



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**DEVCHAND COLLEGE**

DEVCHAND COLLEGE, ARJUNNAGAR VIA NIPANI, TALUKA-KAGAL, DIST-  
KOLHAPUR

591237

devchandcollege.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Devchand College, Arjunnagar which is affiliated to Shivaji University, Kolhapur is a pioneer higher education institution imparting quality education to the youth of rural, economically and socially weaker sections of the society since 1961. It was established by an educational Trust, Janata Shikshan Mandal, founded by the visionary leader, Padmabhushan Shri Devchandji Shah. The college obtained 'A' grade twice in three NAAC accreditation cycles. It is a Jain Minority college with 2F and 12B status accorded by UGC. Situated in the border area of Maharashtra and Karnataka in the hilly region, it provides a wide variety of UG and PG programmes including M.Phil. and Ph.D. Most of the students avail scholarships from central as well as Maharashtra and Karnataka governments. Spread over 45 acres of land, surrounded by greenery and pollution-free environment, the college provides suitable ambience for academic and research pursuits. DST-FIST funded research laboratories fulfill dreams of ambitious students of science streams. The dynamic and enlightened Management are aware of 21st century educational needs, both local and global, and are actively involved in the functioning of the college. Adequate infrastructure for academics, library building, facilities for sports and cultural activities, a multipurpose gymnasium and digital infrastructure for administration, finance, accounting, admissions and examination processes ensure smooth functioning.

The college has made transformation towards outcome-based education (OBE) which is apparent through students' achievements, placement and alumni. Qualified and dedicated faculty work towards attainment of educational outcomes. Co-curricular and extra-curricular activities develop innate talents and inculcate constitutional, democratic and human values among students. The IQAC ensures and monitors quality imperatives in curricular and other transactions. Various kinds of feedback- on institutional services, curricular aspects, teaching, learning and evaluation, teacher's performance and on activities conducted in the college help in continual improvement. In the six decades of its existence, Devchand College has contributed significantly in the transformation of rural and poor communities in the region.

### **Vision**

*Tamasoma Jyotirgamaya* is the resounding motto of the college. It means transition from darkness to light. Through the light of education, the institution strives to transform lives of hundreds of disadvantaged students by enabling them to lead a productive, responsible, cultured and conscientious life.

The founder President of Janata Shikshan Mandal, Padmabhushan Shri Devchandji Shah, envisioned the idea in his statement:

'The present era is the era of knowledge. Every child should get quality education at minimal cost to carry out the duties of a responsible citizen. It is education which develops thought, intellect, and moral values'.

The Management, Principal and faculty keep the vision in sight in all endeavours from policy formulation to implementation.

## Mission

## Mission

In consonance with the Vision statement, the institution has identified the following Mission statements.

- To provide quality education to the rural, socially and economically disadvantaged students and make them globally competent
- To promote scientific temper and research aptitude
- To facilitate physical and mental development
- To inculcate human values such as equality, honesty, compassion and discipline
- To promote the values of social service, secularism, nationalism and environmental awareness

## Core Values

- Quality Education
- Social Service
- Sound Character
- National Integration
- Global Competence
- Gender Equality
- Responsible Citizens
- Environmental Consciousness
- Scientific Temper
- Expertise in Arts, Sports and Culture

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

### Institutional Strength

1. Pollution-free campus spread over 45 acres of land
2. Visionary and dynamic Management
3. Caters to educational needs of students from both Maharashtra and Karnataka
4. Imparts education to children of rural, socially and economically disadvantaged communities
5. Substantial number of options for students in UG, PG and Ph.D. programmes
6. Skill-based career oriented courses
7. Faculty in BoS engaged in curriculum framing activities
8. ICT use in teaching-learning and evaluation
9. Qualified and research oriented faculty
10. Ample number of research guides
11. Promotion of students' research
12. Well-equipped research laboratories funded by DST-FIST
13. Organization of conferences and workshops for students
14. Students' paper presentations in national and international conferences and publications in international journals
15. NCC for girls and White Army

16. Engagement with society through impactful extension activities
17. Adequate infrastructure facilities for academics, sports and cultural activities
18. Well-equipped library with e-resources
19. Scholarship facility to a substantial number of students
20. Strong support services like placement, capacity enhancement, career guidance, mentoring and Divyangjan support initiatives
21. Remarkable contribution and engagement of Alumni and Parents' Association
22. Staff welfare measures
23. Effective e-governance system
24. Professional development activities
25. Gender equity programmes

### **Institutional Weakness**

1. Less number of permanent faculty against sanctioned posts due to government policy
2. Less number of publications in UGC Care-listed journals by the faculty of Humanities and Commerce
3. Owing to limited research funding by Government agencies, less number of research projects
4. Due to rural and hilly area, less number of opportunities for placement of students in industrial and corporate sectors
5. Due to poor economic condition, some students are forced to do part-time jobs which decreases learning space.

### **Institutional Opportunity**

1. Increase in collaborative activities for academics, research and extension with local, national and international level organizations
2. Increase in the use and output of research laboratories
3. Commencement of agro-based courses for entrepreneurial development
4. Strengthening of training for competitive examinations
5. Adoption of SWAYAM/NPTEL courses
6. Increase in the number of skill-oriented courses

### **Institutional Challenge**

1. Funding from agencies, NGOs and philanthropists
2. Lack of awareness among students about higher level competencies and aspirations
3. Lack of digital infrastructure with students such as smart phones due to poor economic conditions and rural area
4. Maximizing potential of alumni to contribute in terms of finance, placement and research

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**1. Curricular Planning and Implementation:** The institution is affiliated to Shivaji University, Kolhapur and follows the CBCS curricula prescribed by the university. The IQAC academic calendar is followed in the conduct of curricular and extra-curricular activities. Timetable is prepared for curriculum delivery and the same is documented in academic diaries. CIE timetable is prepared and is strictly adhered to. Faculty are involved in syllabi updation as members of BoS or BoS Sub-Committees of the university. The faculty undertake university paper setting and assessment work.

