



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI RAOSAHEB RAMRAO PATIL MAHAVIDYALAYA

SHRI. RAOSAHEB RAMRAO PATIL MAHAVIDYALAYA, SAVLAJ A/P- SAVLAJ,
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Padmabhushan Dr. Karmaveer Bhaurao Patil shared Chhatrapati Shahu Maharaj's vision who himself was following the path of Mahatma Jyotirao Phule about continuous upliftment of the downtrodden. The educational reforms of Chhatrapati Shahu ignited Bhaurao Patil's rebellious nature to dismantle educational monopoly of the contemporary elite class. In the early decades of 20th century, he not only taught untouchable, downtrodden masses but inculcated his vision and perspective among them so that many of students shared his work and soon afterwards it was constituted as Rayat Shikshan Sanstha i.e. educational institution for the common people. The educational institute developed rather spread itself like a Banyan tree which is appropriately selected as its logo. It ever after reflects Karmaveer Bhaurao Patil's sacrifice, devotion and love for the education of downtrodden. His principle 'Education through self-help' is the motto of Rayat Shikshan Sanstha. The contribution of Rayat Shikshan Sanstha in the field of education can be measured by its educational infrastructures in the Western part of Maharashtra. At present the Rayat Shikshan Sanstha runs twenty pre-primary schools, twenty seven primary schools, four hundred thirty eight secondary schools, eight training institutions, sixty eight hostels, eight *ashramshala*, two industrial training institutes and forty one senior institutions. Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj, established in 1991, is one of the branches of Rayat Shikshan Sanstha, imparting higher education in the rural area. As Savlaj village is the market place for the sixteen nearby villages, the aspirant of higher education from these villages find the institution a comfortable centre of higher education in their reach. The institution, affiliated to Shivaji University, Kolhapur, has two streams i.e. Arts and Science. The Arts stream is grantable with specializations in Marathi, Hindi and Geography. The Department of English is also established in 2011 that is non-grant basis. Besides, the Science stream is run on non-grant basis with the specialization in Chemistry. It also runs B.Sc. in Facility Services, the programme which is affiliated to Yashwantrao Chavan Maharashtra Open University, Nashik in collaboration with BVG, India.

Vision

'Education to all the classes of society, especially to the downtrodden, economically and socially backward sections of society' is the vision of Rayat Shikshan Sanstha, Satara. As it is the parent institute, working with its own vision for the upliftment of the downtrodden, similarly, the institution has also framed its vision parallel to it and appropriated to the local need of the society. It promises 'to generate physical, spiritual, academic, social and cultural values among the students and to make them self-reliant through self help to be responsible citizen of the world'. Rural locality is the prime catchment area for the enrollment of the aspirants for higher education in the institution. These aspirants are always observed with inferiority complexes regarding their physical, spiritual, academic, social and cultural conditions. The institution, apart from its primary objective of academic imparting, takes it its first obligation to relieve the aspirants from these drawbacks. It strives to generate physical values among the equal gender to be strong to face the adversities around them. The spiritual values are also nourished among the aspirants to overcome their psychological complexes of caste, creed and religion. Though the catchment area is rural area, the institution always struggle to inculcate academic excellence among these aspirants. After the seventy plus years of Indian Independence, the rural society in the catchment area is found affected by the feudalistic mind set which suppressed social and cultural values in absence of education. The institution tries to impart social and cultural values not only through the academic courses but also enriches the society through extra-curricular and co-curricular activities. In the democratic

India, the institution ever tries to make the aspirants of higher education self-reliant through the principles like earn and learn, self-help etc. which are the core values of its parent institute. Thus, in the global scenario of the contemporary period, the institution tries to inculcate value system among its students. It has ever since imbibed quest for excellence among the students who are anticipated ideal citizens of the country, rightly claiming world citizenship.

Mission

The institution missions:

“To impart higher education with multi faceted aspects, excelling the human resources in broader perspectives of national and global context.”

It has set this mission with the inspiration of Rayat Shikshan Sanstha. It promises for not only enhancing capabilities but also developing skills of the human resource, engrossed with economic and social backwardness. The institution anticipates egalitarian society at the end of its efforts, a contribution to National Development. The institution is always alert for innovation, creativity in its approach through every activity. It has collaborated with different agencies to grab the same opportunities. With the resources available, the institution assures to shape and prepare its students in every possible way by fostering global competencies so that they can compete at global level. It also desires to develop various skills among its students to alter them into caliber human resource, achieving core competencies and facing global challenges successfully. The institution, advocating the principles of Rayat Shikshan Sanstha, always tries to explore sense for ecology, equality, secularism, tolerance, integrity and humanity at large among its students executing through their interactions with the society. The institution always tries to promote the use of technology in its every function as well as it motivates the stakeholders to be acquainted with the modern technology. Besides, the dynamic website of the institution continuously provides ready and relevant information to them. Thus, the institute has various structures like IQAC, Planning Board, UGC and Research, Anti-Ragging Committee etc. to ensure quality excellence. The strategic plan and perspective documents reflects the mission of the institution. In short, the drought prone area of Savlaj and nearby villages is mostly cut off regions from any specific identity. While following the mission of Rayat Shikshan Sanstha, the institution has framed the need of this socially backward location. Consequently, it missions to provide higher educational opportunities, especially to the lower classes, to generate physically, spiritually and academically sound motivated graduates. It also develops overall personality of the students and imparts education through self-help and dignity of labour.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj is one of the branches of Rayat Shikshan Sanstha which has its own reputation. Similarly, the institution not only shares it but adds certain onus to it. Consequently, it owns trust and cordial relations of the stakeholders. Such relations have been found ever increasing since the institution has been contributing devotedly to the service of society. The parent institute i.e. Rayat Shikshan Sanstha has a well structured management maintaining its own hierarchy. The same is reflected in the administrative constitution of the institution through the structures like Local Management Committee which is now converted into Institution Development Committee. The Rayat Shikshan Sanstha monitors the institution indirectly with its sublime polices again represented by the Local Management Body. Consequently, the

management is supportive. The institution has always strives to bring modern technology in its core work i.e. Teaching-Learning Process. It has modern ICT tools like computers, laptops, OHP, LCD Projector, Smart Board etc. The academic committees like IQAC always arrange training programme for its teaching and non-teaching staff regarding the effective use of this technology. As a result the use of ICT is found ample in the teaching-learning process. The institution runs two streams i.e. Arts and Science having more than five hundred students in total. However, there is a strong mechanism monitoring the proper execution of time-table, examination and other activities. Besides, the dress codes are also introduced. Subsequently, the academic ambiance is disciplined and conducive. The Rayat Shikshan Sanstha has a strong mechanism for internal audit whereas the institution is observed by the external audit regularly. Moreover, the staff is inspired with the principles of Padmabhushan Dr. Karmaveer Bhaurao Patil, so that every element in the institute functions as a trustee. Such atmosphere directly and indirectly helps to promote economic transparency resulting into deficit free budget. The institution has optimal mobilization of resources for the ever increasing growth of the educational facilities. Besides, the institution has established Language Lab which is updated time to time with modern technology. It helps to boost the confidence of the students to use English language smoothly.

Institutional Weakness

The institute has been established in a village with certain vision and mission parallel to the vision and mission of the parent institute. It is 21 km away from the nearest town, however, there no access to this village after six in the evening till the next day. Consequently, the institute is struggling to the basic amenities like water, power and internet facilities. Obviously, the students, who are attaining the higher education through the institute, are the first generation introduced to higher education. Many times the male students are attracted towards obligation of the traditional farming by their parents whereas the female students are immediately married off due to male dominated social structure. Consequently, the drop out ratio is noticeable in this situation. Moreover, the parents as well as the wards are not convinced with the direct and indirect benefits of higher education, so that neither of them is serious towards higher education. In addition to this, these aspirants of higher education have acquired the intermediate education through vernacular language, so that they feel themselves foreign when they are introduced to the higher education through predominantly English language. There is no industry or MIDC in the vicinity. Most of the parents are farmers engrossed by the private money lenders. A few are doing farming in such condition; however, they do not have any surety of the production from the farming. Some of the parents of these students are either landless labourers or farmers having barren lands. Consequently, parents of these students commit suicides now and then. In short, the family background of these students is economically weak. They have their financial limitations. Though the institution is best choice for them to avail higher education to their wards, the parents are unable to satisfy the basic demands of their wards for education. Even their wards suffer from psychological complexes due to their economic poverty.

Institutional Opportunity

There is always need of skilled human resource in the present scenario of globalization. It is the opportunity for the institution to introduce certain certificate courses for the students so that they can come out as skilled human resource. Besides, the parent institute has made certain memorandum of understanding with Tata Consultancy Services, Bharat Vikas Group, Jain Irrigation etc. The Placement Cell of the institution is very much alert in this regard. It introduces Training Programmes for the final year students. As a result every year, solid number of students appears for the interviews of these agencies. Some of them are selected. In short, it is the opportunity of the institution to polish the human resource as per the demands of these job oriented agencies

and find a good scope for their placement. Moreover, the institution has developed such practice through linkages. The institution is located in rural area where the people are affected socially and economically. They are deprived from their basic source of earning i.e. farming due to water scarcity. The institution has the opportunity to help these underprivileged people with certain efforts. The institution has been trying to sort out the problem scientifically. It has attracted the attention of the governing system by inviting them at the institution occasionally where they have to explore their views and strategies on the problem of the region. It has also organized intellectual meets through seminars and framed people's opinion for the concerned issue. As an opportunity it tries to sort out the problem from its very foundation. As the institution is the unique center in the rural area working in the sphere of higher education, equipped with ICT tools and techniques, it avails the modern technology for the benefits of the stakeholders. The institution uses ICT based knowledge resources not only in the academics but also in the extra-curricular and co-curricular activities through the outreach programmes. The institution has a solid support of the Alumni in various activities, so that it has involved the alumni in the institution development programme.

Institutional Challenge

The institution has started Science stream on non-grant basis. However, the stream has certain challenges like infrastructure, well equipped laboratories, chemicals etc. Besides, the teaching as well as non-teaching posts are non-grantable so that due to the government policies there is no recruitment of permanent staff. The students of the Science stream belong to the rural locality deprived with economic strength. Besides, they have their parents' calls for farming activities. The stakeholders are engrossed with the rural background where they felt themselves cut off from the major current of society. Consequently, they could not explore themselves confidently. They are entangled with inferiority complex. They experience shyness during the interaction with the city people. It results in to their less chances of employability. However, the institution has started certain short term courses focusing the same, so that the students have been awarded with University level prize in research competitions like *Avishkar*. Few students, including girls are recruited in the corporate sector like Tata Consultancy Services. The institute finds a challenge to start PG course of any degree programme as well as a new stream like Commerce because, the University requires a large sum of five lakh rupees as its deposit to start such programmes. It is not feasible to the institute in the present economic condition where it has to run Science stream on non-grant basis. The government agencies are rarely found to generate resources other than salaries. Even the non-governmental organizations and industries are not heeding towards the rural locality to make the resources available due to the prejudices for the rural areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shri. Raosaheb Ramrao Patil Mahavidyalaya follows curricular of Shivaji University, Kolhapur to which it is permanently affiliated. The planning and implantation of the curricular ensures effective delivery through a well documented process i.e. Academic Diary prescribed by the University. Every teacher maintains his/her workload in these dairies. He/she plans lectures/practical/tests/ seminars/group discussions in the dairies. These dairies are verified by Heads of Departments and observed by the Principal with regular intervals. The institution has introduced certain career orientated courses, certificate courses and value added courses during the last five years like Travels and Tourism, Journalism and Mass communication, Modi *Lipi*, Hindi

Patrakarita, Land survey and Introduction to Basic English etc. Faculties from the institution along with other experts from concerned fields frame the syllabus for these certificate courses. Besides, some of the faculties are working as active members on bodies of different academic councils. The institute has introduced two programmes as natural growth of Science stream i.e. B.Sc. II and B.Sc. III with certain number of courses. Recently, the institute has introduced Choice Based Credit System in Arts as well as Science stream along with the other existing elective courses. While following the curriculum of Shivaji University, the institution integrates issues relevant to gender, sustainability, human values and profession ethics into it. The environment awareness is also inculcated among the students for the world citizenship. There are certain numbers of value added courses in the institution. The students are assigned with different field projects as a part of their experimental learning. All these efforts are measured through feedback mechanism from different elements related to the institution. The feedback forms are collected every year randomly from students, parents, employers and alumni. The IQAC brings to the notice of the Principal the statistical analysis of these feedback forms. The Action Taken Reports results in to various changes in the institution campus along with teaching-learning process. The concerned teachers are boosted, appreciated and their perspectives are modified wherever necessary. Moreover, the certificate courses are structured and restructured as per the feedback of the stockholders.

Teaching-learning and Evaluation

Shri. Raosaheb Ramrao Patil Mahavidyalaya imparts higher education on an average to five hundred students in its nearby locality. One of the students is reported from other state in the present academic year. It strictly observes the state reservation policy in the process of admission. After the admission for the first year under graduate classes of B.A. and B.Sc. programmes, a screening test is held to identify the slow and advanced learners. Similarly, the marks of previous years are also taken into consideration for such categorization of all the classes. All the members of the faculties prepare and keep the record of the slow and advanced learner students of their respective subjects. The teachers assign certain tasks and counsel these slow and advanced learner students continuously with definite objectives. Thus, the concerned teachers observe their overall progress. The teaching-learning process in the institution is ICT based, where the Learning Management System is supported by e-learning resources. Recently, the institution has developed media centre to record educational videos of the teachers. These videos are uploaded on its youtube channel. Besides, the teachers are always enthusiastic to invite various innovative techniques as well as creativity in teaching-learning process. The full time teachers on an average have a decade of teaching experience. Few teachers are awarded with Ph.D.s whereas others are seriously engaged in their Ph. D. research. The Principal, who is awarded by the three national level agencies for his contribution in the field of education, is always an ideal for all the teachers. The institution introduces reforms in Continuous Internal Evaluation system. The mechanism of internal assessment is transparent, robust in terms of frequency and variety. It is incorporated with the academic calendar. In addition to this, there is a well structured system to deal with examination related grievances. This system is transparent, time-bound and efficient. The programme outcomes, programme specific outcomes, course outcomes are effectively communicated to all the stakeholders of the institution which are measured by the University results as well as feedback of the stakeholders.

Research, Innovations and Extension

The institute encourages members of the faculties to indulge into research projects like Minor Research, Major Research, M. Phil. and Ph. D. etc. One of the teachers is recognized as research guide. Four members of the faculties have submitted MRPs to UGC during the concerned assessment period. Recently, the institution has

established an incubation centre for innovation, creation and transfer of knowledge. Beside its trainings, the IQAC has also conducted workshop on 'Intellectual Property Rights Act'. The institute has a well structured research committee which is explored on its website. It contains code of ethics for research, a link to check malpractices and plagiarism in research as well as major research contribution by the members of the faculties. The Principal has received three national level awards for which the staff has occasionally honoured him gracefully. Besides this, the institution maintains the practice to honour the members with their distinguished achievements in academic, social spheres. All the members of the faculties, including Librarian and Physical Director have published research papers in journals, national/international conferences/proceedings etc. Few members of the faculties have published their books also. The institute shares its social responsibilities by organizing extension activities accordingly. The cultural programmes like 'Teachers' Day', 'Doctor's Day', 'Traditional Day' impact students positively to understand cultural values of the nation. Besides, the students are motivated to enact the roles of inspirational personalities like Chhatrapati Shivaji Maharaj, Savitribai Phule etc. To inculcate the holistic development of the students, the institution makes available certain platforms like *Rakshabandhan*, Save the Girl Child Campaign, Anti-Superstitious programmes, Aids Awareness rally and a rally on the occasion of Birth Anniversary of Padmabhushan Dr. Karmaveer Bhaurao Patil. Such programmes sensitize students towards various social issues like illiteracy, gender inequality and social disparity. The institution arranges regularly the Blood Donation camp, HB check up camp, *Swachha Bharat Abhiyan*, Voters enrollment campaign, Tree Plantation etc. in collaboration with rural hospitals and local public administrative systems. The educational trips are arranged annually. The institution has functional MoUs which results into job opportunities to some of its students.

