders of the administration. The principal verifies these confidential reports(CRs) with his prudence. The satisfactorily CRs are sent to the regional Head of the parent institute for future procedure. After considering the filled CRs, the management recommends his/her promotion. Those who have failed in compliance, their placement and promotion is retained by the parent institute.

The following staff received promotion in last five years:

1. Shri N B Patil from office superintendent to Registrar
2. Shri D M Lokare from office superintendent to Registrar
- 3 Shri S B Mane from Junior clerk to Senior clerk

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The college has internal (Sanstha audit) and external (Government audit) audit mechanism. The internal audit is carried out by the Auditor of the management periodically within every financial year.

The external audit is carried out by the authorised chartered Accountant appointed by the parent institute at the end of financial year. The last internal audit is carried out on 30 July 2017.

The government assessment is carried out by the Joint Director of Higher Education, the Senior Auditor and audited by the Auditor General of the State periodically.

The last audit was done on 31/07/2014 by the Govt. approved auditors i. e. Senior auditor and Joint Director of Higher Education, Kolhapur, and there were no major audit objections. The AG audit by the Auditor General, Mumbai was done up to 2003-04, there were some audit objections and all the objections are complied by the college.

Sr. No.	Para	Audit Objections by AG	Compliance Made
1	5	Excess payment of salary grant	Compliance regarding all the 08 objections was made by the college and the report was sent to the AG, Mumbai. The AG accepted it and, thus, all objections had been cleared.
2	8	Excess receipt of non salary grant	
3	6	Unspent balance of scholarship	
4	7	Irregular retention of GPF balance	
5	9	Outstanding advances of pay and allowances	
6	10	Unreconciled differences	
7	11	Non conducting of stock taking of library books	
8			

Note: we had submitted a letter of compliance of the audit objections to A G Mumbai ref.  
LBSC/1064/0708 dated 29/10/2007

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 160.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
32.87	32.00	25.65	36.87	33.28

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

**Resource mobilisation policy and procedures of the institution.**

**Introduction:**

Resource Mobilization is a process, which identifies the resources essential for the development, implementation and continuation of works for achieving the Institute's mission.

Resource mobilization is all the means that the Institute should acquire to implement its action plan. It goes beyond fund-raising. It entails obtaining various resources from a multitude of partners, by different means.

Thus, the resource mobilization could be seen as a combination of Resources, Mechanism and partners' contribution

**Resources:** elements necessary for the running of an organization

**Mechanisms:** Means which make it possible to obtain resources directly.

**Partners:** Persons and/or institutions providing resources.

### **Statement**

Resource Mobilization does not only mean use of money but its extensiveness denotes the process that achieves the mission of the Institute through the mobilization of knowledge in human, use of skills, equipment, services etc. It also means seeking new sources of resource mobilization and right and maximum use of the available resources.

### **Moral Aspects**

Every organization can develop a code of conduct on Resource Mobilization, which should specify the resource providers that Institute would like to expand relations with, and what types of resources should be mobilized.

### **Aims and Objectives of the RMP**

1. To diversify and expand resources
2. To break the tradition of running the specific programs of donor agencies only.
3. To spend on the activities of Institutional preferences
4. To decrease dependency on others
5. To maintain sustainability of the Institute
6. To make optimum use of available funds and skills
7. To expand deep relations with the stakeholders
8. To maintain the transparency and expand relations
9. To fulfil responsibilities towards the society
10. To run programs based on the genuine needs of the community.
11. To disseminate the good practices of the Institute
12. To enhance the dignity of the Institution

### **Scope of the Policy:**

**The policy is applicable to every transactions and endeavour done by the institute or on its behalf.**

### **Mechanism for implementation of the policy:**

#### **Resource generation**

The college identifies the short term and constant needs of the college related to its developments. Accordingly, the committees are formed to generate the financial as well as human resources.

The college established the separate committee which continuously looks after different openings of funding agencies like UGC, DBT, DST etc. after any opening committee recognises college eligibility for particular proposal and send the well drafted proposal to obtain funding from different government and



nongovernmental organizations.

The college needs funding for its requirements like organization of activities and programs for that a fund raising committee is formed to generate funds from individuals and society.

The infrastructural needs are sometimes met through the alumni contribution for that an appeal to members of the alumni association is made.