**2. Academic Flexibility:** The institution runs 17 UG and 11 PG programmes out of which 10 programmes (UG- Zoology, Mathematics, Electronics, Geography, Computer Science and Microbiology; PG- Physics, Chemistry and Microbiology, Advanced Accountancy) are newly introduced during the assessment period providing students a wide range of choices. Two Ph.D. programmes (Agrochemicals and Pest Management and Chemistry) are introduced. 73 career oriented courses are conducted to bridge the gap between theory subjects and practical knowledge. 7880 number of students are beneficiaries of the skill-based courses.

**3. Curriculum Enrichment:** The university curriculum has incorporated cross-cutting issues and several courses deal exclusively with them. However, the institution conducts activities through Cells like Women's Forum and Vivek Vahini to create awareness about the issues. National and international seminars and conferences are organized to provide global exposure. Experiential learning is imparted through projects, field work and internships as per university curriculum. 28.09 % of courses include experiential learning.

**4. Feedback System:** Feedback on curriculum is taken every year from all stakeholders- students, teachers, alumni and employers. The same is analyzed and suggestions are communicated to all concerned. Offline mode and later, online mode was used for the same.

IQAC monitors the systems and ensures effective functioning of the same.

## Teaching-learning and Evaluation

**1. Student Enrolment and Profile:** Student enrolment is done strictly in accordance with the guidelines provided by state government and university. 71.33 is the average percentage of enrolment against sanctioned strength during the five years. Ours is a religious minority institution, but admissions are given on merit basis following all the rules of reservations. Social justice is taken into consideration true to the Vision of the institution. 39.62% of the permitted SC, ST, OBC quota are filled by the institution. 21 *divyangjan* students are also admitted with due deference. Since the college is on the border area, 1607 number of students are admitted from Karnataka.

**2. Catering to student diversity:** The college identifies students with different abilities through varieties of tests at the beginning of the academic year and implements special programmes with a view to bringing out the best in them. The Management has appointed separate full-time teachers for un-aided courses. Student and full time teacher ratio is 57:1.

**3. Teaching-Learning Process:** To enhance learning experiences, various student centric methods are used by faculty. Surveys, field visits, case studies, group activities and innovative methods provide personalized learning environment which hone their critical and creative thinking abilities. Various ICT tools including self-created video lessons, Apps and softwares are used to make learning more effective. Mentor-mentee ratio is 34:1.

**4. Teacher Profile and Quality:** More than 72.97 % of permanent teachers are with Ph.D. 25% of the faculty are NET/SET qualified and 2 teachers have completed post-doctorate degree. The average experience of all teachers is around 17.05 years.

**5. Evaluation Process and Reforms:** Formative assessment is undertaken as per the CIE schedule prepared by Examinations Committee under the guidance of IQAC. Both offline and online mode is adopted. Students' performance is shared with them. Questions are set with a view to testing learning outcomes. Grievances related to examinations are promptly solved. The university examination results are above 85%.

**6. Learning Outcomes:** Course-wise and programme-wise learning outcomes are identified and assessed in terms of knowledge, skills and attitudes.

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

**Resource Mobilization for Research:** For increasing research infrastructure in colleges, UGC, DST and Shivaji University have funded under various schemes and a total grant of Rs. 87.60 lacs are sanctioned through various schemes during the last five years. The college has 20 recognized research guides and 52 students are pursuing research for Ph.D. degree.

**Innovation Ecosystem:** The college has developed DST-FIST sponsored Science Instrumentation Facility Centre (SIFC) to incubate and boost innovative ideas of students. Different scientific instruments have been installed to serve the purpose in multidisciplinary fields like nano-materials and drug designing. In addition, various research laboratories are established in specific fields of expertise. The college organized 50 workshops/seminars/conferences on research methodology, intellectual property rights and entrepreneurship.

**Research Publication and Awards:** During the assessment period, the faculty has published 178 research papers in international journals. A total of 100 books/chapters in edited volumes/books and 75 research papers in national/international proceedings are published.

**Extension Activities:** The institution strives to achieve mission statements and core values and aims at inculcation of human values through extension activities. Total 130 extension activities highlighting social extension, conservation of environment, health awareness, gender sensitization and human values were carried out. Average 66.76% students participated in extension activities conducted in collaboration with industry, community and non-government organizations.

**Collaboration:** More than 37 collaborative activities are conducted for research, faculty exchange, student exchange/internship. The college has 12 functional MoUs with institutions of national and international importance and with other universities, industries and corporate houses. Under these MoUs, 16 activities have been conducted.

### **Infrastructure and Learning Resources**

**Physical Facilities:** The college is situated on 45 acres of land on which 8 spacious buildings fulfill various infrastructural requirements of UG-PG education of nearly 2400 students per year. College has adequate number of facilities- classrooms, laboratories, computing equipments, staff-room, seminar halls, department rooms, office building, library building, reading halls, multipurpose gymnasium, college canteen, dining facility

for girls and boys, hostels with modern facilities, research labs, sports grounds, health centers, rector bungalow, principal bungalow, ramps and open-air-theatres. The college has sufficient number of classrooms to conduct regular classes, certificate courses, and other activities. Seminar halls with ICT-enabled facilities are available. On an average, 24.25 lakhs are spent on infrastructure augmentation.

**Laboratories:** 24 spacious laboratories are equipped with latest instruments and supported by advanced software. A DST-FIST instrumentation lab (0 Level) of 80 lakhs is a major research lab which is utilized by students for project work.

**Library as a Learning Resource:** The library is fully automated through the Integrated Library Management systems (ILMS). It consists of modules such as books management, barcode facility, book accession, borrower card, circulation, OPAC catalogues and administration. It has two reading rooms. The institution has subscribed to N-List INFLIBNET, e-journals, Shodhganga membership, e-books, Databases and remote access to e-resources. On an average, 1.45 lacs are spent on purchase of books. All departments have their own libraries.

**IT Infrastructure:** There are a total of 219 computers in college. The college has four computer labs with 150 computers for students use and are connected to the internet 100 mbps using fiber optic broadband connection which provides great speed for browsing, updating and downloading the data with secured antivirus facility. Departments are provided with computer and internet connection.