Infrastructure and Learning Resources

The institution has sufficient infrastructural facilities for teaching – learning process viz., classrooms, laboratories that are equipped with ICT. There is a separate computer lab for the students along with Eagle Wi-Fi network and broad band connectivity. The institution has budgetary provision to update its IT facilities. The institution is attached with a play ground for outdoor sports and Indoor Sports Facility Hall for indoor games which are used occasionally for different cultural activities. There is a separate yoga centre for girls in Women's Hostel. The Library is accommodated in the Main building. It is partially automated with Liberia software, INFLIBNET, N-List for Integrated Library Management System (ILMS) along with access to e-resources. Every year, the library is allocated with the budgetary provision of more than a lakh rupees to meet the need of books, journals etc. The Library of the institution has a collection of rare books and rare coins of foreign as well as Indian currency from 19th and 20th century. The Library has e-journals, e-books and other database. The institution proposes certain budget for infrastructure augmentation annually which tenders maintenance and utilizing of physical facilities as well as academic support facilities with a well planned system. The institution prefers IT facilities including Tally software, CCTV cameras etc. Recently, the institute is equipped with 100 MBPS bandwidth internet connection. The institute has developed facilities for e-content i.e. Media centre. It has recording facilities; lecture capturing system as well as other ICT tools like HOP, LED, Laptop, Microphones etc. The administrative offices, Principal's cabin, classrooms, staff room, Women's Hostel etc. are maintained by the peons and the wash rooms, lavatories are cleaned by the hired assistance under the daily observation of the Head Clerk. The library and its materials are maintained by the library attendant under the supervision of the Librarian. Similarly, the Sports department and Indoor Sports Facility Hall is maintained by a peon to the satisfaction of the Physical Director. Apart from this, the ICT equipments are maintained by the hired experts.

Student Support and Progression

The institute has made available Government scholarship and Freeships to the majority of the students during the last five years. It also avails students' aids fund to the needy students. Apart from this there are various awards reserved for the students by the parent institute and individuals. The institution enhances the capabilities of the students through various courses like Interview Technique Course, Remedial Couching for subjects Economics, English, Physics, Mathematics and Bridge courses for the subjects like Political Science, Psychology Statistics etc. More than thirty students are benefitted by the Competitive Examination Centre as well as the Placement Cell directly. The institution has introduced Training Programme in collaboration with Tata Consultancy Services, resulting job opportunities to the students. The graduate students of the institution are placed in state government services, Indian Army and in the private companies all over India. Thus, the alumni are either directly placed in the various agencies or use their skills to develop their traditional vocations. Many of them successfully introduce modern technologies in their household farming. However, the institute has played a vital role to elevate the students to Post graduate studies. Every year the graduates of our institute are admitted to the Shivaji University, Kolhapur as well as institution level PG centers of other Universities also. The students of the institute have accelerated themselves up to silver medal at national level and gold medal at state level in various sport activities. The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. It has Anti-ragging Committee, Internal Complaint Committee and Anti-Sexual Harassment Committee. Various students are deputed by the Principal on these various bodies/committees of the institution. However, the institution has been following all the rules and regulations of Shivaji University, Kolhapur to frame the Students' Council time to time. There is a registered Alumni Association in the institution. It plays a vital role in the process of developing the institution. It has solid economic contribution. It conducts its regular meet twice in the year.

Governance, Leadership and Management

While advocating its vision and mission, the institution is always alert to generate physical, spiritual, academic, social and cultural values among the aspirants. It also promises higher education with multi faceted aspects, excelling the human resources in broader perspectives of national and global context with its hierarchical governing system and perspective plan. Strategic plan and Perspective deployment documents are available in the institution. Besides, the institute has decentralized and participative management system. The Institute decentralizes authority and provides operational autonomy through various committees. The Local Management Committee, Internal Quality Assurance Cell and the Planning Board play vital role in the organizational structure of the Institution. The e-governance facility is in function partially in Finance and Accounts management, Students Admission Process and University Examination related issues. The institution has effective welfare measures for teaching and non-teaching staff including the Rayat Sevak Co-operative Bank, Laxmibai Sahakari Patpedhi (Co-operative society), Laxmibai Patil Shikshanotejak Patpedhi etc. These banks/ credit societies avail all the financial facilities like different type of loans for permanent teaching and non-teaching staff. The institute provides financial support to the teachers along with TADA and DL to attend conferences, workshops, seminars etc. Moreover, the institution organizes training programs for professional/administrative development of the teaching and non-teaching staff. Besides, it allows teachers to attend professional development programmes like Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme etc. It always takes initiatives to conduct university, state and national level conferences, seminars and workshops of various subjects along with Human rights. The institute has well structured Performance Appraisal System for teaching and non-teaching staff. The institute regularly conducts internal and external audit and settles audit objections within time. The institution appeals the society for the funds which is met with success. The institute has certain strategies for mobilization of funds and the optimal utilization of resources. Apart from this, the IQAC has institutionalized certain reforms for quality assurance and teaching-learning process. The institution has taken quality initiatives like regular meeting of

IQAC, submission of AQAR, participation in NIRF, AISHE, AAA and RQMS etc. There are incremental improvements in the post-accreditation initiatives.

Institutional Values and Best Practices

The institute organizes various gender equity promotion programmes. It has deployed modern technology like CCTV cameras on its campus to assure safety and security of the students. The girls are provided with Ladies Room facilities. The environmental consciousness of the institute is reflected through its initiatives for alternative energy source. The consumption of electricity is checked by altering the tube lights, CFL bulbs with LED bulbs. Recently, the solar energy panels are also fixed. Apart from the traditional waste management system, it has a strategy for solid, liquid and e-waste management. The e-waste is sold to the scrap merchants. The institute has well structured rain water collecting system to refill water resources like the bore well. The institute gives pledges occasionally to the students regarding *Swachha Bharat Abhiyan*, plastic free campus, no crackers in the Diwali etc. Besides, it is following No Vehicle Day on every second and fourth Saturday of the month when no vehicles except bicycles are allowed. All the vehicles are regularly parked two hundred fifty feet away from the class rooms and Indoor Sports Hall. The institute has Energy Audit and Green Audit annually to make the campus eco-friendly day-by-day. In addition to this, the institute arranges tree plantation week in the month of July, particularly after the first rain. The institute organizes and promotes consciousness about national identities/symbols, fundamental rights and universal values. The core values of institution are available on its website. It has also adopted adequate physical facilities to comfort the divyangjan. It has a manual of code of conduct for students, teachers, administrative and governing bodies. There is complete transparency in academic, financial, administrative and auxiliary functions in the institute. The institute has arranged various programs to address locational advantages and disadvantages during last five years such as seminars and workshops on draught prone areas etc. Its discipline, education friendly atmosphere and continuous efforts for water management and dissemination of modern farming methodologies are its distinctiveness. It contributes a lot to empower women and to inculcate scientific temper among its locality those are its best practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI RAOSAHEB RAMRAO PATIL MAHAVIDYALAYA
Address	Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj A/P- Savlaj, Tal- Tasgaon, Dist- Sangli, Pin- 416311
City	Sangli
State	Maharashtra
Pin	416311
Website	www.rapatilcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajendra Sayabu More	02346-254229	9822794992	02346-	prinacsavlaj@yahoo.co.in
IQAC Coordinator	Madhav Radhakisan Yeshwant	02346-	7559451202	02346-	yeshwantmr@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-1991
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-09-2009	View Document
12B of UGC	30-09-2009	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj A/P- Savlaj, Tal- Tasgaon, Dist- Sangli, Pin- 416311	Rural	1.5	2326.5

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	12	B.A. II Optional Marathi	English,Marathi	30	11
UG	BA,Marathi	12	H.S.C Arts Commerce Science	Marathi	240	112
UG	BA,Marathi	24	H.S.C. Arts Commerce Science	Marathi	360	100
UG	BA,Hindi	12	B.A. II Optional Hindi	English,Hindi	30	16
UG	BA,Hindi	24	H.S.C. Arts Commerce Science	Hindi	360	118
UG	BSc,English	24	H.S.C. Science	English	240	174
UG	BA,English	24	H.S.C. Arts Commerce Science	English	360	74
UG	BA,English	12	B.A. II Optional English	English	30	19
UG	BA,Geography	12	B.A. II Optional Geography	English,Marathi	30	13
UG	BA,Geography	24	H.S.C. Arts Commerce Science	Marathi	360	111
UG	BSc,Chemistry	12	B.Sc. II Chemistry	English	120	45
UG	BSc,Chemistry	24	H.S.C. Science	English	240	188
UG	BA,Scientific	12	H.S.C. Arts	Marathi	240	43

	c Methods		Commerce Science			
UG	BA,Psychology	24	H.S.C. Arts Commerce Science	Marathi	360	63
UG	BA,History	24	H.S.C. Arts Commerce Science	Marathi	360	135
UG	BA,Political Science	24	H.S.C. Arts Commerce Science	Marathi	360	86
UG	BA,Economics	24	H.S.C. Arts Commerce Science	Marathi	360	133
UG	BSc,Physics	24	H.S.C. Science	English	240	150
UG	BSc,Mathematics	24	H.S.C. Science	English	240	58
UG	BSc,Statistics	24	H.S.C. Science	English	240	40
UG	BSc,Botany	24	H.S.C. Science	English	240	133
UG	BSc,Zoology	24	H.S.C. Science	English	240	133
UG	BA,Environmental Studies	12	B.A. I	Marathi	120	100
UG	BSc,Environmental Studies	12	B.Sc. I	English	120	62
UG	BA,Ids	12	B.A. I	Marathi	120	22
UG	BA,Ids	12	B.A. I	Marathi	120	16
UG	BA,Ids	12	B.A. I	Marathi	120	35
UG	BA,Ids	12	B.A. I	Marathi	120	27

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				7			
Recruited	0	0	0	0	3	0	0	3	5	0	0	5
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				14			
Recruited	0	0	0	0	0	0	0	0	11	3	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	0	0	3
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	3	0	0	5	0	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	11	3	0	14

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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
Certificate	Male	157	0	0	0	157
	Female	199	0	0	0	199
	Others	0	0	0	0	0
UG	Male	252	0	0	0	252
	Female	294	1	0	0	295
	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	28	28	31	34
	Female	24	24	35	24
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	21	34	33	27
	Female	35	28	36	35
	Others	0	0	0	0
General	Male	165	171	160	158
	Female	219	214	187	176
	Others	0	0	0	0
Others	Male	30	29	29	29
	Female	33	28	29	19
	Others	0	0	0	0
Total		555	556	541	503

3. Extended Profile

3.1 Program

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

Response: 29	File Description	Document
	Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	29	29	29	29

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
555	556	541	503	461
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
555	556	541	503	461
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
98	81	81	71	67

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	26	25	26	26

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	13	13	13

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 17

Number of computers

Response: 32

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

2017-18	2016-17	2015-16	2014-15	2013-14
24.94872	30.13927	20.60312	14.13711	75.48614

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows curricular of Shivaji University, Kolhapur. The Principal confirms any change in syllabus in the very first meeting of the academic year. The heads of the departments make requirements of the text books, reference books, CDs, journals, periodicals to the library to plan the curricular and the librarian makes the material available in proportion with the budgetary provision. The Time-Table and Academic Calendar Committee prepares academic calendar in accordance with the University Academic Calendar.

Besides, the planning and implantation of the curricular ensures effective delivery through a well document i.e. Academic Diary prescribed by the University. All the faculty members are assigned with appropriate workloads to teach the subjects to the concerned classes at the beginning of every academic year. The faculties in every department are free to teach the subjects of their interest; however they can even alter their subjects which were taught in the previous year from the beginning of the new academic year. Every teacher maintains his/her workload in the individual teaching diary along with the month-wise planning of chapters/topics of each subject. He/she also mentions text books, reference books, CDs, journals in the teaching diary. He/she plans lectures/practical/tests/ seminars/group discussions in the diary. Such planning is approved by the heads of the departments in the departmental meetings and the Principal is reported regarding it in the following staff meeting. The day-to-day delivery of the syllabus is planned well in advanced and executed appropriately. The syllabus completed review is observed in the departmental meetings, periodically. The record of their assistants is verified by heads of Departments whereas the Principal observes the record of all the faculties, including heads, with regular intervals. He also enquires every faculty member regarding the portion covered of the syllabus prior to the preliminary examination in every semester.

However, if syllabus of a course is changed, the concerned department in the college proposes to organize workshop as per the university guidelines with the financial assistance by the university. Besides, the faculties are deputed with Duty Leave, Traveling Allowance Dearness Allowance etc. to participate draft syllabus workshop organized by other institutions, so that they can be either participants or resource persons, sharing and sorting out their problems in the interaction with other experts in the respective fields.

Moreover, the library of the college has deposited PPTs of the faculties regarding study topics, question papers of previous years and all other online resources. This material is available to the faculty as well as students for effective curriculum delivery. Every year, the laboratories are strengthened enough with required material and chemicals to support the smooth functioning of curriculum planning. The students present syllabus topics and face Mock Interviews to ensure their effective grasping of the curriculum. The ICT facility is also made available to the students so that they interact with resource material of the syllabus on internet. They can browse, download and check their knowledge online in the absence of teachers also.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 31**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	5	5

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 143.41**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**

2017-18	2016-17	2015-16	2014-15	2013-14
15	08	05	05	04

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 44.83**1.2.1.1 How many new courses are introduced within the last five years****Response:** 13

File Description	Document
Details of the new courses introduced	View Document

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

Response: 20.69

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

Response: 6

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

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

Response: 66.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
350	335	363	363	329

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

1.3 Curriculum Enrichment

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

Response:

The institution integrates cross cutting issues into the curriculum of all the subjects taught at the college through celebration of various days/anniversaries, lectures of experts, various activities, short term courses, skill development courses, value added courses etc.

The curriculum of History, HSRM and Political Science are enriched in respect of Gender Equality while celebrating the birth/death anniversaries of the social reformers like Chhatrapati Shivaji Maharaj, Mahatma Phule, Chhatrapati Shahu Maharaj, Dr. Babasaheb Ambedkar and Padmabhushan Dr. Karmaveer Bhaurao Patil etc. along with expert lectures. To address the gender issue the institution also celebrates the 'Day of Indian Constitution', 'Independence Day', 'Republic Day', 'Women's Day' etc. On these occasions the students get certain space to comment critically on the egalitarian practice in respect of gender issue in the Indian society. Similarly, the students interact freely with the Public Administrative Officers like DYSP, IAS Officers who are invited in the college to share their ideas on Gender issue. The various activities like Teachers' Day, Traditional Day, Elocution Competitions, AIDS Rallies, and NSS Camps enrich the curriculum aptly in this regard. Besides, the institute has introduced value added courses in Human Rights and Indian Democracy.