The infrastructure available for the institute is used at its optimum from early morning to late evening for running graduate and postgraduate courses in two shifts. The human resource goes beyond the assigned duties to work for the best quality education and overall development of the institute.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

The IQAC is actively functional in the planning and initiation of the several strategies and processes in the college after the reaccreditation by the NAAC in 2012.

Two of the best practices initiated by the IQAC for institutionalizing the quality assurance strategies and processes:

#### 1. Extended use of ICT in teaching -learning process

IQAC emphasised the use of ICT in teaching and learning for that it started encouraging the faculties to use ICT tools available in the college. It recommended the college to purchase the ICT tools, including latest configuration for PCs, and laptops and LED TVs, projectors. Internet connection was upgraded periodically. For fast internet access, 25 mbps lease line connection has been taken by the college. It encouraged faculties to create blogs attached to college website and WhatsApp group, for communication with the students and sharing the knowledge.

In the second phase, the IQAC emphasised to create institutional depository containing the contents related to study material. Teachers were asked to develop their own e-contents such as ppts, video clips, animation videos etc. The content of depository is made available freely in the college library.

#### 2. Evaluation of the attainment of programme outcome

Evaluation of the attainment of program specific outcome is a key to assure the quality enhancement process of an institution. The quality assurance cell of the college in its meetings has put forth this aspect several times. After a long consideration, IQAC has devised the mechanism for evaluation of program outcome. The utmost care has been taken to make this mechanism transparent, scalable, robust, and objective for that, the combination of subjective and objective assessment is made.

All departments conducting different Under graduate programs are asked to conduct the evaluation of students concerning attainment of program outcome. Considering the large number of enrolment of students in different program, this evaluation should be carried out based on random sampling. The head of the department of concern programs is given responsibility to prepare the report on the attainment of the program outcome as per the checklist devised by the IQAC. The practice is introduced from the year 2015-16.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

### Response:

The IQAC plays the proactive role in the institute by establishing review processes and methodologies.

#### 1. Academic review through periodical meetings

The IQAC has established view in the college. Periodical meetings with the departments, Internal Examination Committee, and forum for ICT and Council of the Heads, the principal, LMC / CDC throughout the academic year in the presence of the IQAC coordinator. Issues related to teaching-learning processes decisions in these The IQAC also visits the departments and participate in the departmental meetings. The decisions of the concern teachers. The students are also interviewed regarding the changes in the curriculum, new teaching methods, and ICT use. This setup has evolved into successful review methodology for improvement in teaching and learning process.

Through this system of review, the IQAC observed that for continuous development of teaching-learning, there is the necessity of enrichment of ICT infrastructure. therefore it emphasized the increasing the base of ICT infrastructure.

#### 2. Enrichment of ICT infrastructure

Use of ICT tools has become in teaching and learning process. The IQAC has always encouraged teachers to use these tools in academic, and library.

The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools,

broadband internet Wi-Fi facility, Periodically IQAC has trained teachers to use ICT The base of ICT facility has The educational use of social media has also been deployed to establish communication with the students and peers. In teaching and learning the feedback system is to promote reliability in delivery of curriculum.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 1.4**

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	2	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include:

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

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

**Response:**

The following is the list of the post-accreditation quality initiatives:

##### **Administrative domain**

- 1.Regular organization of departmental and working committee meetings to take review
- 2.Finalization of important initiative in IQAC and LMC/CDC
- 3.Implementation of e-governance
- 4.Initiation of decentralization practices
- 5.Increase in digital transactions

##### **Academic domain**

- 1.Introduction of different value based / COC courses
- 2.Introduction of new PG programs
- 3.Curriculum designing of various courses by faculties considering global needs
- 4.Enrichment of ICT infrastructure
5. Increase in use of ICT in teaching-learning process
- 6.Reforms in internal evaluation process
- 7.Increase in research publications
- 8.Increase number of Major and Minor research projects
- 9.Increase in number of organization of seminars, workshops, and conferences
- 10.Set up of common facility center for research
- 11.Introduction of incubation center called Institutional Incubation Terminal
- 12.Up-gradation of laboratory infrastructure
- 13.Purchase of sophisticated instruments

14. Students' participation in social, cultural, and sports activities
15. Enhancement of student support
16. Increased computerization in the academic and administrative functioning
17. Library is partially computerized and enriched with textbooks, reference books, and periodicals
18. The initiative is taken by the institute to provide seed money to teachers and students to encourage research activities.