**Maintenance of Campus Infrastructure:** There is a maintenance policy of the college Average percentage of expenditure incurred on maintenance of infrastructure is 8.18%. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities.

### **Student Support and Progression**

Devchand College strives to support students for their holistic development. Nearly 50% students avail government scholarships of various kinds besides freeships by two Trusts- Shri D. C. Shah Suvarn Mahotsavi Trust and Shri D.C.Shah and Sou. A. D. Shah Suvarna Mahotsavi Trust- to poor and meritorious students. All students are insured against accident and get benefit of it in any eventuality. Mentoring and counseling services are provided for their overall wellbeing. All out efforts are made to build capacities and competencies of students by organizing workshops and training programmes to improve soft skills, communication skills, life skills and ICT skills which prepare them for professional roles. Departments and Competitive Examination Cell regularly organize training/guidance sessions in competitive examinations and career counseling and many students have qualified in the same. The college has a robust student grievance redressal cell, Internal Complaints Committee and anti-ragging cell. Placement cell provides employability skills training as well as recruitment opportunities, particularly from Tata Consultancy Services. 336 students have been placed during the assessment years. The average rate of student progression is 27.76 %. The college has adequate infrastructure for sports and cultural events and students' achievements are remarkable in 78 students getting awards at various levels. Students' representation on various academic and administrative bodies, including IQAC, is ensured to enable them to participate in developmental processes of the college. The college has a registered Alumni and Parents' Association which contributes through funds for infrastructure development, scholarships to poor and meritorious students, sharing expertise and placement of students.

### **Governance, Leadership and Management**

The institution has well defined vision, mission, goals, core values and quality policy. The institution has its stated Vision, Mission and Core Values which are adhered to by all stakeholders. It is not only reflected in the governance system of the institution, but also the plans and policies which are formulated and implemented. The hierarchical structure of the institution which consists of the Governing Council, CDC, Principal, Vice Principals, IQAC and teaching and non-teaching staff is a testimony to the fact that the governance system is participatory and decentralized. The institution follows the Perspective Plan prepared for the five year period (2016-17 to 2021-22) and covers all academic and administrative aspects important for enhancing quality of educational services delivered. The institution has implemented e-governance in all areas of operations-administration, finance and accounts, student admission and support and examination.

As part of faculty empowerment strategies, the institution has adopted various welfare measures like accidental insurance (*Kalyan Nidhi Yojana*), Janata Shikshan Mandal Credit Society services, has provided financial support to faculty to attend conferences and workshops, has organized professional development programmes for both teaching and non-teaching staff, has encouraged teachers to undergo faculty development programmes, has followed a system of performance appraisal as laid down by UGC for teachers and Government of Maharashtra for teachers.

In connection with financial management, the institution follows two-tier audit system wherein both Internal and External audits are carried out every year. Ours is a grant-in-aid institution. Therefore, major source of its funds is salary grants from Government of Maharashtra. It also obtains funds from UGC, DST-FIST, Shivaji University, Kolhapur for research purposes. The obtained funds are utilized as per set procedures.

The IQAC has been instrumental in institutionalizing quality enhancing practices in all areas from the academic to administrative. These include introduction of new programmes, skill-based certificate courses, adoption of student centric and innovative teaching-learning methods, evaluation reforms, motivation and support for student and faculty research, enhancement of student support services, faculty development initiatives, collaborative activities, e-governance systems, feedback on institutional services, etc. The institution has participated in NIRF database. Academic and administrative audits are conducted through internal and external peers.

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

The institution is committed to realize the vision of a progressive and enlightened society through inculcation of values. With a view to creating gender-neutral society, the college consciously promotes equality among girls and boys through activities conducted by dedicated women's forum, ICC and *Beti Bachao and Beti Padhao* Cells. Women's safety and empowerment is the first priority. The barren land of 45 acres has been converted into a green zone having gardens and greenery all around. A bund is constructed; rain harvesting and drip irrigation is used to maintain greenery in all seasons. Energy efficient facilities like solar panels, plastic ban, waste management systems are in place. Bicycle use is encouraged and restricted entry of automobiles is enforced. Green audits and energy audits are conducted to measure the impact of green initiatives. The institution has disabled friendly environment and facilities. Special programmes are conducted for *divyangjan* students for their skill enhancement and overall wellbeing. Inclusive approach is the highlight of our institution incorporating linguistic, cultural, religious, communal, socio-economic diversities. The institution displays its allegiance to constitutional values, rights and obligations and strives to promote the same through various programmes. All stake holders follow the code of conduct and professional ethics. As part of awareness programmes, day celebrations of national and international importance is organized. Since the college is situated in the border area and majority of students belong to rural and disadvantaged communities, the



institutional distinctiveness is seen in its success in uplifting the communities through quality education and extension activities.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEVCHAND COLLEGE
Address	DEVCHAND COLLEGE, ARJUNNAGAR Via Nipani, Taluka-Kagal, Dist-Kolhapur
City	Arjunnagar
State	Maharashtra
Pin	591237
Website	<a href="http://devchandcollege.org">devchandcollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dr. Prashant P. Shah	08338-220112	7795426115	08338-220112	ppshahanpn@gmail.com
IQAC / CIQA coordinator	Lazarus P Lanka	08338-220113	9890677213	08338-220027	iqacdevchandcollege@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">jain minority-compressed.pdf</a>
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	07-09-1960			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Shivaji University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	08-03-2013	<a href="#">View Document</a>		
12B of UGC	12-05-2017	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

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

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	DEVCHAND COLLEGE, ARJUNNAGAR Via Nipani, Taluka-Kagal, Dist-Kolhapur	Hill	45	10287.99