The study tours organized in every academic year by the departments like Geography, Botany and Zoology enrich their curriculum while integrating the issue of environment and sustainability among the students. The students are introduced with various environmental structures, bio-diversity and different exceptional species in such tours which enrich their syllabus. The research reports following these site-visits also frame the students' perspectives for the natural hazards. They become sensitive to the bio-diversity, and various species in the environment.

The curriculum of the languages like Marathi, Hindi and English are enriched through the Literary Association composed in the college. The Literary Association provides many opportunities to the students to explore human values. It celebrates 'Marathi Day', 'Hindi Day' and 'English Day' etc. where the students are introduced the humanitarian authors and their literature from the respective languages. The students explore their ideas on wall papers on these occasions in respect of human values. Occasionally, the students are shown classical drama/films in connection with the curriculum of these languages so that those inculcate human values among them. The thoughts and feelings of the students expressing human values in the context of curriculum of these languages are published in the college magazine.

While dealing with the curriculum of Economics, the students are asked to visit the Public institutions like Banks, Credit Societies etc. where they observe and explore their professional ethics. The curriculum of Psychology is enriched through the training programmes, mock interviews and counseling. These practices help the students to comprehend soft-skills and develop their personality. The practical programmes of Statistics, Mathematics, Physics, Chemistry, Mechanized House Keeping, Front Office Services, Building Maintenance, Safety and Security and Horticulture and Landscape not only enriches curriculum but also develop professional ethics among the students. The students inculcate professional ethics during such experimental learning mode.

1.3.2 Number of value 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
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 63.78	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 354	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
URL for stakeholder feedback report	View Document

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

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 62.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
555	556	541	503	461

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

2017-18	2016-17	2015-16	2014-15	2013-14
840	840	840	840	840

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 33.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
171	171	194	169	159

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

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

After the admission to the first year of B.A. and B.Sc. undergraduate courses, the institution organizes a screening test every year. The screening test is arranged for one and half hour with proper notice displayed on the college notice board well in advance. The test comprises 10 multiple choice questions of each subject that is available to these first year students in the college. The faculty members are asked to draw these questions of intermediate level based on the general knowledge of their concerned subjects. Two separate multiple choice question papers are prepared for these students from B.A. and B.Sc. courses. The students have to tick mark the right choice. On the next day of the screening test, the result of the test is displayed on the notice board with their performance in each subject. Surprisingly enough, the score in the test does not vary from their marks in HSC examination. Thus, the students who have secured below 45% marks in their HSC are categorized as slow learners and the students who have secured above 60% are categorized as advance learners.

Similarly, the students of second year of B.A., B.Sc. and third year students of B.A., B.Sc. are also categorized as slow and advanced learners with the above measures of marks. As well as their marks in the previous year's examination are also taken into consideration. Thus, these slow and advanced learners students are attributed to every teaching faculty in equal proportion. The faculty members are asked to keep separate record to measure the periodic development of these students. To accelerate these two types of students, the concerned teacher mentions their progress in accordance to their performance in various tests and examination as well as their participation and responses to various sports, cultural and academic activities. These students are not only assigned to academic exercises but with certain challenging tasks to overcome their psychological complexes and prejudices, so that, they are set with appropriate perspective towards learning, social, political, economic systems. They are also provided with psychological

counseling by the faculty of the psychology. In exceptional cases, they are also advised to consult professional doctor, psychiatric with recommendation by the Principal.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 21.35

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.72

2.2.3.1 Number of differently abled students on rolls

Response: 04

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Apart from Group Discussions, Seminars, Role-playing, Debating, Brain storming sessions, the student centric methods like Experiential Learning, Participative Learning and Problem Solving Methodologies are also used in the institution to encourage interactive, collaborative independent learning among students.

As far as the Experimental Learning Method is concerned, the students are motivated for active learning during literature classes. They are asked to observe perspectives of different characters in contents. During the language classes, the students are given free choice to select any semantic/syntactic structure to experiment with. The classes of social sciences deal with cooperative learning methods where different

concepts are disseminated among the students based on their experiments of co-operation with each other. On the other hand, the classes of the subjects like Zoology and Botany follow the experimental learning method through service learning and situated learning to gear up students' participation in the given classroom environment. The practicals of Chemistry and Physics are the adventure learning opportunities to the students. The classes of Mathematics and Statistics provide ample opportunity to the students for action learning modes where certain experiments are expected on their part. Consequently, the students learn the subjects individually.

The faculties are also using Participative Learning Method to make the learning process alive. As the participating method encourages dialogues, it proves useful for the language classes to develop speaking skills of the students. However, it is used in the science classes to foster their vocabulary and registers. The teachers introduce the contemporary relevance of the topics through question answer method as well as the students are also invited to express themselves regarding the topic. The questions are mainly concerned with general knowledge of the topics students expressions explore their basic comprehension of the concerned issue. Such method engages the students in serious discussion where the faculties continuously track the students in these processes.

The Problem-Solving Methodology is frequently used in the teaching-learning process in the classes of Languages and Social Sciences-Political Science, Economics, Psychology, History and Geography. The students are expected to take initiatives to learn the topics of these subjects with a systematic strategy. They have to resolve conflicts, discuss alternatives and focus on thinking as if they are solving some problem. However, the students have ample opportunities to use newly acquired knowledge in meaningful, real-life activities. They have to understand the problem and describe barriers with various solutions to it. In this methodology, the students create visual image to learn the concerned topic. The problem solving method is used in the classes of science also. Consequently, the students of the institution are able to keep accurate and up-to-date records of their thoughts, proceedings and procedures. They also learn with great care to monitor the steps undertaken as a part of a solution. Thus, they enhance their patience during the process when they keep aside the problem for a time and tackle it at later time.

File Description	Document
Any additional information	View Document

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

Response: 96.15

2.3.2.1 Number of teachers using ICT

Response: 25

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

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

Response: 23.13

2.3.3.1 Number of mentors

Response: 24

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institution has been continuously boosting innovation and creativity in its teaching-learning process, where the students are assured to gain new insights and open up new channels of intellectual stimulation. The teachers prefer ICT based teaching mode to enhance students' essential and creative thinking power. The teachers from the institution have prepared PPTs of their concerned subjects which promote pictorial memory of the students' regarding various experiments in Chemistry and Psychology, as well as various objects in Physics and Geography, monuments in Political Science and History. Moreover, the educational videos, movies based on history and literary works are displayed for the sake of the students. Besides, the students are provided with various technical amenities where they share education material on their android mobiles. The students are provided with direct access to the internet facilities in the college where they are asked to search, download and explore the educational material prior to its class room teaching. The educational material is provided to the students on their emails, facebook accounts as well as whatsapp groups. The students are deputed to the seminars/workshops arranged by other colleges in the vicinity. They are introduced to the modern concepts like Webinars. In addition to the guest lectures, the institution arranges video conferencing lectures of the eminent personalities. The students are also asked to prepare wall papers in the context of their interested study topics where they not only come out with the collection of the material but also try to prepare gadget type tiny models. They are assisted with every type of help to participate in the University level research projects like *Avishkar*. The teachers along with the Principal share the students' approaches in the informal gathering during the empty period. The topics of these discussions may vary from local to global issue so that they are encouraged to express their stand points boldly in the society. Besides, the college frequently arranges various exhibitions like the photography, information of Forts in Maharashtra and the book exhibition from the personal collection of a primary teacher etc. In addition to the traditional sports activities, the Sports Department has conducted Thang-Thaa game similar to fencing. The college arranges educational trips where the students are explored with

various geographical, biological peculiarities as well as religious, historical and industrial sites. The Birth and Death Anniversaries of National personalities are celebrated in the college campus where the students are invited to speak instantly regarding the contribution of these people for the nation.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 198.46

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

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

Response: 18.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
08	05	04	03	04

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 11.58

2.4.3.1 Total experience of full-time teachers

Response: 301

File Description	Document
Any additional information	View Document

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

Response: 15.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	1	1

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

The institution has seriously implementing reforms in CIE system. The students from all the courses are given two home assignments for every subject in each semester to engage them in their study at their home and interact amongst themselves for sharing and better understanding of the subject at their own level. Besides, the faculties conduct two unit tests/tutorials in every semester for the subjects that they teach. Thus, the teachers evaluate the grasping power of the students based on their performance in these home assignment/unit tests/tutorials. Thus, the members of the faculties are able to check and rectify the students closely and continuously in proper way. Besides, the college conducts preliminary examination for all the courses in each semester. The teachers set the question paper of their concerned subject as per the university question paper pattern. Thus, they evaluate the answer sheets of the students as per the norms of university examination. The marks are submitted to the Examination Committee of the college as well as the students are also shown their answer sheets by the concerned teachers. In such personal interactions the students sort out their difficulties and are motivated for their better performance in the university examination. The results of the preliminary examinations are discussed with the parents in Parent-Teacher meet in every semester.

Moreover, the second year students from B.A. and B.Sc. courses are given a project of environmental studies which is checked and graded by the concerned faculty. The third year students from B.A. and B.Sc. are asked to present an assigned topic as well as prepare a project of each subject at the end of each semester respectively. The third year students of Geography department and B.Sc. Chemistry department are deployed with practical in the presence of internal and external examiners.

Apart from the evaluation system, the college successfully carries out reforms at internal level of Shivaji University, Kolhapur to which it is affiliated permanently. As per the rules and regulation of the affiliated university, the college conducts all the university examinations, including Physical Examination in its own campus in the presence of internal and external senior supervisors duly appointed by the university. The answer sheets of first year B.A. and B.Sc. students are kept in examination department which are consequently shifted to the internal assessment centre of the college. As per the norms and guidelines of the university, these answer sheets are evaluated confidentially by the concerned faculty in presence of internal CAP director against the remunerations. Afterwards, the marks are uploaded on examination portal of the university website. This examination related work is handled with every kind of secrecy. However, the answer sheets of B.A. II, III and B.Sc. II, III are submitted to the University CAP centre where the faculty from the college participates in central assessment process on Duty Leave. The institute conducts the examinations of all the certificate courses as well as Karmaveer Vidya Prabodhini examination.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institution conducts two assignments, two tutorial and preliminary examination in each semester for all the undergraduate courses. All the records of these assignments, tutorial/unit tests and preliminary examinations are kept with concerned teacher. The checked answer-sheets of internal evaluations are brought to the notice of the students where they are given proper space to counter check other students' performance. They are oriented with their drawbacks in performance and expectation of the university level examiner. In the healthy atmosphere, the students can argue and understand the coherence of their performance and marks. They can have second opinion of the teachers of similar subject. Thus, they are counseled without any prejudice. As far as the internal assessment of university examination is concerned; the students can demand for rechecking and reevaluation of their performance with certain form and fees. In such cases, the CAP Director of the college is free to invite the teacher of concerned subject from the other college to recheck/reevaluate answer-sheets or he can invite another teacher of the same subject, than the one who has assessed the answer sheets earlier to recheck/reevaluate the answer-sheet. If there is a single faculty to deal with the rechecking/reevaluation of the answer-sheet, the CAP director can invite the teacher of concerned subject from other nearby colleges affiliated to the Shivaji University, Kolhapur. Only the Environmental projects of B.A. II and B.Sc. II are assessed by the concerned subject teacher at the college. This performance of the subject is open ending. However, the students can challenge their evaluation by the teacher as per the norms of Shivaji University, Kolhapur. The marks of B.A. III and B.Sc. III are segregated as 10+40 for each subject in their V and VI semesters. The internal assessment process for the V Semester comprises presentation of an assigned topic in the manner of seminar or viva in the presence of their classmates. The subject teacher has to evaluate it for 10 marks with the every possible secrecy of examination. However, the teacher uploads these marks on the examination portal of Shivaji University. Similarly, these students have to submit a project on the assigned topic for each subject as a part of internal evaluation in VI semester. Here, the students are supposed to submit the project as a mini research work under the guidance of the subject teacher. They can consult the teacher every now and then to make their project attractive. The subject teacher assesses the project for the 10 marks and uploads the marks allotted on the examination portal of the university with every means of secrecy. The students come to know marks of their internal examination only in their mark-sheets after each semester where these marks are separately mentioned. Consequently, the students are free to challenge these marks of internal evaluation for both the semesters. They can go for rechecking/reevaluation of their internal performance as per the guidelines of the affiliated university with proper forms and fees.

File Description	Document
Any additional information	View Document

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

Response:

The institution imitates and follows the ideal mechanism of the Shivaji University, Kolhapur to deal with its internal as well as University level examination related grievances. The mechanism to deal with examination related grievances is transparent, time bound and efficient. If the students or any related agent has any grievance regarding any examination related issues in the case of internal examination of the college, such as assignments, tutorials/tests, preliminary examination, seminar, project, practical; he/she can communicate it directly to the junior supervisor, the direct authority on the scene. If the applicant is not

satisfied, the grievance is brought to the notice of senior supervisor and then to the Chairman of examination committee to satisfy the complaint. However, if the plaintiff is not satisfied then he/she can apply on plain paper to the Principal stating the issue in full. The Principal consults with the chairman of the examination committee in the presence of IQAC coordinator, the Chairman of discipline committee and the Chairman of anti-ragging committee. If a woman comes anywhere in the circumference of the matter, the Chairman of the women's redressal cell is invited specially in such circumstances. After observing the said issue minutely, the plaintiff is satisfied at full with fair decision/judgment. However, the plaintiff has been provided with an open ending opportunity to seek justice from the university tribunal as well as at the level of Rayat Shikshan Sanstha and at last from the Constitution of India which assures human rights of the plaintiff.

As far as the functioning of the university examination is concerned the college assess the proper candidature of the students appeared for the examination with his/her University Examination Hall-ticket and I-card issued by the college itself. The queries of the students are satisfied at this level by the Principal in the college and at the university examination centre with every possible means of communication. If the junior supervisor, the internal/external supervisors, the flying squad of the university has taken any disciplinary action against anybody during the examination process, the same is forwarded to the university for the final decision as it comes under the jurisdiction of the university.

The forms of demanding photo copy of the assessed answer sheets, reevaluation, rechecking are kept ready for the students if they wish to. The students can go to any above mentioned process by filling up the forms and fees required. The college collects these forms and fees of the students in stipulated time prescribed by the university and forward the concerned documents to the controller of examination for necessary action. Moreover, the Examination Committee of the institution follows up these grievances by appropriate correspondence/ proofs to the university. The whole process is transparent, time-bound and efficient.