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 27

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>

#### 7.1.2

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

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

**Response:**

##### a) Safety and Security

The college is very keen regarding safety and security of the girl students and women faculties. The following practices are done in this regard:

1. The security guards are appointed and deployed in proper places in the college premises. Their prime responsibility is to maintain continuous surveillance on the mischievous and harmful activities being done to the girls or women. Eve teasing is strictly prohibited with the help of these guards.
2. The discipline committee headed by a seasoned faculty continuously monitors the security practices in the campus. The complaints related to violation of discipline and reported by the security guard

or anybody are placed before the principal. The discipline committee intentionally keeps the watch in the vulnerable places.

3. The surveillance systems with a set of 16 CCTV cameras out of which eight are provided by local police are installed at appropriate locations. Footage of the recordings is periodically seen, and appropriate action is taken, if any suspicious activity is observed by the principal.
4. Separate staircases are provided for the girl students.
5. The training sessions of the self-defence are organized for the girl students by the Internal Complaints Committee.
6. The internal complaint committee looks after the grievances of girl students and if necessary the help of discipline committee and Nirbhaya pathak.
7. Patrolling van of the local police called *Nirbhaya Pathak* periodically visits the campus for the prevention of offensive activities. Notably one of the members of patrolling van happens to be ex-girl student of the college who personally looks into the safety of the girl students of the college.

#### b) Counselling

- Women cell organizes all important activities associated with the counseling of the girls and boys.
- whenever necessary the girls get counselling from our women faculty whose number is more than 45. It is noteworthy to mention that behind every 20 girl students we have one woman faculty to look after.
- The cell organizes the programs having themes such as coexistence of genders, the significance of mutual understanding, stress management, women rights, legal defense, personality development, capacity development, health consciousness and hygiene, female foeticide, '*BETI BACHAO BETI PADHAO Abhiyan*' etc.
- The college has Mentor-Mentee scheme. The scheme recommends majority of mentors to select a mentee especially from the disadvantaged and vulnerable category, i.e., girl students. In that scheme, the mentor follows the development of mentee by providing personal counseling at the different stages.
- On occasion of the golden jubilee year, the college organized a three-day workshop on gender sensitivity named as '*Tarunya Bhan*' guided by the well known international social activist padmashri Dr. Rani Bang. It received an overwhelming response from the students and neighbourhood community.

#### c) Common Room

The college has provided a separate room for recreation and rest of the girl students. The room is attached to the washroom. A vending machine is set up in the girl's common room. Rooms are also equipped with the essential amenities. Besides, in the old building also common room and washroom facilities are provided.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.3 Alternate Energy initiatives such as:



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

**Response:** 5.57

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

Response: 2160

7.1.3.2 Total annual power requirement (in KWH)

Response: 38796

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 61.45

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

Response: 1836

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2988

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

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

**Response:**

#### 1. Waste Management steps:



## • Solid waste management

### 1. Waste Segregation:

Separate dustbins are provided to collect wet and dry waste at source. The former is used for vermiculture unit and later is carried by the municipal corporation.

### 1. Slogan boards on the campus:

The college has displayed various slogans and thoughts to bring environmental consciousness among the stakeholders.

Exhaust fans and fume hoods are installed in the laboratories. Microbial cultures, cotton swabs, plugs are autoclaved and disposed of.

## • Liquid waste management

### Hazardous waste practice

Waste chemicals in the labs are properly disposed of by dissolving them in water or by keeping them in the protected zones.

The wastewater generated in the science laboratories is processed at the effluent treatment plant. The treated water is recycled and used for watering gardens and pots.

## • E-waste management

The e-waste materials are sold as scrap for safe recycling. Refilling of toner and cartridges of printers and maintaining of IT infrastructure is made by an appointed technician who makes reuse of toners and reduces the rate of e-waste generation.