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	H.S.C.	English	240	138
UG	BA,Hindi	36	H.S.C.	Hindi	20	11
UG	BA,Marathi	36	H.S.C.	Marathi	20	12
UG	BA,Sociology	36	H.S.C.	Marathi	20	20
UG	BA,History	36	H.S.C.	Marathi	20	20
UG	BA,Geography	36	H.S.C.	Marathi	20	9
UG	BA,Political Science	36	H.S.C.	Marathi	20	14
UG	BA,Economics	36	H.S.C.	Marathi	20	15
UG	BCom,Commerce	36	H.S.C.	English	240	181
UG	BSc,Botany	36	H.S.C.	English	12	12
UG	BSc,Zoology	36	H.S.C.	English	12	10
UG	BSc,Chemistry	36	H.S.C.	English	90	85
UG	BSc,Physics	36	H.S.C.	English	24	18
UG	BSc,Electronics	36	H.S.C.	English	24	14
UG	BSc,Mathematics	36	H.S.C.	English	12	7
UG	BSc,Microbiology	36	H.S.C.	English	24	23
UG	BSc,Computer Science	36	H.S.C.	English	24	23
PG	MA,English	24	UG	English	20	20
PG	MA,Marathi	24	UG	Marathi	20	4
PG	MA,Sociology	24	UG	Marathi	20	15

	gy					
PG	MA,History	24	UG	Marathi	20	17
PG	MA,Econom ics	24	UG	Marathi	20	13
PG	MCom,Com merce	24	UG	English	50	47
PG	MCom,Com merce	24	UG	English	50	24
PG	MSc,Chemis try	24	UG	English	22	22
PG	MSc,Physics	24	UG	English	20	12
PG	MSc,Microbi ology	24	UG	English	20	20
PG	MSc,Agroch emicals And Pest Management	24	UG	English	20	17
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	60	PG	English	10	0
Doctoral (Ph.D)	PhD or DPhi l,Agrochemi cals And Pest Management	60	PG	English	5	0
Pre Doctoral (M.Phil)	MPhil,Englis h	24	PG	English	1	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				9				31			
Recruited	5	3	0	8	8	1	0	9	14	6	0	20
Yet to Recruit	0				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				52			
Recruited	0	0	0	0	0	0	0	0	23	29	0	52
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						86
Recruited	51		6		0	57
Yet to Recruit						29
Sanctioned by the Management/Society or Other Authorized Bodies						6
Recruited	6		0		0	6
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	3	0	6	1	0	10	5	0	30
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	4	1	0	7



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	20	0	32

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	7	0	10

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	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
UG	Male	159	628	0	0	787
	Female	330	731	0	0	1061
	Others	0	0	0	0	0
PG	Male	95	111	0	0	206
	Female	145	137	0	0	282
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	131	129	156	186
	Female	141	137	170	150
	Others	0	0	0	0
ST	Male	3	2	3	0
	Female	4	3	2	3
	Others	0	0	0	0
OBC	Male	43	125	159	146
	Female	66	195	228	196
	Others	0	0	0	0
General	Male	571	566	569	589
	Female	1030	948	862	815
	Others	0	0	0	0
Others	Male	67	56	62	66
	Female	92	86	67	62
	Others	0	0	0	0
<b>Total</b>		<b>2148</b>	<b>2247</b>	<b>2278</b>	<b>2213</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>With a view to imparting holistic and multidisciplinary education, the college provides, alongside regular courses, several self-learning non-credit courses of interdisciplinary nature offered by the affiliating university. These are offered to students of Arts, Science and commerce streams- 'Democracy, Elections and Good Governance' (for B.A., B.Com. &amp; B. Sc. Part I), 'Yoga and Physical Management Skills (for B.A., B.Com. &amp; B.Sc. Part I), 'Environmental Studies' (for B.A., B.Com. &amp; B.Sc. Part II), 'Introduction to the Constitution of India' (for B.A., B.Com. &amp; B.Sc. Part III) and 'Interview and Presentation Skills' (for B.A., B.Com. &amp; B.Sc. Part III). M.Sc. in</p>
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	<p>Agrochemicals and Pest Management. The college visualizes a transformation towards integrated approach in near future by offering courses of interdisciplinary nature within the framework of university guidelines. Already, the university CBCS pattern which the college follows allows certain freedom in the choice of subjects. Full choice implied in the CBCS pattern will be offered to students as per university directives as we have Arts, Commerce and Science programmes. Necessary infrastructure and expertise exists to impart multidisciplinary flexible curricula to students. An example is that the Department of Economics offered a career oriented course 'Banking and Finance' to B.Sc. III students in 2018-19. Many students are engaged in multidisciplinary research activities with a social orientation.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The college follows the Choice Based Credit System of the affiliating university wherein all the UG and PG programmes have credit-based syllabi. The scheme per course is four credits. In near future, we plan to register with Academic Bank of Credits (ABC) through National Academic Depository, Ministry of Education, Government of India.</p>
<p>3. Skill development:</p>	<p>In accordance with the National Policy on Skill Development, the college has been imparting skill-based short term courses every year covering substantial number of students. The range of skills imparted is wide and varied from soft skills to ICT skills. Each department conducts at least one career oriented course related to the subject concerned. English communication skill courses and computer courses are imparted to students of Arts, Commerce and Science streams. Technical and experimental skill-based courses such as Vermitechnology, Greenhouse technology, Nano technology, Production of Biofertilizers, Indoor gardening and Analytical techniques are conducted. Entrepreneurial activities through workshops, internships and training programmes on varied skills such as soap making, incense making and candle making, water and soil analysis are regularly conducted. The institution has a designated Vivek Vahini Committee which conducts value education programmes. Short term courses on Personality Development and Human Rights are organized. A course on 'Yoga and Physical Management Skills' is made compulsory by the</p>