File Description	Document
Any additional information	View Document

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

Response:

The institution adheres to the academic calendar very strictly, particularly for the conduct of Continuous Internal Evaluation through the IQAC. Every department of the college, including single faculty departments structure their detailed academic activities, commencement of the continuous internal evaluation and other activities in the year-wise plan. These year-wise plans particularly schedule the tentative dates of the screening test, home assignments, unit tests/tutorials, seminars, projects, time-table of the practicals. Thus, these year-wise plans are incorporated with the Academic Calendar of the institute which itself is arranged in proportion to the University Academic Calendar. At the beginning of the every academic year, the tentative dates of the Preliminary Examination are always declared in the first staff meeting in the every semester by the Principal with the consultation of the Chairman of Examination Committee of the college. These tentative dates of the Preliminary Examination are declared in anticipation of the University Examination. Consequently, various departments and committees have to integrate their programmes accordingly. Besides, the Sports department and the Cultural department have certain dates

fixed for the conduct and execution of their competitions. Thus, the academic calendar of the college is prepared. It is kept in the Principal's Cabin, IQAC department and with the Examination Committee. It is also kept on the website, so that all the members of the faculties as well as students can refer it whenever required.

However, all the faculty members report the execution of such assignments/tests/tutorials/ group discussions/ seminars/ projects and practical to their heads, who in return report the same to the Principal. In addition to this, the various Committees/ Associations also adjust their contests and competition in the academic calendar of the institute. All the departments try to follow the Academic Calendar at the best of their level. However, if there are certain changes, the same are communicated to the Principal to seek his permission in the meetings relevant to the issues. The Principal motivates fair discussion for these changes with the concerned members who will have to face the consequences of these changes. When such changes are incorporated appropriately, the same are reported to the concerned committees/departments in written. they are also advised to consult professional doctor, psychiatric with recommendation by the Principal.

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:

The institution has opted and designed all the programmes and courses as Outcome Based Education. The institute declares the programme outcomes, programme specific outcomes and course outcomes through its prospectus and college magazines. These outcomes are focused in each and every news of the college published in various newspapers from the very beginning of advertisements for admissions in the college. The occasional hoardings displayed in the locality concerning special marks of success of the college also contain the outcomes. The same are reflected in the brochures published time to time in respect of various seminars/workshops/ conferences etc. conducted in the college. These outcomes are displayed on the college website, local electronic media like local TV channel, whatsapp groups, facebook page etc. The institute seeks every opportunity to communicate these outcomes to the society at large, particularly through various processions, rallies arranged on specific occasions like Karmaveer Birth Anniversary. Besides, the outcomes are communicated to the participants attending various gatherings in the college like Parent-Teacher meets, Alumni meets, NSS programmes etc.

However, the institute communicates the outcomes more specifically to its students at micro level. At the beginning of every academic session, there are separate general meetings for first year B.A., B.Sc. and B.Sc. in Facility Services students. In this meeting every member of faculties illustrates the objectives of his/her course/subject whereas in his presidential address, the Principal focuses the programme out comes. The teacher-guardians (Mentor-Mentee) always communicate the PO, PSO and CO to the concerned students. The programme outcomes are periodically reinforced among students during various curricular and extracurricular activities. The various programmes of Literary Association, Science Association and NSS etc. always inculcate the programme outcomes among the students. Thus, these objectives are communicated to the students every now and then during the teaching-learning process as well as checked through their responses in the answer-sheets of various tests/ examinations. In addition to this, the students response to research projects, quiz competition, elocution completion, essay competition, *rangoli*

competition and poster presentation in and outside the institute where they ably demonstrate PO, PSO and CO. The students are given free access to the laboratories to do various experiments of their interest; consequently, some of the students are ranked in the *Avishkar*. The college magazine and college bulletin also reflect the outcome of the programmes on the part of the students. The students are always deputed at various places under the NSS department, Sports department, Cultural department as well as educational trips. During such outings, the students explore the programme outcomes in various angles through their interactions. The feedback forms are collected from the students, alumni, parents and teachers where they have to comment directly or indirectly the programme outcome. Thus, their responses in the feedback are upward communication of the attainment of programme outcomes, programme specific outcomes and course outcomes. Moreover, the absorption of the students and their well functioning in various sectors of the society is itself a proof of outcome of the programme.

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

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

Response:

The institution observes attainment of Program Outcomes; Program Specific Outcomes and Course Outcomes through the attractive ranking of its students in the University Examinations. The Examination Committee collects the semester wise results as well as total result of each subject of each teacher. The committee evaluates the results. The same is reported to the IQAC. Besides, the five point rating scale feedback forms are also evaluated at the end of every academic year. Thus, the attendance of the students, results and the feedback forms are analyzed and the findings are submitted to the Principal. The Principal boosts and motivates the teachers wherever required. The Action taken report is displayed along with AQAR of the concerned year.

The students graduate from the college with flying colours of marks- nearly all of them with first class and a few with distinction. Obviously, they are easily got admitted not only in Shivaji University but to the PG centers of other universities where they remain on top positions. The scenario indicates their inculcation of the programme contains at their UG courses. Moreover, the graduate girls from the college are able to mould the traditional mind set of their parents for Under Graduate and Post Graduate higher education, so that the parents allow them to complete their Post graduation at University level.

However, apart from the examination methodology, the attainment of PO, POS, CO are always checked through different measures. The everyday positive change in the students' perspective and overall personality is noticed during their engagement with the programmes and courses. The students explore discipline of dress code, scientific approach, mature personality and social responsibility in an impressive way during the winter camp of NSS. The students' devotion in various constructive works at the village is rewarded individually or in group by the *Grampanchayat* as well as other citizens from the village. The feedback of the villagers is noteworthy in this regard. They express spontaneously how the students have

interacted with them during their stay. Similarly, the students' functions very smoothly during their regular participation in the university/state/national level Youth Festival, various Sports Competitions each year, hosted by different colleges. They are appreciated by the host and participants of other colleges as well as noticed by the Newspaper media.

Some of the ex-students are running their household vocation in an innovative way. Some of them excelled successful employees working in the government and non-government sectors. They are also observed as good assistance for their employers in private sectors. The students, who are doing part time jobs, get positive feedback from the employers regarding their smooth functioning. The employers communicate their performance to the Principal, teachers and other staff in their informal interactions.

However, the girl students, who are married off immediately after their graduation, mould themselves as ideal housewives simultaneously doing some little jobs in some English medium nursery or primary schools. Even the girl students are also excelled as successful employees when they get opportunities though Campus training like Tata Consultancy Services.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 90.74

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

Response: 98

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

Response: 108

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the 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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

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

Response: 0.1

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

Response: 6

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

Response: 59

File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

The institution has recently set up an incubation centre so that the students will be able to seek employment opportunities in the world outside. The Incubation centre is equipped with newspapers like Employment News, Magazines of agricultural production, Geographical maps, travelogues, magazines about tourism, research oriented magazines etc. along with an internet access. The students are given opportunities in the incubation centre to better understand the requirement of different professional as well as technical skills, so that they can prepare themselves for the challenges in the market. The Placement Cell, which monitors the incubation centre, organizes employment oriented various programmes where the market requirement of human resource is told to them. The soft skills of the students are shaped and reshaped in the incubation centre to let them fit in the measures of the employers in the market. The Campus to Corporate Training programme is arranged every year for the B.A. and B.Sc. final year students. The students are informed about the Tata Consultancy Services for which they are better prepared here. All the interview skills like Group Discussion, personal interview etc. are inculcated among them. The lectures of English language are arranged to give them better practice of spoken English. As a result of the activity five students are selected for TCS during the previous years. Besides, the alumni who are placed at different companies and industries are made available to share their experiences and requirements in the corporate world. The B.Sc. students are introduced with the technical skills of water testing and soil analysis that they can do on their own part. The students are free to provide water testing to the nearby locality. The students are admitted in the Farmers' Gathering to know the problems and prospects of the agriculture. Moreover, the *Agrani Sanshodhan Mohotsav* i.e. Agrani Research Festival is arranged in the college to let the students explore with their ideas in different areas. On such occasions, the students exhibit their ideas through wall papers, research papers, tiny gadgets etc. As a result two students got fund of ten thousand rupees from Rayat Shikshan Sanstha for their research project. As well as four students got the fund of ten thousand rupees for their research project through Agrani Research Sensitization Scheme, Shivaji University, Kolhapur. Besides, the incubation centre runs the activity of vermin compost in collaboration with Zoology department, where the students are given practical knowledge about the handling the vermin compost. The students can find out consumers for the vermin compost on their own part. re reported to the concerned committees/departments in written. they are also advised to consult professional doctor, psychiatric with recommendation by the Principal.

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

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	03	05	04	05

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

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

Response: 2.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	16	11	28	15

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

3.4 Extension Activities

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

Response:

Apart from its assurance of academic excellence, the institute organizes various extension activities –Save the Girl Campaign, Anti-Superstitious Workshops, AIDS Awareness Campaign, Road Security Campaign, Voters Campaign, Consumers’ Rights Protection programme, *Rakshabandhan* programme, *Swachha Bharat Abhiyan*, Tree Plantation etc. In addition to this, the students are given Addiction Free pledge as well as Respect for Constitution pledge for their holistic development. Besides, it arranges a huge rally on the occasion of the Birth Anniversary of Padmabhushan Dr. Karmaveer Bhaurao Patil. The institute intends to sensitize the students as well as the locality towards various social issues like gender disparity, illiteracy, and social inequality through these extension activities. The institution has continuously arranging seminars, workshops and cultural activities like *Mahahadga* to gather the women in and around the locality to orient them with legal provisions, various hygienic issues, health awareness, respect to their female identity. Similarly, the institute spreads anti-superstitious thoughts in the locality on its own platforms as well as sharing the platforms at local gatherings. It has invited renowned advocates from the district place to orient the students regarding the anti-superstitious law. And the students are asked to share the knowledge at their vicinity. The students enact entertaining skits during the NSS winter camp to appeal the rustic audience to eradicate the superstitious beliefs. Recently, as a part of this campaign, the cultural department has enacted the street play in the University Level Youth Festival. The institution accepts its

social responsibility to disseminate adequate scientific information of AIDS not only among its aspirants but society at large, so that the institution arranges lectures, medical checkup camps and rallies etc. to orient the masses. It also arranges free medical check-up camps for the senior citizens where medicines are distributed free of cost. Besides, it arranges Blood Donation Campus every year in collaboration with the local government hospitals. It has arranged RTO camp in the college to make the students aware about the traffic rules. The institute runs the Voters' enrollment campaign in collaboration with the government office to enroll the new young voters in and around the locality. To sensitize the illiterate, rustic consumers to their rights, the institute has arranged a Consumers' Right Programme. The cultural activities of the institution like *Rakshabandhan* are always arranged in the dwellings of the downtrodden community. The Principal, faculties along with the students interact with them under such cultural festivals' pretext, to introduce government schemes and inculcate values of literacy. Besides, in the annual NSS camp at Dahiwadi village, the institute has executed *Swachha Bharat Abhiyan* by cleaning up the *Banurgadh*, a historical place of its own importance. The students have planted ample trees in and around the college campus in collaboration with the local administrative system. The institute organizes felicitation programme of the Retired Teachers in the vicinity every year. Recently, the institution has arranged a workshop on the issue of Pre-primary Education.

File Description	Document
Link for Additional Information	View Document

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

Response: 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	02	01	01

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

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

Response: 66

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	08	16	20

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

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

Response: 9.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
52	53	47	49	52

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years**Response: 7**

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	02	02

File Description**Document**

Number of Collaborative activities for research, faculty etc.

[View Document](#)

Copies of collaboration

[View Document](#)**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)****Response: 27**

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	07	05	04	02

File Description**Document**

e-copies of the MoUs with institution/ industry/ corporate house

[View Document](#)

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute uses the present infrastructure facilities to fulfill the minimum specific requirements. The campus comprises Women's Hostel, Main Building and Indoor Sports Facility Hall along with amenities for Divyangjan in each construction.

The ground floor of the Main Building includes Departments of Hindi, Chemistry, Physics, Botany, Zoology, Mathematics, Statistics, Geography and Ladies Room. The Departments of Science are attached with their respective Labs, store rooms accommodated in the tin roofed extension. The Ladies Room is extended similarly. The Staff Room is attached with the Wash Room.

From it, in 90 degree angle towards North, there is examination centre, administrative Office, Principal's Cabin, Departments of English, Sports and Marathi. The English Language Lab is accommodated in the Department of English itself. The stair case next to the Staff Room leads towards First Floor and Second Floor of the Building. The stair case which opens West on the First Floor has a Class Room, Library, Incubation Centre, A Big Class Room and Computer Lab i.e. NRC Centre at the West end; however there is stair case for the Second Floor, An Examination Centre, and two adjoining Class Rooms towards North. The Second Floor is tin roof construction with the North side construction. Again the stair case opens West on the Second Floor. There are four spacious Class Rooms leading to the North. All the Departments on the Ground Floor as well as the Examination Centre on the First Floor are used as Class Rooms in the absence of their primary purpose. The Big Class Room on the First Floor is occasionally used as Conference Hall whereas the Computer Lab, which identified as NRC centre is also used as a Class Room. All these class rooms are better furnished with steel benches, dais, Black board, fans, electric tubes, chairs and tables wherever required. The science labs are constructed and equipped with the standard measures.

The Office of Women's Hostel is located at the Main Entry on the Ground Floor. At the right hand side of the office there is Rector Room opposite to it a Reading Room. There is a toilet for Physically disabled girls leading West side exit of the Building whereas at the left hand side of the office there is Dining Hall, Kitchen, Store Room and Toilet leading East side exit of the Building. The stairs in front of the office leads towards the First Floor which opens to South on the Floor. At the right hand of the opening there are three rooms, at left hand there are two rooms and in front of it there are again three rooms with three bed capacity in each room. At the very end of East and West there are bath rooms and toilets.

The Indoor Sports Facility Hall is tin roofed construction with thirty feet in height. It is equipped with Athletic material. In addition to its primary use, it is also used occasionally to arrange Conferences, Extra Lectures and Examinations at an emergency.

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

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

Response:

The institution has enriched sport facilities including play ground in its yard along with Twenty by Twelve meters Indoor Sports Facility Hall , duly constructed in 2014 and since after brought in use. The play ground is supported with the outdoor games' amenities from early days of development of the college. There are twenty Volley Balls, twelve Shooting Balls along with nine by eighteen meters play ground for each game, Ten by thirteen meter *Kabbadi*

Atya-patya play ground, sixteen by twenty seven meter Kho-kho play ground and a long jump pit which occupy the play ground of the college. Similarly, there are number of indoor games facilities available in the Sports department such as thirty two mats for wrestling, three sets of badminton, two sets of archery, two sets of chess, two sets of Thang-Thaa etc. The Indoor Sports Facility Hall is adequately equipped with Gymnasium facilities such as a Bar Bell Set for ladies, a Power Lifting Bar, Three Weight Lifting Bar Bell Sets, one with the capacity of one hundred seventy eight kilo, a Smith Press Machine, a Bench Press Set, a Hack Sot Machine, an Adjustable Bench with Stand, six sets of Dumbbells etc . On an average fifty students per day are facilitated with these various sports activities. Besides, the Sports department runs a Yoga centre enrolled with twenty girl students.