Students and staff store their data in the soft format in their web drives.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The college is situated in a heavy rainfall area. Therefore, the college is serious about utilizing rainwater for the multiple purposes. On the college campus, there are two tanks. The first tank is of 10 thousand and the second tank is 5 thousand liters respectively. They are located in different places for storage of rainwater. The selection of different areas for tanks is for widening the catchment area for maximum rainwater collection. The part of rainwater from the roofs is harvested by accumulating it and finally collected through a single pipeline directly in the tanks. Some part of water collected and directly used for the gardening purpose. The rainwater is principally pure water without any dissolved impurities, so it is considered as distilled water and used for some laboratory perpetrations. The quality of such rainwater is controlled by diverting initial showering of the rainy seasons to the garden area, and latter showering is collected for laboratory use. Plumbing maintenance is done on a regular basis to prevent the wastage of water.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.7 Green Practices

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

#### Response:

#### Green Practices

- Students are motivated to use bicycles.
- The parking area is at the back of the college premises, which helps to restrict entry of the vehicles in the premises.
- No vehicle day is observed periodically, which adds to a little step towards reducing carbon emission.
- Public Transport

The college promotes students to use public transportation. It provides necessary documents to avail State Transport division concession passes immediately after their admission. Aproximatly more than 50% students use public transports, 20% bicycles, and the number of bike users is less than 5%.

- Installation of solar wind hybrid as a renewable energy resource with a capacity of 180 units per month.
- Pedestrian Friendly Roads

The college is in residential area, which reduces traffic in and around the campus. Naturally, the roads around the college are pedestrian friendly.

- Plastic-free campus initiative

The college has been working towards making the campus plastic-free by taking part in a campaign started by Satara Municipal Corporation. Initially NSS unit creates awareness amongst the students. The use of plastic in the college premises is to a large extent.

- The motto of the college regarding paperless office is 'Go digital'
- Green landscaping with plants
- CFL bulbs and fluorescent tubes are replaced by LED tubes

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.0	0.25	1.20	1.60	0.68

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 2

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

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	1	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

**7.1.12**

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

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.15 The institution offers a course on Human Values and professional ethics

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

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

**Response:** 10

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

One of the core values of the college is to respect human values. The parent institute also gives importance to human values in education. The motto of the Sanstha is "Education for knowledge, Science and Refined Culture". The founder of the college Late Dr. Bapuji Salunkhe emphasized this aspect in education. Therefore, he called teachers as Gurudev Karyakarte (Teacher Activists). The term means teachers who not only teach human values but also practice them in their actions.

As it is said "Example works more than precepts.", the institute organizes various activities, lecture series and programmes in which it strives to drive human values at home such as compassion, faith, honesty, patriotism, brotherhood, justice, kindness, love, openness to heart, peace, respect, responsibility, self-respect, spirituality, trustworthiness, integrity and wisdom. They are a set of values which define humanity, form its essence and cut across religion, society and nation. Besides, the college organizes national festivals and birth/death anniversary of the great Indian personalities throughout the academic year.

**The Cultural committee:**

The college has the cultural committee. It is headed by the teaching faculty. The prime purpose of this committee is to publish the list of dates of birth/death anniversary i.e. Jayanti and Punyatithi respectively of the national and local Indian personalities. On that date, a programme is organized to celebrate and memorize their actions and words. The image of these personalities is put in front of the college main building. All teachers, members of non-teaching staff, student's representatives and volunteers of NSS along with the principal come together. Then the *pujan* (i.e. worship) of the image is made by either of them.

**Celebration of the birth anniversary of Swami Vivekanand:**

Shri Swami Vivekanand is an ideal personality to the Sanstha and the college. The college celebrates a week starting from the birth anniversary of Swami Vivekanand. In this week, various activities and programmes emphasising the significance of human values are organized with the participation of the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:**

Yes,

The college has taken efforts to maintain complete transparency in its functions.

## Finance

The college has developed account code to maintain transparency and accountability and effective management in financial matters, and it conveyed to stakeholder through the website. The purpose of this code is the efficient and effective management of funds in a manner to accomplish the objectives of the institute.

The objective of the Code is to make accounting procedures clear and useful. General accounting principles are adopted to maintain books. It defines general responsibility and accountability of the employees and authorities of the college. The unique feature of this Code is its suitability for the computerized system. The college routinely conducts financial audit through external experts emphasizing the guidelines of the code.

## Academic, Administrative and Auxiliary functions

Late Dr. Bapuji Salunkhe made the code of conduct for teachers, administrators, and students and integrated it with the ideology of the parent institute. The college follows this code of conduct. This code of conduct conveyed to stakeholder through the website. Every activity in college performed by academic, administrative and support services units is under continuous surveillance by IQAC, LMC and the college head to maintain transparency in its functioning.