	affiliation university. The courses are offered through offline and online modes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The stakeholders of the institution make use of three languages- Marathi, Hindi and English. Subjects in Arts and Commerce streams are taught in bilingual mode (English and Marathi) and science subjects are taught through English. However, difficult concepts, theories and practicals are explained in Marathi language. There are three language departments which offer UG (3) and PG (2) programmes in English, Marathi and Hindi. Degree courses in Arts stream- Sociology, History, Geography and Political Science- are taught in bilingual mode. The institution takes special efforts to preserve Indian culture and traditions through various activities such as Traditional Day celebration, Mehndi, Rangoli, dance, singing, dramatics, food festival, celebration of festivals, Marathi Pandharvada (Marathi Fortnight celebrations), Day celebrations, Annual Social Gathering, Devchandji Shah National Intercollegiate Cultural Competition through which we inculcate Indian culture and values.
5. Focus on Outcome based education (OBE):	The institution has already transformed from the traditional system to Outcome Based Educational system (OBE). The university frames syllabi of all the courses. However, many teachers are involved in the process of updation of university curricula to align with the latest knowledge requirements. The university syllabi mention course outcomes. Programme Outcomes, Programme Specific Outcomes and Course Outcomes are identified and displayed on college website and on notice boards. Pedagogy is designed and used in teaching-learning practices to achieve the learning outcomes. Suitable formative assessment is undertaken to test the achievement levels of students. POs, PSOs and COs are calculated on the basis of direct and indirect methods. Activities (seminars, study tours, workshops, etc.) are designed with specific mention of outcomes.
6. Distance education/online education:	The college runs two centers to provide education through distance mode- Distance Education Centre of Shivaji University, Kolhapur and YCMOU, Nasik. Many programmes in Arts and Commerce streams are offered to students. Efforts will be made to provide online education in near future. The college

has ICT infrastructure to enhance learning experiences. Softwares, websites, Apps, open access online applications for conducting classes and testing are used. Blended learning is adopted by many teachers. The institution makes use of online mode from admissions, administration, accounting to communication.

NAAC

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
517	494	470	435	411
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28	26	25	22	20

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2148	2247	2278	2213	2230
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1626	1590	1546	1525	1513

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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
652	637	615	604	672

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

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	39	40	43	44

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

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	48	48	48	48

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls



**Response: 35**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
71.56	103.83	99.02	103.73	90.53

**4.3**

**Number of Computers**

**Response: 219**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The college is affiliated to Shivaji University, Kolhapur and it follows CBCS pattern, academic calendar and curricula of the university. The college admits students as per the rules and regulations of the university and the Government of Maharashtra.

##### Prospectus

Prospectus is published every year to provide information about programmes and courses for UG, PG and Ph.D. The syllabi of all the courses are made available on the website. Programme outcomes and course outcomes are displayed on the college website.

##### Curricular Planning and Implementation

At the beginning of the academic year, the IQAC prepares institutional academic calendar in accordance with the university annual calendar. Following the IQAC academic calendar, general time table is prepared and displayed on notice boards and on the website. Heads of departments conduct departmental meetings and prepare departmental academic calendars, timetable and individual timetables based on work distribution. The proceedings are recorded in minute books. Adequate number of teaching staff is appointed. Academic diaries, containing teaching plans, are maintained by faculty to record day-to-day curriculum delivery and the same are closely monitored by Heads of departments and the Principal.

For effective delivery of the syllabi, departments adopt traditional and ICT-based teaching methods. In addition, student-centric methods such as seminars, group discussion, study tours and projects are used. Students' performance is evaluated through a variety of tests, home assignments and semester examinations. Result analysis is prepared and communicated to students. The poor performers are supported with personal guidance, additional sessions, study materials and other means. The best ones are motivated to obtain advanced knowledge in the subject. COs, PSOs and POs are kept in sight while during curriculum delivery.

##### Curricular Enrichment

Curricular enrichment programmes like skill-based short term courses, special lectures, workshops and hands-on training are conducted. Bridge courses for UG Part I are conducted in all subjects in order to bridge the knowledge gap between higher secondary and degree courses. Cross-cutting issues- gender equality, environmental awareness and human values- are emphasized in classroom teaching as well as by organizing various activities. In addition to the central library, departmental libraries provide reading materials. E-resources prepared by teachers are also made available.

## Curricular Upgradation

15 teachers are members of the Boards of Studies or Sub-Committees in the affiliating university during last five years. They are directly involved in framing the syllabi. A workshop on English revised syllabus was organized. Teachers participate in the workshops on revised syllabi and update themselves about the requirements of new curricula. Upgradation of infrastructure facilities and laboratory equipments, etc. is undertaken periodically to enhance effectiveness of curriculum delivery.

## Review of Curriculum Delivery System

The IQAC reviews the teaching-learning process at the end of the academic year through Academic Audit. Academic performance of the departments is rated based on several indices and suggestions are made to enhance curriculum delivery. Students' feedback on teachers and teaching-learning processes help in ensuring quality of the curriculum delivery system. At the end of every academic year, feedback on curricular aspects is taken from stakeholders and their suggestions are implemented.

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

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

#### Response:

The institution adheres to the Annual Calendar prepared by IQAC as per the rules and guidelines of Shivaji University, Kolhapur including the annual planning of Continuous Internal Evaluation. The academic year begins with admission process and is executed through stream-wise admission committees. The curricular activities commence as per the academic calendar. Students' profile in terms of slow and advanced learners is prepared and special programmes are conducted to enhance their academic performance. Timely completion of syllabus, revision and internal evaluation are carried out in compliance with the schedule listed in the academic calendar. Enrichment activities such as special lectures, workshops, seminars, projects, field visits are conducted.

The IQAC has formed various committees/cells for a period of five years. The objectives of the cells and the nature of activities to be conducted are made clear by IQAC. Support system is provided for the effective conduct and attainment of stipulated outcomes. NSS, NCC, women's forum, cultural and sports activities are organized throughout the year. Other support services such as guidance for competitive examinations, career counseling, placement training and recruitment drives, entrepreneurship events, *Divyangjan* activities, student mentoring, value education activities, environment awareness programmes, *Avishkar* and other competitions, day celebrations, exhibitions and so on are organized. Extension activities are conducted in the neighbourhood community. Alumni and Parents Association and Lead College activities are conducted for students. Professional development programmes for teaching and non-teaching staff are organized by IQAC. Review of the work is taken by the Principal and IQAC Coordinator from time to time. A felicitation programme is organized every year to appreciate the best performing

employees.

The college follows university calendar for semester examinations. Except for UG Part I and II, semester examinations are conducted in two modes- internal (Term Work) and university (theory). For internal evaluation, home assignments /seminars /group projects /tests /viva voce are made compulsory. Internal evaluation is followed by theory examination. Internal marks are uploaded on the university portal in time. After declaration of results, analysis is done by respective departments and the same is communicated to students.