The Cultural Department is in existence from the very beginning of the college. However, it acts occasionally with appropriate opportunities like Independence Day, Karmaveer Birth Anniversary, Traditional Day, Cultural Event in NSS camp, Republic Day etc., besides the University level Youth Festival. The rehearsals of the cultural activities are conducted in the sixty by forty feet Indoor Sports Facility Hall which ensures secure atmospheres for such practices. The street plays are practiced on the play ground of the institution. The cultural activities are staged on the seven meter by seven meter porch of the Ground Floor of the Main Building or else on twelve by sixteen feet plywood stage in the Indoor Sports Facility Hall. Every year on an average thirty students participate in the various cultural activities. The Musical instruments like *Lezim, Zanz, Tasha, Dhol, Tabala*, Harmonium and Make-up Materials like wigs, dresses etc. are preserve in the store room of the Women's Hostel.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 23.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
14.26410	2.97476	5.99830	2.99550	1.34089

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

4.2 Library as a Learning Resource

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

Response:

The library of the institution is automated partially with using Integrated **Library Management System** (ILMS) with its current version of 7.0. The Library of the institution is using the LIBREIA software from 2014-15 which is a library management software developed and powered by Maharashtra Knowledge Corporation (MKCL). It is used continuously to enter the new arrivals. The barcode helps to preserve the data in the Book Management System that is used to track the book in future. The barcode helps to check in and check out of the book for its availability status, besides the borrowing history of the book. However, apart from its library access numbers, the user can access a book with the keys like author of the book, publisher of the book, subject of the book etc. It has a tremendous impact to access the information to its user. For the OPAC facility, the library has provided one computer in its very entrance. The Electronic Resource Management package for e-journal is available through N-LIST INFLBNET. The in-house/remote access to e-publication is also possible with this facility. There are two computers for public access and one computer for printing. The internet bandwidth/speed is 100 MBPS in the Farmers' Gathering to know the problems and prospects of the agriculture. Moreover, the *Agrani Sanshodhan Mohotsav* i.e. Agrani Research Festival is arranged in the college to let the students explore with their ideas in different areas. On such occasions, the students exhibit their ideas through wall papers, research papers, tiny gadgets etc. As a result two students got fund of ten thousand rupees from Rayat Shikshan Sanstha for their research project. As well as four students got the fund of ten thousand rupees for their research project through Agrani Research Sensitization Scheme, Shivaji University, Kolhapur. Besides, the incubation centre runs the activity of vermin compost in collaboration with Zoology department, where the students are given practical knowledge about the handling the vermin compost. The students can find out consumers for the vermin compost on their own part. re reported to the concerned committees/departments in written. they are also advised to consult professional doctor, psychiatric with recommendation by the Principal.

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

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

Response:

The Library of the institute is enriched with various rare books of references for research including ancient anonymous manuscript of *Abhangas*. There is *Sarth Ekanathi Bhagwat* edited by Dr. R. R Gosavi in 1986 and published by Sarathi Press. It has *Vivek Sindhu* by Mukundraaj which is published by Yashwant Press in the year 1977. There is *Sarth Dasbodha* edited by Prof. K. B. Bellasare and published by Samarth Seva Mandal. Shri. Hansraj Swami's *Vedaswari* is also available in the Library. Sadanand Shrikrishnaji's *Sarthparamrut* published in 1978 by Tukaram Book Depot enriches the Library. Shridhar's *Shriharivijay* and *Shivgita* are some of the rare collections. There is Marathi translation of *Chandogy*

Upanishad in the Library which is important in itself for research. The *Kaivalya Vaibhav* by Rangunath Hanumant Kotnis, published in 1926 is available. In addition to this, there is Marathi translation of the *Rigveda* by Mahamopadhyay Dr. Sidheshwar Shastri. There is also *Bhagavatank* published in 1917 by Srigita Examination Committee Gorakhpur. Arun Prakashan's rare publication in 1976 of the *Sarvasangrah* edited by Dattatray Govind Sadekar and *Vachhaharan* edited by Kolhate J.B. are important books for research in Marathi.

In addition to this, the library has collected some rare Indian as well as foreign coins of 19th and 20th century.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 1.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.99102	2.45826	1.14132	0.97980	1.73843

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 11.7

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

Response: 68

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi**Response:**

The institution prefers to use IT facilities including Wi-Fi in the administration as well as teaching-learning processes. The administrative wing of the institute uses Tally software in the account section which is installed on 19th April 2015. The software has inbuilt process for its online updating facility. Besides, all

the computers as well as Laptops are updated with the anti-virus i.e. Net Proctor. At the end of the subscription period, the institute updates the anti-virus for the next three years. Some of the Net protectors are updated on 13th March 2013 for the next three years whereas the remaining Net Protectors are updated on 10th December 2016. The CCTV cameras are installed on the college campus on 4th February 2016. The libreria software, which is installed in the library, is updated annually. Earlier, it was updated on 30th March 2015 and recently it has been updated on 31st August 2016 for the next three years. Besides, the institute has recently updated Wi-Fi on 20th April 2017.

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

4.3.2 Student - Computer ratio

Response: 17.34

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 2.83

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)

2017-18	2016-17	2015-16	2014-15	2013-14
1.56670	0.35539	0.52012	0.50751	0.42823

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

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

Response:

There is a well established system and procedure for maintaining and utilizing physical, academic and support facilities in the institution. Apart from the regular sweeping and cleaning of the three constructions by the peons under the supervision of the Head Clerk, there are posts like Laboratory Attendant and Library Attendant to look after the concerned facilities. The Laboratory Attendants are responsible to the heads of the departments of Chemistry, Botany, Zoology, Physics, Mathematics and Statistics for arrangement of the practical of their respective subjects. The Laboratory Attendants are also responsible for the maintenance and management of the equipments and materials. The Laboratory Attendants make the material available in proper proportion along with equipment as per the requirement of the practical. They keep record of the utilization, breakage of the substances as well as disposed the waste in these types of practical. The Library Attendant assists the Librarian in all of these duties like- to enroll and allot the

books, to stack the books properly, to take care of the books, journals and all other concerned material apart from the daily cleaning of the library. A peon is alternately allotted to the Sports Department to look after the materials of all indoor and outdoor sports. The in-charge of the Computer Lab has to look after the well functioning of the computers or else he can invite the hired experts wherever necessary.

Besides, the requirement and breakage of the furniture/Chemicals/electricity is brought to the notice to the Head Clerk by the heads of the departments of Science, who in return hires experts for amendments. He seeks permission for the same in Local Management Meetings. The Librarian seeks the permission of the Principal to purchase new books, journals, CDs and to subscribe journals etc. There is a budgetary provision for the maintenance and purchase of all these things.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 21.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
92	101	106	162	98

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 0.86

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	5	0	4

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 4.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	12	27	20	37

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 8.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
137	103	0	0	0

File Description

Document

Details of the students benefitted by VET

[View Document](#)

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

Response: Yes

File Description

Document

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

5.2 Student Progression

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

Response: 34.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	15	31	24	38

File Description

Document

Self attested list of students placed

[View Document](#)

Details of student placement during the last five years

[View Document](#)

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

Response: 21.43

5.2.2.1 Number of outgoing students progressing to higher education

Response: 21

File Description

Document

Details of student progression to higher education

[View Document](#)

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

Response: 26.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	06	14	02	15

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	20	30	10	40

File Description

Document

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

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

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

Response:

The institute has constituted Students' Council every year according to the provision of Section 44 of the Maharashtra Universities Act, 1994 up to the academic year 2016-2017. From the academic year 2017-18 the Students' Council has been constituted as per Maharashtra Public University Act, 2016 Section 99, 147 (2) (L). Thus the Students' Council always remains active and functional throughout the academic year. The members of the Council are nominated as per the rules and regulation of the affiliating university i.e. Shivaji University, Kolhapur. It comprises Principal, Principal Nominated Professor, and In-Charge Officer of NSS, First ranked Class Representatives of B.A. I, II, III and B.Sc. I, II, III, Physical Director, Principal Nominated Representative from Sports Department, Principal Nominated Representative from NSS, Principal Nominated Representative from Cultural Department, Principal Nominated two girls Representatives etc. The Council plays a vital role to connect college administration and the students' learning processes. It tries to appropriate the college administration comfortably with the various difficulties of the students. It helps to sort out solution to many problems varying from administration to academics like issues/problems of their classes about cleanliness, drinking water, canteen, Library, Office, Hostel, examination section etc. It observes the proper functioning of the various activities in the college campus. The Council gets proper feedback as well as proper participation of the students at large, in the various curricular and extension activities organized by the institution. These student representatives voluntarily cooperate in the conferences, workshops, sports events organized at the college. It helps a lot to maintain discipline among the students.

Representation of students on academic & administrative bodies/committees:

The student members of the Students' Council, the students are nominated and promoted on various academic and administrative bodies/committees of the institution. An alumni and a student are nominated on Internal Quality Assurance Cell. The students are nominated on Gymkhana Committee, Library Committee, Protection of Women against Sexual Harassment Committee, Vivek Vahini Committee, Grievance Redressal Cell, Students and Employers' Welfare Committee, Discipline/Anti-ragging

Committee, Cultural Department, National Service Scheme, College and Building Campus Development Committee, College Bulletin/Wallpaper Committee, Literary Association, Science Association etc. Thus, while working on these committees, they participate in the decision making processes. In addition to this, the students arrange Welcome Programme to the B.A. I and B.Sc. I students, Teachers' Day, Traditional Day, *Marathi Bhasha Din*, *Hindi Din*, Science Day etc. They play a vital role in the arrangement of all the national days as well as the Birth and Death Anniversaries of the National Leaders. Their participation in the Birth Anniversary of Padmabhushan Dr. Karmaveer Bhaurao Patil is noticeable.

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

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

Response: 22.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	26	25	20	19

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The college has an alumni association which adds the alumni members every year. The association is actively monitors, participates and cooperate functioning of the college throughout the year. The members of the association belonged to every spares of the society whose regular visit to the college and communication with the Principal set an example for the present students to maintain the name and fame as well as an academic tradition of the college. The college has enrolled these members of the association to 'Library Services to Citizens' to keep them constantly in touch with the knowledge resources. The

Association has consented to the college administration regarding the implementation of dress code to the students so that the presence of the students is marked not only in the college campus but in the society at large. The Association has also attracted the attention of the college administration towards the tree plantation, sitting arrangements, 18 feet road with grit in the campus for its beautification. The Association demanded seriously to start certain certificate courses like Ancient Scripts (Modi, Brahmi), Spoken English, and Agriculture related courses and Journalism etc. The members from the association have pertained efforts to make Mr. Santosh Koshti (a psychiatric) available in the college for his lecture on Personality Development issue. They have sponsored informal hospitality for the interview panel of the campus interview of ICICI bank. The Association has undertaken the expenditure of a boar well in the college campus to sort out the problem of water scarcity. Mr. Sunil Jagganath Sawant and Mr. Vivek Vasant Sawant, the members of the Association abided the expenditure of it. Now the boar well is successfully quenching not only the thirst of the humanity but also maintained greenery in the campus. The Association has recommended fixing the CCTV cameras in the college campus to assure security and human dignity to the infrastructure as well as its beneficiaries respectively. The members of the Association positively bargained and influenced the agents, proprietors of the solar panel to arrange the Solar Panel system in the college campus. The members always take initials and use their personal influence positively to make the government authorities to visit the college and illuminate inferiority complex of the students to appear for such competitive examination. The members of the association not only attend but also actively participate in national festivals like Independence Day, Republic Day etc. These members distribute sweets to the present students on these occasions. The young generation of the alumni always remains present at evening time to train and practice the students for different games like volley ball etc. Such informal meeting of the alumni creates an opportunities of the college students to go for Police recruitment, military recruitment etc.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	View Document

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**

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	02	02	02

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: To generate physical, spiritual, academic, social and cultural values among the students and to make them self-reliant through self help to be responsible citizen of the world.

Mission: To impart higher education with multi faceted aspects, excelling the human resources in broader perspectives of national and global context.

Nature of Governance: The college is governed by the Rayat Shikshan Sanstha, the mother institute. Its Secretary and Joint Secretary influence the Local Management Body of the college. Besides, the institute has College Development Committee. With the consultation of these authorities, the Principal executes the vision, mission and objects of the college. He is responsible for the smooth functioning of the college. He seriously dismantles various obstacles that fall in between the academic attainment of the students.

Perspective Plans: The college has prepared a strategy as well as perspective plan based on its SWOC analysis after its reaccreditation by NAAC in 2012. The college has assigned research projects, arranged industrial tours, published college magazine and used ICT based teaching methodologies viz., use of virtual classrooms, software of study material and internet facilities to introduce the students with experiment based education. To develop research aptitude among the students, the college has arranged quality teaching resources, i.e. experts from industry, seminars/workshops/conferences. It has upgraded the library with study material along with e-resources like INFLIBNET. It also promotes the faculties to undertake MRPs, collaborations and MoUs. The college has started, modified and strengthened the soft skill courses like – Personality Development Course, Spoken English Course, Mass Media Communication Course and Competitive Examination Centre to enhance their capability for various intellectual and physical competitive examinations. Besides, it has augmented indoor/outdoor games. The college has continued dress code for the sake of discipline among the students. It provides consultancy to the aspirants in and around the college. The college has proposed for grants to the science stream, so that the labs will be better furnished and equipped with all the necessary materials. It has modified compound wall, canteen and parking facilities. The perspective plan is preserved in IQAC for its regular observation and inculcation.

Participation of the Teachers in the Decision Making Bodies: The three teachers are elected on the Local Management Body so that their suggestions, opinions and perspectives influence various decisions of it. The five teachers are deputed on the College Development Committee to participate literally in the development of the college. Besides, the Planning Board and the IQAC is constituted as per the rules and regulations of UGC, so that the teachers are invited on the bodies of these crucial committees to share a vital role in the administrative, academic and intellectual development of the college. However, the Students' Council is framed as per the guidelines of the University where the concerned teachers are nominated by the Principal. The teachers are allotted with various committees and cells in the college like Anti-Ragging Committee, Grievance Redressal Cell, Placement Cell etc. where they play a vital role in the decision making process.

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

6.1.2 The institution practices decentralization and participative management

Response:

The institute practices decentralization and participative management in frequent consultation with Local Management Committee and College Development Committee in addition to the various statutory Committees.

The IQAC department has applied on 1st February 2017 to the Principal requesting a printer for its official use. The Principal has forwarded the application on the same day to the Purchase Committee for the necessary action.