## 7.2 Best Practices

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

#### Response:

#### Best Practice - I

**Title: Enhancing global competencies through Skill developing**

#### Goals:

- 1.To make the student able and compete by enhancing creativity and innovation
- 2.To train the students in communication skills, soft skills, and practical skills
- 3.To increase the employability of the students
- 4.To minimize the barrier between curricular and industry requirement
- 5.To inculcate entrepreneurial skills among students
- 6.To create awareness of the environmental and social issues

#### The Context:

The vast paradigmatic shift in the global market has brought pressure and responsibilities on the educational institution. The traditional educational system and its curriculum are found to be impractical and unemployable. Considering the situation, the college embarked on enhancing the global skills and competencies which will enable the students to meet the new scenario by acquiring the employable and



communicative skills.

### **The Practice:**

Teachers design the courses syllabi with the help of external academicians and industrial experts put efforts sincerely. Nominal fees are collected from the students to improve technical, communication and soft skills. For community college courses special training is carried out in collaborating industries.

The college runs Certificate Course in Functional English, Travel and Tourism, Human Rights, Income-Tax, online Banking, Biodiversity conservation, Mushroom Cultivation, Fish Aquarium Management and Maintenance, Vermicompositing, Remote Sensing and Rural Journalism, and diploma in Cast Iron Foundry Technology Industrial Pollution and Wastewater Treatment.

### **Evidence of success:**

1. Employment opportunities widened
2. Employment in local and multinational industries
3. Start up own business
4. Preferences, strengths, and skills identified
5. Access to hidden employment market
6. Acquisition of soft skills.
7. Increased environmental awareness

### **Problems Encountered and Resources Required:**

1. Giving admission to every aspirant is difficult.
2. A shortage of expert trainers
3. Low accessibility to high-end instruments and software

The college fulfills the most of resource from its parent institute

### **Best Practice – II**

#### **Title: Reforms in the selected villages through adoption**

##### **Goals:**

1. To construct and repair the roads
2. To generate awareness on the gender and social issues
3. To create awareness regarding watershed management
4. To study the socio-economic status

#### **3) The Context:**

The NSS unit of the college strived to reform the adopted villages by the priorities of the changes required.

### 1. The Practice:

The NSS unit considered the requirements in the village *Renawale* in 2014 and *Pogarwadi* in 2015 and did the reformative activities for important developments . In 2016, the Government started Munijan scheme for the villages and asked universities to run the scheme through NSS units . The college adopted *Kushi* village in 2016 for five years, the NSS unit started the extension activities for reforms.

The list of the reformative activities at *Renawale*, *Pogarwadi*, *Kushi*

- Plantation and conservation
- Rainwater harvesting
- Environment awareness programme
- Digital Banking awareness drive
- Toilet pits construction
- Voters awareness camp

### 1. Evidence of Success:

- Report of the socio-economic survey submitted to the Local Administrative bodies.
- People started cashless transactions
- Rainwater harvested through the pond.
- Awareness among women about rights and duties created.

### 1. Problems Encountered and Resources Required:

- Poor participation of women.
- Limited financial resources
- Local political influences

File Description	Document
Any additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

**Response:**

**Title:** Lal Bahadur Shastri Smruti Vyakhyannamala-‘*Jai Jawan! Jai Kisan!*’ Lecture series

**Introduction:**

Lal Bahadur Shastri and Swami Vivekanand are the idols of our Sanstha. Shastriji recognised the contribution of the farmers and soldiers in building of the nation. Dr Bapuji Salunkhe was deeply impressed by his work and gave his name to our college. To uphold his work and principles in the society and students, the college started to organize the lecture series “Jai Jawan, Jai Kisan” in his memory since 2005.

The lecture series was started with following aims:

1. To immortalize Lal Bahadur Shastri's principles and his contribution to India
2. To drive relevance of the motto 'Jay Jawan, Jay Kisan' in the contemporary society
3. To nurture the patriotism in the minds of the students
4. To inspire students to join the army and to be a military man or military officer.
5. To organize the lectures of military officers who have a significant contribution to the military.
6. To organize lectures of farmers who successfully experimented and used technology on their farm.
7. To pay respect and sense of gratitude towards the farmer for their noteworthy contribution to the progress of India
8. To aware the society regarding the problems of farmers

### **Distinctiveness of institutional performance in imbibing human values**

Lal Bahadur Shastri is a symbol of patriotism and bravery. He generated an immense respect for the contribution of jawans and kisans to the nation. Since Satara district is recognized for people's contribution to defence services and agricultural initiatives in the Cooperative sector. This lecture series has acquired the distinctive identity in the society.