The college has its own continuous evaluation system (CIE). As per the academic calendar prepared by IQAC, Examination and Examination Grievance Redressal Committee prepares the CIE calendar for mid-term and preliminary tests and provides question paper pattern. Accordingly, the tests are conducted. The departments prepare departmental CIE timetables or the CIE schedule is incorporated in the department academic calendars. The departments are free to conduct various types of tests. Both online and offline modes are adopted in CIE. Subjective and objective questions are asked. Assessment and result analysis of the same is done in a time bound manner. Students' performance is discussed in the class and suggestions for improvement are made. The departments prepare summary reports of CIE and submit the same to the committee. Students are informed about the CIE well in advance through notices and in classes.

All teachers participate in the university evaluation work and college CIE.

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

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

Response: 100

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

Response: 28

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

Response: 73

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	19	18	11	07

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

Response: 70.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1658	1930	2011	1382	899

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

### 1.3 Curriculum Enrichment

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

##### Response:

Cross-cutting issues- professional ethics, human values, gender equality, environment and sustainability- are incorporated in the curricula of the affiliating university. The syllabi of the courses across the streams- Arts, Commerce and Science- create awareness about the issues and inculcate the values in students.

Cross-cutting issues in University Courses

A. Three non-credit courses are made compulsory at UG level.

1.B.A, B. Com. and B.Sc. Part I- *Democracy, Elections and good Governance*

2.B.A., B. Com. and B.Sc. Part II - *Environment Science*

3.B.A., B.Com. and B.Sc.Part III- *Introduction to Indian Constitution*

B. Literature courses in Hindi, English and Marathi deal with gender, environmental issues and human values. Some of the courses are:

B.A.III Hindi ( Special) -Vidha Vishesh Ka adhyayan

B.A.II Hindi (optional) –Adhunik Gadhya Sahitya

M.A.I Marathi -Vishesh Sahityakrutincha Abyas

C. Other Courses which inculcate the cross-cutting issues

B.A.II & III (Sociology)- *Social Issues in India* – ‘Female Foeticide’, ‘Human Rights’, *Gender and Violence*

M.A. I (Sociology)- *Gender and Society*,

*Urban Society in India- 'Ecology and Community'*

B.A.II & III (Political Science)- *Indian Political Thought- II* ,

*Modern Political Concepts 'Feminism', 'Environmentalism'*

B.A.II (History)- *History of Modern Maharashtra- 'Women's Rights'*

B.A.II (Geography)- *Human Geography*,

*Soil Geography and Oceanography*

M.Sc. I & II (AgPM)- *Recent advances in Pest Control*

*Residue of Agrochemicals, Bio-Control in Agro Ecosystem*

B.Sc. I, II & III (Microbiology)- *Introduction to Microbiology*

*Agricultural Microbiology, Environmental Microbiology*

M.Sc. II (Microbiology)- *Industrial Waste Management*

B.Sc. I (Zoology) – *Ecology, Environmental Biology*

B.Sc. I (Botany)- *Ecology*

B.Com and M.Com. syllabi include topics on professional ethics.

Cross-Cutting Issues through Activities

True to the Vision of the institution- *Tamasoma Jyotirgamaya*- and core values, the institution consciously makes efforts to inculcate universal values such as equality, social service and environmental awareness. A Certificate Course on Human Rights was conducted. Departments organize awareness lectures, rallies, national workshops, presentations, competitions, exhibitions, day celebrations, social outreach programmes, etc. related to cross-cutting issues. Seminars, study tours and projects are organized to create awareness about cross-cutting issues.

Gender Equality: *Swayamsiddha Sachetana Mandal* (women's forum), Internal Complaints Committee and *Beti Bachao and Beti Padhao* cells organize programmes on gender equality, empowerment and women's rights throughout the year.

Environmental Consciousness: The college promotes environmental awareness through Environmental Committee and departmental activities. Two career oriented courses are conducted. A 700 k.m. Krishna to Kaveri water conservation bicycle rally for water literacy was organized by NCC.

Human Values: Vivek Vahini Committee organizes activities for the promotion of human values. An

example of humanitarian work is providing relief materials to flood victims of 694 families of 9 villages, rescue operation of animals and food supply to truck drivers during 2019 floods. Cells like NSS and NCC organize activities promoting cross-cutting issues.

Professional Ethics: These are inculcated through career oriented courses, internships, project-based activities and personality development programmes.

The college conducts regular Green Audit, Energy Audit and Gender Audit to monitor the activities of cross-cutting issues.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 28.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
176	146	117	117	107

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

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

**Response:** 77.19



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

Response: 1658

<b>File Description</b>	<b>Document</b>
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System**

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

Response: A. All of the above

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

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

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 71.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
2148	2247	2278	2213	2230

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

2020-21	2019-20	2018-19	2017-18	2016-17
3252	3180	3092	3050	3026

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

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

**Response:** 39.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
424	587	717	671	677

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The main objective of a higher educational institution is to nurture the potentialities of each and every learner. As the institution is situated in the rural and border region, students are admitted from diverse social, cultural, economic, linguistic and educational backgrounds. Majority of the students are from vernacular medium. Following the motto of the institution, *Tamasoma Jyotirgamaya*, teachers address the needs of students with different capabilities. Learning levels are identified at the beginning of the academic year and each student's profile is prepared. Accordingly, special programmes are devised.