The institute invites quotation by post if the amount of equipment is less than fifty thousand rupees. And if the amount of equipment is more than fifty thousand rupees, the institute invites tenders by advertising the requirement in the newspaper. Accordingly, the Purchase Committee has contacted the vendors like SUNIT ELECTRONICS, II FLOOR, RUCHIRA PLAZA, SATARA 415003, VEETRAG Computers Pvt. Ltd., Corporate Office, Block No. 12, 13, 14, Siddhivinayak Complex, Guest House, Near Tata Petrol Pump, Sangli-Miraj Road, Sangli-416416, and Manorama SMAC Social Mobile Analytics Cloud Solutions LLP, 239 A/2, S & B Wings Infinity Complex, Tarabai Park, Kolhapur 416003 to submit their quotations. Subsequently, these vendors submitted their quotations by post in sealed packets up to 26th February 2017. The Purchase Committee considered the quotations in its meeting held on 4th March 2017. The SUNIT ELECTRONICS, II FLOOR, RUCHIRA PLAZA, SATARA 415003 has given quotation of Rs. 14,100/- (Fourteen thousand one hundred rupees only). The VEETRAG Computers Pvt. Ltd., Corporate Office, Block No. 12, 13,14, Siddhivinayak Complex, Guest House, Near Tata Petrol Pump, Sangli-Miraj Road, Sangli-416416 has given the quotation of Rs. 12,600/- (Twelve thousand six hundred rupees only). And the Manorama SMAC Social Mobile Analytics Cloud Solutions LLP, 239 A/2, S & B Wings Infinity Complex, Tarabai Park, Kolhapur 416003 has given the quotation of Rs. 13,000/- (Thirteen thousand rupees only). The Committee discussed the reputations, prices and quality of the products that they claimed in their quotations, including its guarantee/warranty period in the presence of the Principal. The quotation of the VEETRAG Computers Pvt. Ltd., Corporate Office, Block No. 12, 13, 14, Siddhivinayak Complex, Guest House, Near Tata Petrol Pump, Sangli-Miraj Road, Sangli-416416 has been approved and the order has been placed on the same day. Consequently, the said printer, along its bill has been received at the institute on 29th March 2017. The institute has paid Rs. 12,600/- (Twelve thousand six hundred rupees only) the bill amount by cross check no. 2841 of Bank of Maharashtra dated 31st March 2017. And the printer has been allotted to the IQAC department on the next day after completing its official entry.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The Perspective/Strategic plan and deployment documents are available in the institution. The institute has been reaccruited on 9th March 2012 where the Peer-Team had appreciated certain good practices. The team has also mentioned certain recommendations. The institute has strengthened the best practices mentioned in the NAAC report as well as it has accepted the recommendations to bring into practice. Consequently, the IQAC has enrolled these recommendations in its perspective plan immediately. From the very next academic year, the IQAC has started to fulfill the issues on the perspective plan. To implement dress code to the college students was one of the recommendations and now the perspective plan of the institute. Accordingly, a committee was formed in the IQAC meeting held on 20/12/2013. The committee comprised the head of the Discipline Committee, the IQAC coordinator, the head of Women's Redressal Cell, Secretary of Students' Council, the head of the Cultural department, two members from Local Management Committee and two parents representative etc. The Principal was the Chairman of the committee. The Committee held three meetings in the second semester of 2013-14. It had discussed the issue where all the members expressed their opinions, experiences and impact regarding the implementation of dress code among the students. The students at large were informed at various occasions regarding the due change. They were invited to come out with their reactions in private and public in the college campus. Simultaneously, their view points were noticed at personal interactions and through the complaint box. Based on these physical executions of the strategy, the committee came to certain conclusion. At last, it prepared a report and handed over it to the IQAC Committee. The IQAC committee approved the decision in its last meeting dated on 29/04/2014. In this meeting it was decided that the college would implement the dress code with the variations suggested in the report to the students from the next academic semesters. Accordingly, the students are informed properly at the time of admission process of the academic year 2014-15. Consequently, the students are obliged to have dress code as per their branch and class. Thus, the college has successfully implemented the dress code among its students which was its perspective plan.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

Organizational structure: The institute is abided by the organizational structure of Rayat Shikshan Sanstha, Satara. The Sanstha is monitored by General body which constitutes the Managing Council. The members from the managing Council are deputed to constitute Executive Committee, Board of Life Member and Account Committee. Again the members from Board of Life Member are elected for Co-ordination Committee and Higher Education Committee. The Higher Education Committee corresponds to Local Managing Committee now CDC. The Principal works as an Executive Secretary in the LMC/ College Development Committee. He is supported with academic and administrative departments. The heads of all the departments, including Physical Director and Librarian function in the academics. The heads of the departments are assisted by the teachers working in these departments. The head clerk, who is equally supported by Senior and Junior clerk, is the next authority to the Principal in the administrative department. The senior clerk is the direct authority to the Library Attendants, Laboratory Attendants and the Peons.

Functions of various bodies: All these administrative set-ups execute true spirit of democracy. The institution has been guided by the President, Chairman, Secretary, Joint Secretary (Higher and Secondary), the Auditor and the inspectors of South region, LMC/ CDC. The Principal is responsible for the various committees in the college. The Committees are kept in smooth function by their respective coordinators. The coordinators submit the annual report of these committees that is duly published in the College Magazine.

Service Rules: It follows all the rules and regulations of UGC, State Government, Shivaji University and Rayat Shikshan Sanstha for the services of its employees.

Recruitment Procedures: Rayat Shikshan Sanstha recruits all the teaching and non-teaching posts in the institution by strictly following the UGC and state government norms, reservation policies and pay scales.

Promotional Policies: The institute comes under the circumference of the parent institute to get the benefits of promotions to the teaching and non-teaching staff. The teaching posts are promoted to the next step after the fulfillment of API score prescribed by UGC/State Government and Shivaji University, Kolhapur. An Assistant Professor is promoted to be Associate Professor and Professor. If a teacher applies, he/she is promoted for M. Phil. /Ph. D. research on Study Leave for two years. The teachers with Ph. D. degree are preferred to be selected to the post of Principal conditioned by other requirements of such post. The Secretary and Joint-Secretary (Higher Education Department) for the Rayat Shikshan Sanstha are selected among the Principals of the colleges run by the Sanstha for every three years. The non-teaching staff is promoted based on the seniority and reservation at the level of Rayat Shikshan Sanstha.

Grievance Redressal Mechanism: The institute has Internal Complaint Committee and Anti-ragging Committee at its level besides Grievance Redressal cell at the level of Rayat Shikshan Sanstha. Anybody of either gender can move these Committees for any unfair things. Besides, there are complaint boxes which are periodically opened to take appropriate measures on the suggestions/complaints etc.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

The effectiveness of Women's Grievance Redressal Cell is evident through its meeting. The Cell has been converted recently as Internal Complaint Committee. In response to the notice on 8th February 2017 for all the members of the Cell, inviting them for 4th meeting, its minutes and effective implementation of the resolutions are placed here.

Rayat Shikshan Sanstha's

Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj

Women's Grievance Redressal Cell

Fourth Meeting

Minutes

10/02/2017

The fourth meeting of the Women's Redressal Cell was held on 10th February 2017 at 12 O'clock in the Principal's cabin. The following issues were discussed and resolved accordingly.

Present Members:

- | | |
|----------------------------------|------------------|
| 1. Prin. Dr. More R. S. | President |
| 2. Prof. Miss. Waghmare S. M. | Coordinator |
| 3. Prof. Salunkhe A. R. | Member |
| 3. Prof. Miss. Salunkhe D. H. | Member |
| 4. Miss. Chavan Swapnali Dhanaji | Member (student) |
| 5. Sou. Sawant Kalpna Vasant | Member |
| 6. Shri. Pathave S. K. | Member |
| 7. Shri. Patil S. J. | Member |
| 8. Advt. Zende M. V. | Member |

Absent Members: 0

4.1. **Confirmation of the Minutes of Previous Meeting:** The minutes of the previous meeting were read by the coordinator and approved by the signature of the President.

4.2. **To introduce the change in the title:** Prof. Miss. Waghmare S. M. has informed the present members regarding the change in the name of the Women's Grievance Redressal Cell in the workshop held on 7th February 2017 at the Shivaji University, Kolhapur. It is resolved that the title of the committee will be Internal Complaint Committee from hence forward.

4.3. **To frame new Committee:** Prof. Miss. Salunkhe A. R. described the new structure of the Internal Complaint Committee along with its code of conduct. With the permission of the President, she proposed the names of the members for the new Committee. Mrs. Joshi Sunita congratulated the new members.

4.4. **To make new Board and its display:** Miss. Chavan Swapnali suggested making new Board and its display near the Ladies Room.

4.5. **To organize One Day Workshop:** Advt. Zende M. V. proposes to organize One Day Workshop for the better understanding of Internal Complaint Committee. Prin. Dr. More R. S. consented to arrange the same.

4.6. **To planning of the workshop:** Prof. Miss. Waghmare S. M. proposed the date of the workshop. The Principal suggested the resource persons. Shri. Pathave S. K. chalked out the session-wise programme of

the workshop.

4.7. **Any other issue:** There was no other issue.

4.8. **Vote of thanks:** Shri. Patil S. J. proposed the vote of thanks and the meeting was over with the permission of the President.

Coordinator

Principal

Women's Grievance Redressal Cell

S.R.R. Patil Mahavidyalaya, Savlaj

Action Taken Report:

1. To frame the new committee: The coordinator issued letters duly signed by the Principal to the newly elected members for the Internal Complaint Committee.
2. The new Board: A new board containing the names of the members is displayed near the Ladies Room.
3. One Day Workshop: The coordinator has completed all formalities and correspondence to arrange the workshop on 27th February 2017.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Management of Rayat Shikshan Sanstha and the institute have several welfare measures for the teaching and non-teaching staff. The teaching and non-teaching staff can avail the benefit of Government Health Scheme as they are covered in salary grant scheme of the State Government. Besides, the State Government sanctions various proposals of reimbursement. Apart from this, the institution has certain policies to maintain personal relations with the employees. It conducts occasional Get Together of its present and ex-employees. All of them are felicitated on Teachers' Day. The institution always prefers its retired employees rather than outside consultants/firms in its various needs. The authorities of the institution equally share sweet and sour events of the employees' family life.

Besides, the institute has solid financial provisions for the teaching and non-teaching staff. The institute has Sevak Welfare fund under which the employee has to collect five thousand rupees that are returned with the monetary benefits of a lakh rupees. The institute felicitates the faculty with the silver coin inscribed with the image of Karmaveer Bhaurao Patil on the day of retirement. The institute provides seed

money to the aspirant faculties for their research projects. The teaching and non-teaching staff can get advanced payment to meet emergency expenses. The teaching and non-teaching staff is provided with temporary accommodation. The institute has schemes like Medical and Group Insurance Schemes. The institute sanctions Duty Leave, Study Leave, and Medical Leave and Earn Leave etc. It also avails training to the teaching and non-teaching Employee. The institute admits the staff ward on priority basis.

The parent institute has established the Rayat Sevak Co-operative Bank Ltd. Satara in 1940. The Principal motivates the staff to be the members of the Bank, so that they can get instant financial aids, particularly during the emergency. The bank avails different type of loans for staff such as – Personal Emergency Loan, Festival Loan, Housing Loan, Vehicle Loan, Gold Security Loan, Educational Loan and Loan on fixed deposit etc. The interest rates are minimum level as per the norms of RBI. The deduction carried out of course from the salary. In case of accidental or untimely demise, the bank financially compensates up to Rs. Ten lakhs to beneficiaries to the members. The Bank runs '*Kutumb Kalyan*' scheme for the welfare of the staff. There are attractive schemes of fixed deposit like *Shubh Mangal Yojana*, *Laxmi Dhanvardhini Yojana*, Karmaveer Cash certificate, *Kayam Thev Yojana* etc. In addition to this the Bank felicitates the wards of its members for their academic success.

Laxmibai Sahakari Patpedhi (co-operative society), is founded by late Dr. Karmaveer Bhaurao Patil on 03/12/1957. This financial institute also provides educational loan at low interest for the wards of teaching and non-teaching staff. The staff can seek medical aid under the Rayat Sevak Welfare Fund whereas there is a provision of monetary help through Family Welfare Scheme; the Loan wavered for deceased staff.

Laxmibai Patil Shikshanotejak Patpedhi, Satara is another financial system to avail educational loans to children of the staff.

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

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

Response: 34.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	14	08	02	10

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

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

Response: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	0	01	0

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

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

Response: 11.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	2	1	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

The institution has Performance Appraisal System for teaching and non-teaching staff. The teaching faculties are abided by the Performance Based Appraisal System form duly prescribed by the Shivaji University, Kolhapur. The faculties have to fill up the forms for every academic year. His/her performance in teaching-learning and evaluation, contribution to co-curricular, extension, professional development related activities and research, publications and academic contributions are measured. The PBAS is scrutinized by IQAC and approved by the Principal at the end of every academic year. Besides, the faculties have to maintain the academic diaries which reflect their overall performance during the academic year. However, the feedback for the teachers is collected every year from the contemporary students. The feedback is analyzed statistically by the IQAC every year, so that the Principal appreciate and boost the faculties accordingly. He also makes suggestions to the concerned faculties for their improvements.

The non-teaching staff is appointed by the Rayat Shikshan Sanstha, the mother institute, abiding all the rules and regulations of the State Government as well as UGC and Shivaji University, Kolhapur. After the appointment of the non-teaching staff, the confidential reports are prepared after every six months by the Principal in consultation with the Office-in-charge. The confidential report contains his/her behavior as well as work. If a non-teaching staff is found neglecting his/her duties or is not serious for the work assigned to him/her, the concerned staff is persuaded orally for the same. However, his/her persistence for negligence is tried to mould with memorandums. And if he/she does not yield to smooth functioning of his duties; it is mentioned in his/her service book as well as disciplinary action is taken against the concerned staff. The result of the disciplinary action may excel to resist him/her from the annual increment.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college strictly follows internal as well as external financial audits periodically. The mother institute

i.e. Rayat Shikshan Sanstha motivates the college to generate financial resources from UGC, ICHR, ICSSR and other central/state agencies as well as NGOs. Besides, the Sanstha has the audit department supervised by the Santha Auditor. It arranges internal financial audit after every six months in the month of October/November and April/May. It observes transparency in proper utilization of funds, utilization certificates, verification of payment receipts, and scrutiny of ledgers, cashbooks and tallies all the deductions under different heads. Afterwards it prepares quarterly audit statements along with queries.

The External Audit is done annually by the Professional Chartered Accountant M/S. Kirtane & Pandit Association, Pune. The CA inspects checks and verifies the audit conducted by internal auditors. A fee of Rs. 20,000/- to Rs.75, 000/- per annum for each cashbook is charged by the CA. The Annual Audit Statement is regularly submitted to AO/Joint Director, Kolhapur Region, and Government of Maharashtra before 30th July.

As per the norms of Higher Education Department, Government of Maharashtra, annual salary and non-salary grants received from the government is audited by Joint Director; verified and approved by Senior Auditor of Higher Education, Kolhapur. The 24Q form is submitted to Income Tax Office after the date of every three months i.e. 15th July, 15th October, 15th January and 15th April. The Auditor General of Maharashtra State audits financial affairs of the college after ten years.

Mechanism for settling audit objection:

After the completion of the college audit by the internal and external competent authorities, the audit report is discussed in the Local Management Committee (LMC) of the college. After the discussion with LMC, Principal completes the compliance report and submits to Parent Institute.

The college also fulfills the compliance of the Annual salary and non-salary audit done by Joint Director verified and approved by Senior Auditor of Higher Education, Kolhapur. Similarly Accountant General (A.G.) submits their audit report to the college and their compliance report is also completed by the college. However no major audit objections are noted by Auditing Agencies. The compliance of minor queries is fulfilled.

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

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

Response: 8.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.04000	0.41520	2.52935	1.66000	3.60001

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

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

Response:

The institution adheres for its vision and mission while implementing certain strategies to mobilize funds and to utilize resources which include human resource and infrastructure etc. for salary, infrastructural and academic developmental needs of both grant-in aid and non-grant/self-financed courses. The institute runs the Science stream on non-grant basis, so that it prefers frugality wherever possible.

The resource mobilization strategy:

The institute mobilizes its resources through salary budget, funding agencies like Shivaji University, UGC, ICHR, ICSSR, non-grant courses, self-finance courses, the State Government and Central Government tuition fees and other fees collected as per the norms of University as well as donation collected through well-wisher, alumni, teachers etc. Besides, the mother institute and sister institutes help a lot to meet the emergency needs. The human resource goes beyond the assigned duties to work for the best quality education and overall development of the institute. However, the college needs funding for its requirements like organization of activities, programs, ICT facility maintenance, Library Infrastructure, Earn and Learn Scheme, Students Aids etc., so that a fund raising committee is formed to generate funds from individuals and society.