This two-day lecture series is organized on the 11th and 12th of January every year to memorize the death anniversary of Lal Bahadur Shastri and to celebrate the birth anniversary of Swami Vivekanand on these two days.

To justify the title of lecture series “Jay Jawan! Jay Kisan!”, one of the two lectures is related to Indian defense services, and other is to the agriculture sector. The selected topics of the lectures are chosen based on their relevance in the present time. It not only opens the windows of new knowledge but also inspires the students to make a career in the defense services and agriculture sector.

The lecture series is arranged in the campus as well as off campus location. Some of the lectures are arranged in the village itself.

The following table shows the names of the speakers and subject:

<b>Year</b>	<b>Name of the Guest Lecturer</b>	<b>Subject</b>
2013	Col Jaywantrao Patankar	Army Leadership and Management
	Mr. Shahajirao Kakade	Sugarcane Farming and Industry-Different Views
	Krushibhushan	
2014	Col Shrinivas Pandey	Challenges of life and Personality development
	Mr. Manohar Salunkhe	Hightech farming
	Krushibhushan	

2015	Col S. A. Vardhan	Dream and Reality
	Smt. Kusumtai Karape	Farming- The Real treasure
	Krushibhushan	
2016	Col Sambhaji Patil	Changing scenario of Indian defence system
	Dr. Shivajirao Thombare	New Horizons of Modern Farming
	Krushibhushan	
2017	Lt Col Ranjitsingh Nalawade	Fourth generation of Warfare
	Mr. Manohar Salunkhe	Organic farming
	Krushibhushan	

File Description	Document
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Achievements of our students in sports, games, cultural activities, NCC and NSS activities have been promising. We believe we have taken enough efforts to provide every stakeholder of the institution with opportunities to grow in a balanced form. Numbers of students have received the prizes in the university competition such as Avishkar Research competition, Annual college magazine competition, etc.

**Our students have shown the highest performance at national and international levels. Aishwarya Vijay Karande holds Guinness World Records in Skating, Nikita Uttamrao Sonkatala has won Gold medal in Karate at International level , while Adarsh Jitendra Jadhav has won Silver medal in Yoga competition at national level. At the same time, our students have won six gold medals in different sports at national and International level.**

We feel pride to mention that Mr. Prashant Pandekar student of Statistics Department made the short film named '*Drushti- The Vision*' and participated in national level 'Swachh Siddhi' short-film competition organized by central government of India based on Clean India Campaign. He received the First prize at the national level and felicitated by Honorable Prime Minister of India Mr. Narendra Modi. Recently he has also won second prize again at national level for short film 'The last - call'

### Concluding Remarks :

The college follows the path of human values shown by the great Indian visionaries like Swami Vivekanand, Mahatma Gandhi and Dr. Bapuji Salunkhe, who are corner stones of its establishment.

The college comprises of well furnished buildings, having academic, administrative infrastructure manned by an efficient staff. The premises eloquently supports the quality of its undergraduate and post graduate programmes in the three major streams of Arts, Science and Commerce. This college takes pride in being a place where students and faculty can pursue knowledge without boundaries.

After second cycle of NAAC in 2011-12, the college analyzed all the recommendations given. We prepared perspective plan for next ten years. In the light of the plan, the college has made sincere efforts in quality measures in all aspects of its functioning. It is a matter of pride to mention that we have received grants for DST- FIST and community college. Our efforts like getting short listed for facing CPE, DBT, are mentionable achievements. There is increase in number of Ph.D. holders and research publications. Achievements in NSS, NCC and Sports, improvement in e-governance, collaborations and MoUs, conduct of Green Audit and AAA, use of ICT in teaching and learning, enhancement of IT facilities, activities of Alumni Association and establishment of Institutional Incubation Terminal are noteworthy.

To sum up, in the words of Robert Frost , I would like to say,

'The woods are lovely, dark and deep

But I have promises to keep

And miles to go before I sleep.'

NAAC