#### Process of Identification

- Performance in Bridge Course Tests (UG Part I)
- Performance in previous year semester examination
- Diagnostic test
- Teachers' interaction with students

#### Special Programs for Advanced Learners

- Special guidance sessions
- Guidance on goal setting
- Challenging tasks
- Peer teaching
- Seminars
- Project-based learning
- E-Learning Apps
- Competitions- On and off campus
- Interaction with experts and scientists
- Guidance for competitive examinations
- SWAYAM/NPTEL and IIT online courses
- Newspaper article reading
- Quiz competitions
- Motivation to speak on Day Celebrations
- Debates
- Lectures on how to prepare good presentations
- Model building, building electronic circuits, etc.
- Research paper reading and discussion
- Research method demonstration
- Guidance to handle research instruments
- Guidance on installation of softwares and Apps
- Participation in university/national/international conferences/seminars/workshops
- Paper presentations in national/international conferences
- Research paper publications in internationally reputed journals

- *Avishkar* Research Project Competitions
- Research projects
- Poster presentation in national/international level conferences
- Programming Apps
- NET/SET training
- Participation in extra-curricular activities
- Leadership roles in departmental/college activities
- Membership of INFLIBNET N-list
- Membership in IQAC-formed committees/cells
- Felicitation of advanced learners

### Special Programmes for Slow Learners

- Special guidance sessions
- Special lectures
- Motivational lectures and videos
- Personal guidance and counseling
- Special attention to academically weaker students in regular classes
- Explanation of difficult concepts/topics
- Provision of study materials including e-materials, question banks and previous years' question papers
- Home assignments
- Revision of difficult topics, concepts/theories prior to semester examinations
- Lectures/guidance on personality development
- Peer learning
- Seminars and group tasks
- Demonstration of practicals
- Demonstration of fundamental concepts with the aid of software
- Practice exercises and writing exercises
- Practice laboratory experiments
- Use of Remedial Course book to improve English communication skills
- Activity-based teaching methods
- Encouragement to participate in competitions/seminars
- Library visits
- Periodic class tests
- Presentation of educational Live sessions
- Video lessons
- Participation in various competitions at college and department levels
- Motivation and guidance to participate in NSS, NCC and social outreach programmes

As a result of the special programs, students have obtained ranks in university examinations, successfully completed SWAYAM/NPTEL online courses, passed competitive examinations, participated in national and international conferences, presented and published research papers and won awards in various competitions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 57:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

Student centric methods are widely used by all departments with a view to making teaching-learning process more effective. Alongside chalk and talk method, experiential, participative and problem solving methods are used to enhance students' learning levels through experiences, group tasks and research-oriented activities.

**Experiential Learning:** True to the spirit of Confucius' words, 'I do and I learn', the following methods of learning through engaging students directly in authentic experiences are followed- laboratory practicals, internships, field work, study visits to industries, science centres, space station, agriculture research station, wind-power station, green house, nursery, research laboratory, museums, zoo, botanical gardens, lakes and dams, *gram panchayats*, offices, banks, orphanages, old age home, heritage places, monuments of writers, marine biology centre, fisheries, animal-husbandry related places, mountain ranges, table land, island, hot water springs, collection of animals of different phylums, study of birds in the locality, inland fish farming, observing topographical sheets, handling Plane Table for survey, use of living plant- 'Do You Know Me?', soil and water testing, *Shravanipushpa* exhibition, medicinal plant exhibition, model building (volcanic eruption, crystal, etc.), spot analysis (physical weathering and erosion process, erosion work of sea water), solar eclipse watching, designing aquarium, PCB designing, preparation of charts and graphs, App-based learning, hands-on training, workshops, setting up stalls, 'Learning by Doing', demonstration of physics experiments to school children, blood pressure measurement, 'Meet the Author' activity, writing news, advertisements and greetings, mock interviews, role play, dramatics, translation, proof reading, script writing and media writing.

**Participative Learning:** Book exhibition, seminars, workshops, poster exhibition and presentations, quiz competitions, language games, story-telling, interactive methods, news-paper cutting, group activities, email discussion groups, poetry presentation, peer teaching, PPT presentation, debates, video clips, flipped classroom, e-learning Apps, participation in seminars arranged by other colleges, rallies, news-paper article reading, Think Pair Share, Jigsaw technique, Pick and Speak, students' interaction with experts and seniors, English literary calendar, 'Know the Booker prize Winners' activity, state/national level

seminars/conferences/workshops for students, academic competitions, events by various committees and community service activities

**Problem Solving Methods:** Projects, group projects, assignments, research projects, field survey (Ex. Economic analysis of sugarcane farmers in Bastavade), village surveys, survey of flood affected areas, case studies, enquiry-based learning, project-based presentations, development of home automation using Aurdino, Line-Following Robot, smart notice board, speed checker to detect rash driving on highway, automatic irrigation system using 8051 microcontroller, alcohol and accident detection system, android controlled home appliances using blue-tooth model, RFID-based attendance system with GSM modem, bus-stop alert for passengers and SMS-based device controlling college bell, simulation of indoor flow, solution of heat conduction problem with dynamic boundary conditions, numerical simulation of planetary motion, project on computational electro-magnetic, steganographic modulation of digital sound signal, Scilab programme, computer simulation of crystal structure, LPP optimization of problem solving with R software, research paper presentations in national/international conferences and demonstration of research work in front of experts.

These methods have enhanced teaching-learning experience by modulating students' pace of learning, honing their skills, developing critical/creative thinking and moulding their personality.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Considering the fact that today's youth are digital natives, there has been a paradigm shift in the institution in teaching, learning and evaluation through the adoption of ICT. Moreover, teachers made a swift transition from classroom to online teaching during lockdown due to COVID-19 pandemic. ICT is used to impart knowledge and skills. This increases learner involvement, learner autonomy and accessibility (including *Diyyangjan* students), makes lasting impact while permitting flexibility and catering to student diversity as, for instance, teacher-made video lessons allow learners to learn at their convenient time and pace. In addition, ICT use provides remote access to learning resources of the college and elsewhere.

ICT tools are used not only for curriculum delivery but also to create awareness about cross-cutting issues, to organize competitions, seminars, workshops, presentations, for training and taking feedback.

The college has adequate ICT infrastructure- ICT classrooms, ICT seminar halls, ICT-equipped laboratories, language laboratory, computer laboratories, computers with internet connectivity and softwares.

Various ICT modes such as blended learning and flipped classroom, Google Classroom as Learning

Management System, Google Forms for survey, tests and feedback, Google Meet and Zoom Cloud Meeting for teaching are used. The college has its own You Tube channel, *Devchand Gurukul*, for live streaming of seminars, conferences and workshops. Teachers have developed e-resources- video lectures on independent You Tube channels, PPTs, e-notes, question banks and collected subject-related e-books. Subject-related movies, video clips and animation videos, You Tube videos are used as learning materials. Kahoot is used for online fun-filled learning. Educational CDs are available in the library and departments. Teachers and students update their knowledge through SWAYAM courses, IIT courses and NPTEL videos.