The optimal utilization of resources:

The parent institute sanctions the annual budget of the college whereas LMC monitors the optimal utilization of these resources of salary budget, UGC grants, ICHR grants, ICSSR grants. Audited statements of accounts, UC are sent to funding agencies. The institute allocates budgetary provision at the beginning of financial year to all the departments as per their requirements. The purchase committee scrutinized all these requirements under the guidance of the Principal before their proper activation. The daily summary of accounts is signed by O.S. as per the government rules, day to day cash books are verified and signed by the Principal.

Apart from this, the solar panel system, eco-friendly constructions, optimal use of hardware, e-correspondence, repaired and reutilized furniture are evident in the college. The library is always ready to

take books donated by retired teachers/professors/citizens etc. Consequently, it is able to divert the fund to purchase rare books appropriately. Thus, the infrastructural facilities are alternatively used by the Arts and Science stream in morning and in afternoon shifts respectively.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell has contributed significantly for institutionalizing the quality assurance strategies and processes. As per the SWOC analysis, the college has accepted in its perspective plan to organize Seminars/ Workshops/Conferences etc. In the IQAC meetings, the heads of all the subjects are motivated to apply recurrently to various funding agencies like UGC, ICSSR, ICHR and Shivaji University *Itihas Parishad* for grants to organize seminars/workshops/conferences at the college level. Accordingly, six state level, five national level seminars and two national level conferences and a university level workshop was successfully arranged by the various departments of the institute during the last academic years. Even the two day state level seminar on Human Rights was also executed. The IQAC promoted these respective departments to publish the proceedings of these seminars and conferences, so that these departments have published their proceedings in eight separate ISBN numbered books. The IQAC helped these departments to organize the Seminars/Workshops/Conferences about selecting resource persons, their hospitality etc. It has also helped to chalk out the dates and sessions of these academic symposiums to incorporate them in the academic sessions. It has provided all other human resources for their better executions. It has finalized the certificates.

To inculcate the research perspective among the students, the IQAC has designed Agrani Research Mohotsav to be celebrated at the college. Every year, the students from all the classes are asked to come out with their research articles, wall papers and tiny research models. Accordingly, the IQAC arranges a college level meet where the students have to present their articles in the presence of the Principal, IQAC coordinator and three referees. Similarly, these authorities visit the wall papers and the tiny research model of the students. They occasionally interact with the concerned students to evaluate the importance of their presentation and their perspective in research. Thus, the students are ranked according to their exploration of the topic. There are separate ranking for Arts and Science students for which they are awarded with certificates. The best research project is deputed to the *Avishkar*, another research competition of the University. Such research oriented practiced born fruits frequently. The institute was awarded with the University level Avishkar prizes in 2015-16, 2017-18. The IQAC motivates the students, arranges the referees, issue the certificates and invites a guest for inauguration of the 'Agrani Research Mohotsav'.

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

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

Response:

The institution confirms implementation of new courses, admission strategy, due changes in the prospectus, academic calendar, screening test, organization of seminars/workshops in the very first meeting of IQAC in every academic year. It also plans schedule for internal evaluations, co-curricular events and extra-curricular activities. In the periodic meetings of the IQAC, the institution reviews use of ICT, ICT training to teachers, feedback of Preliminary examination, Parent-teacher meet, updation of catalogue and teaching Diaries, completion of syllabus, correspondence for absent students, PBAS forms, AQAR, AISHE, NIRF and NAAC related activities, participation in mother institute level competitions for quality sustenance like Karneveer Paritoshik, Academic and Administrative Audits etc. as well as the functioning of corresponding committees. Thus, the institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms.

ICT based training to teachers as a teaching-learning reform:

Teaching-learning process:

The IQAC has always encouraged teachers to use ICT in their teaching-learning process. It has observed proper use of the ICT in the teaching-learning process. However, when the teachers find themselves strange to the ICT, the IQAC has arranged ICT trainings to the teaching staff.

Structures and methodologies of operations:

The teachers are asked to create their email account, login to N-List, visit educational sites, search e-journals, download e-books, educational youtube videos, e-notes, etc. after the training programmes. The teachers use these e-containers in their classes in the teaching-learning process, sending notes via mails, facebook accounts, whatsapp groups to the students.

Learning Outcomes:

The reform has increased students' attendance, interest and exploration in academics and extra-curricular activities positively. Most of the average students have secured good marks in the University examinations. Even the research attitude of the students as well as teachers is changed. The departments are equipped with good number of educational PPTs, clips, videos and movies.

Implementation of Internal Evaluation System as teaching-learning reform

Teaching-Learning Process:

The IQAC has implemented internal evaluation system. All the teachers are asked to conduct two assignments, two tutorials/unit tests in each semester for each subject that they teach. It has requested the Examination Committee to conduct preliminary examination for all classes, exactly like the University Examination.

Structures and methodologies of operations:

The teachers give two assignments and two tutorials/unit tests in each semester for the subjects that they teach. Besides, the preliminary examinations are conducted like university level examination. The concerned teachers draw the questions papers, evaluate answersheets. The teachers work as junior supervisors, senior supervisors and examiners etc. during the commencement of these examinations. The students are counseled for better performance in the university examination. The performances of all these internal evaluations are submitted to the examination department which in return reports it to the IQAC for further measures.

Learning Outcomes:

The students overcome their phobias of the University Examination. They not only face University Examination with confidence but acquire flying colours of marks. Consequently, the students' and parents' feedback for the college is changed in positive way.

File Description	Document
Link for Additional Information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	03	02

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

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

Response:

The institute has enhanced its quality initiatives in the academic and administrative domains successfully during the last five years. There is ever increasing score in the PBAS forms of all the faculty members of the institution. In addition to that, the proper analysis of the feedback forms regarding the performance of the teachers also indicates the quality enhancement in the teaching-learning process. The concerned reports are uploaded time to time on the active website of the college.

The institute successfully gains the financial funds not only from UGC but also from the ICSSR and ICHR. It has organized five national level seminars in the subjects like Hindi, History, Economics and Information and Library Science. Moreover, two national level conferences in the subjects like History and Geography are conducted at the college. In addition to this, it has organized six state level seminars in subjects like Marathi, Hindi, English, Geography (2) and Human Rights. Recently, the Department of Hindi has organized a University level workshop on the changed syllabus.

The library uses INFLBNET on its own part as well as it shares interlibrary borrowing facility with Arts Commerce and Science College, Ramanandnagar. The college bulletin and the college magazine are published periodically. The special coaching for competitive examination is provided to the aspirants. The

Placement Cell is active throughout the year to bring better career opportunities to the students. The dress code is successfully introduced to the students. The science labs are better furnished with sufficient infrastructure, equipments and chemicals. The Women's Hostel and Indoor Sport Hall are constructed during UGC's 11th Plan where facilities for Indoor and Outdoor games are augmented in Indoor Sport Hall. The parking facility is available in the campus along with particle fencing. The canteen facility is in the initial stage.

The PG centers for Marathi and Hindi are available in the circumference of twenty km of the college, so that there are technical difficulties at the level of the University to start such PG courses at the college. The survey reports do not support strongly the hostel for boys. In addition to the courses run at the college, recently the two new courses namely *Natyabhinay* Training Course and *Wadankala* Training Course have been started in this academic year.

File Description	Document
Any additional information	View Document

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: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	6	2	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

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

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

Response:

The institution seriously shows gender sensitivity in providing facilities to its aspirants when it promises to impart co-education. The institution has taken gender equity initiatives without any prejudice to either gender, so that it inculcates certain medical, administrative and academic measures.

The institute has implemented separate dress codes to Arts and Science students for their proper identification in and out of the campus. Whenever the girl students participate in a trip/camp/competition; a lady teacher is always deployed with them. If such trip/camp/competition is dissolved after office hours, the parents of the girls are called to the institute to escort their wards; otherwise at least two teachers accompany the girl students to their homes. The Sports Department arranges self-defense modes of behaviour, techniques and practical for the safety and security of the students. However, the institute has deployed modern technology in its campus wherever possible. The actions on the campus are observed and recorded on the desktop display in the Principal's cabin through the CCTV cameras. Besides, the discipline committee always alert regarding any type of annoyance. There is regular police patrolling and

squad of Nirbhaya Pathak in and around the college.

The Principal addresses the newly admitted students to B.A. I and B.Sc. I classes at the beginning of every academic year, regarding the tradition of the college, their behaviour in the campus. The institute arranges various lectures and medical checkup camps to assure the health and hygiene of the girl students. The students at large are also introduced to the legal provisions for gender disparity incipient in the Indian Penal code during the seminars on Human Rights. Through the Agrani lead college programmes, the students are not only counseled to eradicate gender prejudices but also appealed to have scientific tempo. Besides, they are mentees to the mentor teachers to whom they are assigned. In addition to the counseling, these teachers suggest various books to the students to overcome their psychological/emotional complexes. Moreover, the Internal Complaint Committee, *Sachetana Mandal*, Discipline Committee etc. are always alert for the psychological and physical counseling of the disturbing elements. The institute arranges lectures of the authorities from Police department to give the students the sense of security. The institute motivates the girls through these various activities to recruit themselves in the defense sector as well as police department to cite an example for the girls at large.

A well furnished 530 sq. feet Ladies Room is located near the staff room for the ladies staff as well as for the girl students. Apart from this, there is a separate study room for the girl students in the Women's Hostel.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 13.65

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

Response: 1428

7.1.3.2 Total annual power requirement (in KWH)

Response: 10464

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 75.13

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

Response: 1743

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2320

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

7.1.5 Waste Management steps including:

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

Response:

The institute has certain policy for Eco-friendly campus which governs the Waste management system. It has fixed USE ME pots in the campus to collect the waste. The solid waste like scrap papers is sold to the local shopkeepers whereas the question paper pockets, answer sheets of the University Papers are delivered to the University appointed agency. As per the rule of office secrecy, the expired paper, documents etc. are collectively burnt periodically in the backside pit along with paper plates, paper cups etc. Otherwise, the food remains, used flowers and other botanical ashes are used for gardening as well as those are also decomposed in vermin-compost plant. There are two separate shouelpits for laboratory and lavatory liquid waste.

Some of the waste materials like pens are used to create certain beautiful show piece like Pen-Tree etc. The e-waste like broken electric gadgets and useless computer hardware are either repaired or returned occasionally as per the buy-back offers. The e-waste in the laboratory is deposed as per the guidelines inscribed on them. Apart from the routine practice, the administrative wing circulates the notice among the staff and takes prior permission of the LMC to any such step towards waste management.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institute has three major constructions namely, the Women's Hostel, the Main Building and the Indoor Sports Hall. All these constructions are used for rain water harvesting. The rain water on the roofs of all these constructions is separately collected by fixing pipes adequately.

The roof area of the Women's Hostel is 692 sq. meter. whereas the roof area of the Main Building is 689 sq. meter. The roof water from the Women's Hostel and the Main Building is collected into a water pond with 50,000 liters capacity. The water is elevated to the top in the water tanks, and used as a source of distilled water in the Chemistry Laboratory.

The roof area of the Indoor Sports Hall is 254 sq. meter. The pipes collect water from the roof of the Indoor Sports Hall and lead it to a pit made with different layers of broken bricks, rough sand and smooth sand beside the bore well. The water is poured into the pit, so that the rain water is absorbed in it and percolates in the bore well. The average rainfall in region is 600 mm per year. Consequently, 2, 54,000 liters of rain water is collected for its reuse.

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

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:

The institute gives pledges occasionally to the students regarding *Swachha Bharat Abhiyan*, plastic free campus, no crackers in the Diwali etc. Besides, it is following No Vehicle Day on every second and fourth Saturday of the month when no vehicles except bicycles are allowed. All the vehicles are regularly parked two hundred fifty feet away from the class rooms and Indoor Sports Hall. The road that connects the campus to the tar road is beautified by planting trees and golden Durand on both of its sides, so that the pedestrians get a pleasant feel and resume to comfortable mood before entering the Main Building. All the pedestrians including the divyangjan can comfortably pass on this road. There are twenty two species of the tree and near about 234 numbers of bushes. The institute prefers and accepts e-sources wherever

possible rather than the unnecessary use of papers. Even the Principal himself uses used envelopes to jot down notes temporarily. The institute has Energy Audit and Green Audit annually to make the campus eco-friendly day-by-day. In addition to this, the institute arranges tree plantation week in the month of July, particularly after the first rain.

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

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

Response: 0.54

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0.20179	0.12400	0.11215	0.11350	0.10230

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	3	3

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

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

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	3	3	5

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 14

7.1.17.1 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 year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	03	02	04

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

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

Response:

The institute organizes national festivals and birth/death anniversaries of the great Indian personalities during the whole year. The national festivals like Independence Day, Republic Day, Constitution Day, *Kranti Din*, International Human Rights Day, Women's Day as well as Teachers' Day are celebrated exploring their national importance among the students.

Besides, to inculcate the principles and philosophy of the great Indian thinkers, social reformers and national heroes, the institute remembers them on their Birth and Death anniversaries. It pays tribute to Mahatma Jyotirao Phule, Savitribai Phule, Rajarshi Chhatrapati Shahu Maharaj, Mahatma Gandhi, Dr. Babasaheb Ambedkar, Padmabhushan Dr. Karmaveer Bhaurao Patil, Dr. A. P. J. Abdul Kalam etc. The students are occasionally invited to express their understanding regarding the social contribution of these heroes in the national development. In addition to that, some of the days are celebrated with special activities like Dr. A.P.J. Abdul Kalam's Birth anniversary as a *Vachan Prerana Din*. On this occasion, the students' gathering is addressed by the teachers as well as the Principal. These teachers motivate the students by evocating memories of the great personalities for their solid practice of reading. Besides, the Principal addresses the gathering as a president of the function.

File Description	Document
Any additional information	View Document

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

In addition to the LMC/CDC, the institute goes through internal, external and audit of Senior Auditor of Higher Education, Kolhapur Division with appropriate procedure. These audits assure financial transparency for staff, students and other stakeholders of the institute along with human values i.e. fare economic justice and professional ethics.

The academic transparency:

The institute updates its website regularly besides notices displayed on the campus regarding curricular and extra-curricular activities. These includes admission procedures, syllabus, study materials, internal evaluations, university examinations, NSS camp, expert lectures, Agrani Research Festival, Sports competitions, scholarships etc. The feedback forms of students, alumni, parents, employers ascertain inculcation of human values, professional ethics in students, teachers and society at large.

The administrative transparency:

Besides the Academic Calendar Committee, there are Committees like Students' Council, Anti-Ragging

Committee, Internal Complaint Committee, *Sachetana Mandal*, IQAC, Sports and Cultural Departments etc. which include teachers and students as their members. Thus, their structure and proper functioning assures human values, professional ethics for students, teachers and the society.

The transparency in auxiliary functions:

All the auxiliary functions are covered by either of the administrative structure which is automatically governed by the rule of RTI sustaining human values and professional ethics.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice

1. Women Empowerment

The underlying concepts:

The females are always neglected in India, tarnishing their living standard. The institute desires to eradicate prejudices for the female birth. They should be ensured for better health and hygiene. The women have to get equal opportunities for higher education. The women should be introduced to their social, economic and political rights in light of Indian Constitution.

The intended outcomes:

The birth of the female children will be equally welcomed in the society. The women will be provided with hygiene, health and education- a good living standard. The women will strongly assert themselves. (96/100)

The Context

The women are considered a commodity where their separate identity is denied. They are resisted to seek benefits of Indian Constitution. Rather, they are victims in the area of hygiene, health, economic power, political power as well as social identity. They are always observed with various social and cultural obligations by the male dominated Indian society. They are constituted with the family status and reputation, so that they are not allowed outside the home for hours together. Their very presence is engrossed with insecurity to the extent of physical assault and discomfort for their family members. The women are married at an early age, bearing the marital responsibilities. The higher education for women is not considered fruitful as they have to appropriate themselves in the traditional gender roles. Moreover,

there are a few examples when the educated women have another option than the routine life of marriage, children and husband. (150/150)

The Practice

The institute denies every single practice and prejudice where the women are considered as a commodity. On the contrary, the institute celebrates the birth anniversary of Savitribai Phule on 3rd January to cite an example of an ideal woman. It has felicitated all the couples in the vicinity who are having two girl children only. It helps the female students to assert their identity by arranging various programmes like *rangoli*, henna pattern competition, food festivals, singing and dancing. The institute intends that the women come out slowly and gradually in the social life by exploring their domestic skills/expertise.

The institute not only arranges their medical orientations but also the constructive medical camp to check their health and hygiene issues with the help of local medical association. The Placement Cell of the institute has availed many job opportunities to the female students. The institute has incorporated the female students as well as women from the locality on the various administrative structures. Besides, it has organized the Domestic Violence Awareness programme on 1st October 2013. Dr. Bharati Patil, Professor, the Department of Political Science, Shivaji University, Kolhapur, has delivered a lecture in the Padmaraje Lecture Series on 9th October 2013. In addition to the lecture by an academician, the institute has arranged a lecture of Kavita Nerkar, Deputy Superintendent of Police, on 24th October 2013. The institute provides opportunities to the women in and around the college campus to celebrate the cultural events like *Mahahadga*, *Haladi-Kumkum* etc. in collaboration with the well formed NGOs like Tanishka. The institute is always at the initial position to arrange state and national level seminars/workshops/conferences regarding their legal orientation by the women advocates/experts. The institute has organized Human Rights seminar on 18th September 2014. However, as per the guidelines of the affiliated University, delivered in its one day workshop on 7th February 2017 the Women's Redressal Grievance Committee has to be merged into the Internal Complaint Committee. Immediately, the concerned committee in the institution arranged a workshop on the same issue on 27th February 2017 in collaboration with State Women Commission to let all the female students know this change. Thus, it arranges workshops regarding the recent changes in the core committees. Besides, the institute celebrates the International Women's Day on 8th March every year with various innovative concepts by the female students. The inferiority complex is the major constraint of Women Empowerment. (397/400)

Evidence of Success:

The institute targets to empower women with higher education through its efforts. Consequently, the admissions of female students increased. The female students, along with their female family member participate in the co-curricular activities arranged by the institute. They also attend the medical orientation and check-up camps at the college. The parents readily depute their female wards to the district/ university/ state level competitions. The institution has deputed two girls to S. M. Joshi College, Pune for training programme of competitive examination. The NSS department has promoted certain female students to the university level camps. The female students are ranked first in most of the classes in the institute as well as in the University Examination. Subsequently, they are automatically selected as class representative of the concerned class. Moreover, the female students are able to win the election for University Representative in the Students' Council. Miss. Bhagyshri Gajanan Patil was the University Representative of the institute for the academic year 2014-15. The three female students are selected in the campus interviews, who are working successfully with the Tata Consultancy Services. However, some of the female students are able to continue their UG and PG education. (194/200)

Problems Encountered and Resources Required:

The institute encounters various problems to empower the women. The social prejudices, cultural impediments are the major problems. The parents of the female students, who reside on the farm houses, are sensitive for the safety and security of the wards in society at large. The female students from the nearby villages find it difficult to adjust their schedule with the timetable of the state transport. The solid initiatives should be provided to the female students who desire to reside in the Women's Hostel. There is no legal and financial provision to have a full time medical officer in the campus of the institute, so that there should be legal and financial provisions for the appointment of a medical officer in the higher institution. To ensure the individual decorum, there should be a full time legal advisor who will be directly connected to the police department. (145/150)

Notes (Optional):

The concerned government health centre should keep the record of the females in the higher education. They should visit the institution on regular basis as a part of their schedule. The private doctors should provide their expertise in the higher education on every single day of the week to tender the intellectual human resource as their contribution towards the nation. Besides, the Police department should appoint a full time lady officer in the higher education institutes to ensure security. There should be compulsory course on fundamental legal provisions in the day-to-day life of a common man. The retired judge in the vicinity should be asked to teach the subject as his/her contribution in nation building. Even the judiciary should appoint a full time legal advisor in the higher education to observe the justice in its every sphere. (137/150)

2. Inculcation of Scientific Temperament**The underlying concepts:**

The scientific temper is always found absent in Indian social life, resulting into its waywardness. The institute wishes to inculcate scientific attitude among the aspirants. The young generation involved in higher education should be rational in true sense. They should enjoy the life, without abiding by the manmade problems.

The intended outcomes:

The aspirants of higher education will be able to take decision on their own without any prejudice or influence of biased attitude. The students of the institute will be able to develop their personality with logical reasoning. They will be motivated towards research. (99/100)

The Context

The Indian democratic system finds it difficult to eradicate completely the age old dominant concepts. The rural background of the institute is an appropriate example for the same. The aspirants of higher education have to struggle continuously against these concepts. They are victimized by various psychological as well

as social complexes. The superiority or inferiority complexes are attached with their social identity. Besides, the aspirants are victimized for their economic strength. The scarcity of higher education among their families and society has always challenged their rational and logical spirit. The youth did not find scope for the execution of democratic principles in their vicinity. They are harassed, suppressed and engrossed with various illogical concepts. The intellectual power is kept at the stake where there is threat for their identity. Moreover, there are a few examples when a person with scientific temperament has excelled without any hurdle of social identity. (149/150)

The Practice

The institute constitutes *Vivek Vahini /Sachetana Mandal* and Science Association to develop rational attitude among the students. These Associations are reconstituted every year when the newly admitted students are enrolled to fulfill the vacancies of the third year passed out students. The Science Association observes 'Science Day' annually on 28th February, when resource persons from various sectors are invited to develop scientific perspective among the students. Besides, the quiz competitions, poster presentations, models are also displayed. Apart from this, the Association continuously arranges lectures, seminars, workshops, paper presentation, wall papers, various competitions etc., where the students can explore their ideas and perspectives on its platform. Their participation explores their logical thinking at all these occasions. The Association supports 'Agrani Sanshodhan Mohotsav' i.e. Agrani Research Festival. The Science Association arranges 'Doctors' Day' on 26th March not only to pay respect towards the doctors but also to share their scientific approach towards life. The doctors are requested to share their rare experiences at this occasion during their practice. They are invited in the AIDS Awareness programmes where they (doctors) discuss and distribute the crucial information about the infectious diseases like AIDS. The *Sachetana Mandal* has organized medical checkup camp to create AIDS Awareness among the young generation. The students satisfy their doubts and equally eradicate the superstitious beliefs about such diseases. The AIDS awareness rally is also organized to create an awareness of AIDS in the society at large. The *Sachetana Mandal* organizes the anti-superstitious workshops which include lectures with experiments. It has timely oriented the students in a workshop about the anti-superstitious law '*Jadutona Virodhi Vidheyak*'. Shri. Bhaskar Sadakale has discussed elaborately how the students can play major role to dismantle superstitious practices in the society and how they can inculcate scientific temperament in the society. The *Sachetana Mandal* not only counsel at an individual level but continuously organizes Personality Development workshops where the students are guided to maintain their Emotional Intelligence. The students whole heartily participate in the '*Daru Nako Dudh Pya Abhiyan*' i.e. not liquor but milk campaign on every 31st December, where they can influence occasionally the drinkers in the society. Besides, the institute arranges lectures to decipher scientific knowledge to eradicate the misapprehension of either gender. The programme i.e. *Jagar Janivancha* deliberately dealt with scientific reasoning of male and female inception. Thus, the various extension activities in the institutes boost the scientific temperament among the students. (399/400)

Evidence of Success:

The institute aims to bring scientific temperament among the students through its various activities along with their access to higher education. It is observed that the students in first year undergraduate classes are able to develop thoroughly the scientific temperament in their behaviour in and around the institute. They also share the similar perspective among their family members. The students enthusiastically participate in research oriented various activities like the quiz competitions, poster presentations, models etc. They not only attend the lectures of the experts but also share the discourse when they ask relevant questions, participate in seminars, workshops etc. They explore their ideas scientifically through their wall papers,

research articles and participation in research oriented competition like *Avishkar*. The students are on leading role to arrange Doctors' Day, to interact with them. They not only response to the medical knowledge but also volunteer during the medical checkup camp. Some of the students perform anti-superstitious programmes during the NSS camp. The students shaped their good personality which helps them to get jobs at the corporate sector. The four members of these Associations are recently selected into the Tata Consultancy Services, Pune whereas six are successfully cracked the interview of ICICI Bank. (200/200)

Problems Encountered and Resources Required:

The institute encounters various problems to inculcate scientific temperament among the students. They are strongly under the influence of their local identities as there is little scope of factual application of scientific concepts in reality till their intermediate education. However, there is specific gap between the scientific temperament advocated in the institute and the fatalistic mentality of the society at large. The students are not habitual to conceive the innovative concepts due to the imitation based teaching-learning method in the secondary and higher secondary schools. There should be provisions in the syllabus itself to visit science research centre. There should some special course dealing with the mysterious results of the chemicals. There is no legal and financial provision to have a full time psychiatrist in the campus of the institute, so that there should be legal and financial provisions for the appointment of a psychiatrist in the higher institution. (149/150)

Notes (Optional): (150)

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7.3 Institutional Distinctiveness

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

Response:

The drought prone area has been a challenge for the institute while advocating its vision and mission. Consequently, it plans to knock the challenge along with its imparting higher education. The aspirants of higher education in this area are engrossed with scarcity of water for their agriculture. Due to the barren lands, the parents of these aspirants found themselves economically weak while sparing their wards to higher education in the nearby cities. The institute is ever remains the best option for higher education for their wards. The students do not find themselves foreign in the institute which is in their reach, simultaneously; they can be available to their parents' call. Besides, the institution never detached itself from agricultural problems. It always becomes the core of attraction among the society to handle the problem of water scarcity with its objectives to overcome the problem. To create an awareness of it among the local government systems as well as experts; the institute rigorously arranged state/national level

seminars.

The research papers of these seminars explored the similar problems at various places with various solutions. These papers also explored expected role of the natives and the local governing systems. The institute has published three separate proceedings with the ISBN numbers. It frequently arranges trainings -*Agranamitra* Workshop, Agrani Reformation Volunteers Camp- for students.

To balance the environment properly, the institution has arranged number of programmes like tree plantation, organic farming, Plastic Recycling workshop etc. The institution has cited good examples of team work in front of the people in the vicinity through the NSS camp for water reservation. During the NSS Winter Camp, the students have constructed certain structures of soil and sand to preserve the water in the nearby streams. They have built certain number of *Vanrai Bandhare* in the vicinity. The institute has tendered an occasional nursery for the rigorous implementation of the programme of *Pani Foundation* for the 'Water Cup Competition'. Recently, the institute has executed a grand tree plantation programme in collaboration with *Shiv-Ganesh Mandal* (A Youth Group). Besides, these students oriented the local people through various cultural and social programmes regarding their unity for water conservation at individual and at the level of society. The institute arranges occasional gatherings of the farmers, agricultural experts and the local government officers, where the main thrust is agriculture and consequently, the scarcity of water.

The institute has observed noticeable change in the agricultural productions as well as the ever changing perspective of the agricultural families towards higher education. They start to implement modern technology, water lake, organic farming on their own. As the students of the institute play a vital role in all these social activities where the guardians strongly desire to see their wards at the place of these students. Consequently, the students from such downtrodden families impart higher education. They excel themselves to the distinguished posts in the society. Thus, the institute is rightly pursuing its vision and mission distinctively in the area of water scarcity.

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5. CONCLUSION

Additional Information :

Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj is affiliated to Shivaji University, Kolhapur since its establishment in 1991 whereas it is recognized with 2(F) 12(B) status in 2009. The reaccreditation Peer Team of NAAC has suggested certain quality measures. The IQAC has incorporated the recommendations in its perspective plan to sort them out. Now the Institution has structured its long term prospective plan. Its vision documents are prepared. The Library facilities are improved with the use of INFLIBNET as well as Inter Library Borrowing. The Science Labs are better furnished. The competitive examination centre is working effectively. It has planned to start PG course in Hindi. The institution has constructed hostels for girls. It strongly desires to build the hostel for boys. Besides, facilities for Indoor and Outdoor games are augmented. The Cultural Department has recently started a certificate course in Harmonium and a certificate course in *Tabala Wadan* under the *Lalit Kala* Department whereas a certificate course in *Natyabhinay* is started in the Art form Drama. Thus, the institution has created facilities for teaching in Fine Arts (drama and music). The institution has constructed support services like canteen, parking and compound wall. The institution is publishing its Magazine at the end of every academic year. The management has introduced dress code for the students. The Placement and Career Guidance Cell is established. The self appraisal and feedback mechanism for teaching and non-teaching has been formalized and strengthened. The institution has successfully organized nine state level, three national level seminars and a university level workshop with regular interval. It has motivated various funding agencies like UGC, ICSSR, ICHR and Shivaji University Itihas Parishad for grants to organize the same. Even the two day state level seminar on Human Rights was also executed. The concerned departments have published their proceedings in nine separate ISBN numbered books.

Concluding Remarks :

Shri. Raosaheb Ramrao Patil Mahavidyalaya, Savlaj is situated in Sangli district of Maharashtra. It is exactly 21 km east from Tasgaon *taluka* and a kilo meter at north from Savlaj village, on the right hand side of the way to Jarandi. It is placed at 17.106762 N latitude and 74.771953 E longitudes in the Western part of Maharashtra. The institution has three constructions i.e. Women's Hostel, Main Building and Indoor Sports Facility Hall that are located from left to right. The Women's Hostel faces north which is equipped with all the infrastructural amenities to accommodate 24 admissions of girls. The main building of the institution faces north-west which comprises administrative halls, academic rooms i.e. departments, class rooms, laboratories, including Library. The Indoor Sports Facility Hall is separately located facing west, promising adequate facilities for indoor sports. All these programmes and courses in the institution promise co-education. The NAAC has reaccredited the institution with 'B' grade, 2.34 CGPA on 10th March 2012 for the validity period from 10th March 2012 to 9th March 2017. The 27 years old institution plays a role of catalyst in the research through the members of faculties. While imparting the academic excellence to the rural locality, the faculties assert their own identities in the research areas. The members of the faculties have participated, presented and published their research articles in the proceedings, journals of state, national and international reputation. Some of them have been awarded with Ph.D. whereas others are seriously engaged with their Ph. D. research.