**Use of Apps:** Teachers use PlantNet, Pesticide Info and Pesticide Book, Biotechnika, NPMA Field Guide Pro and Plantix-Your Crop Doctor, SQL-Server Database, Java Programming App, Python Programming App, ASP.NET Programming App, Learn Python, Learn Java, PHP Compiler, CPP Compiler, Teachmint, *Hindi Bhasha* and Speak English-Your English Classroom, X Recorder, Camptasia and Google Jam Board.

**Use of Softwares-** MS Excel, Origin and Mathematica, Scilab and LPP Optimization of Problem Solving with R-Software, Chems sketch and Chemdraw, ACEN.5 software in language laboratory, GPS, NVDA software for visually impaired users, Netbeans for Java, JDK for Java, Turbo C++, Oracle VM, Microsoft Visual Studio, Code Blocks, Python, Pycharm, Linuxlite and Ubuntu, Micro-Keil, MPLAB, Progsip, Protel and Proteus

**Websites:** College website is used for posting information and activities. Google sites such as Javapoint.com, W3schools.com, Tutorialspoint.com, etc. are used for updation of knowledge.

**Remote Access Resources:** INFLIBNET and Shodhganga provide access to e-resources of National Digital Library (NDL). SUCLA Online Union Catalogue (library), to which Devchand College is a party, provides access to library resources of the college as well as other college and university libraries.

**Social Media:** WhatsApp, Telegram groups and e-mail groups are used for academic purposes through which teachers circulate study materials and educational notices to students.

Students are encouraged to prepare presentations, assignments, project and field reports using MS Word, MS Power point, MS Excel and other ICT tools.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 34:1

2.3.3.1 Number of mentors	
Response: 64	
<b>File Description</b>	<b>Document</b>
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 85	
<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 61.21				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
27	27	24	23	23
<b>File Description</b>	<b>Document</b>			
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			



**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 17.05**2.4.3.1 Total experience of full-time teachers**

Response: 648

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

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Evaluation is an integral part of teaching-learning process and is aligned to the assessment of Course Outcomes, Programme Specific Outcomes and Programme Outcomes. The institution has a stated policy as well as a transparent and robust mechanism for the conduct of Continuous Internal Evaluation (CIE) with a dedicated Examinations and Examinations Grievance Redressal Committee which plans CIE activities for the entire academic year. Affiliating university provides semester-wise time table for summative examinations and the college adheres to the same. University semester examinations are conducted in two modes for UG Part III courses and PG courses- Theory and Term Work. Term Work is the university internal evaluation with a weightage of 10 and 20 marks for UG Part III and PG courses respectively and theory examination marks are 40 for UG Part III and 80 for PG courses out of 50 and 100 marks respectively. The university has prescribed seminars/group projects/home assignments/oral examination/tests as part of term work. These are conducted before semester-end theory examinations as per university guidelines.

The institution has a robust and transparent formative assessment strategy. The IQAC Academic Calendar incorporates the CIE schedule prepared by the committee. The committee implements and monitors the effectiveness of CIE throughout the year. The CIE schedule is uploaded on college website at the beginning of academic year. Notification to students and faculty is communicated prior to the scheduled dates. Instructions regarding how to avoid misconduct during examinations are communicated to students through notice boards and college code of conduct document. Attendance sheets are signed by students, assessment is done impartially and marks are displayed on notice boards and communicated to students in the class ensuring transparency in the process of evaluation.

Institutional CIE is conducted in two modes- Centralized and Departmental. Centralized CIE is conducted as per the schedule given by the committee under which two types of examinations- Mid Term and Preliminary- are conducted. To bring uniformity, the committee determines the pattern of question

paper and weightage. These are conducted through offline and online mode.

Departments conduct a variety of tests frequently. Freedom and flexibility is exercised in terms of question paper pattern, dates and weightage. Testing is done in a fair and transparent manner. Questions testing outcome-based knowledge and skills are asked. Teachers assess students' performance in a time-bound manner and give feedback to students. High performers are appreciated in the class and low scorers are given counseling and encouragement individually. Model answer books of high scorers are shown to other students. At the end of each semester, summary reports of CIE are submitted to the Examination Committee. For practical examinations, university timetable is followed. These are conducted in a fair and transparent manner in the presence of university appointed examiners.

The Examination Committee introduces reforms from time to time. The impact has been positive in terms of novel experience to students and in testing their competence. CIE helps students perform better in semester examinations. Disciplined and smooth conduct is ensured by the committee.

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

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

#### **Response:**

The examination system of college is transparent and pays due attention to and addresses examination-related grievances promptly and efficiently in the interest of academic progress of students in all examination-related activities. Examinations and Examination Grievance Redressal Committee constituted by IQAC looks after examination related issues. The Examination Centre with clerks, data entry operator and an attendant ensure smooth conduct of university examinations. Notices regarding the schedule and students' list with PRN number and seat number are displayed on website, notice boards and posted on WhatsApp groups well in advance to ensure hassle-free examinations for students. Hall tickets are distributed and information about examination halls with block numbers is provided thorough notice boards. Each examination session has a senior supervisor entrusted with the task of on the spot resolution of examination-related issues. Notification to students about the same is displayed prominently. Appropriate instructions are given to invigilators to conduct examinations in a disciplined manner. During the academic year 2020-21, semester examinations were held online by the university. Examination notices, university circulars, hall tickets, examination schedule, students' list with PRN and seat numbers were communicated to students through website and digital media. Students were instructed to contact the Examination and Examination Grievance Committee, university help line numbers, Heads of departments and a clerk for instant resolution of problems.

The university provides the facility for getting photo copies of answer books to students on demand within fifteen days after declaration of results. If there is discrepancy in evaluation, they can apply for revaluation or rechecking within seven days. Students applying for revaluation approach the teachers concerned to find

out if there are discrepancies and teachers willingly help and monitor the process. The college is prompt in assisting students while applying for revaluation to the university for redressal and takes follow-up action. After reassessment, student mark list is corrected by the university.

Students' grievances related to college CIE are resolved at department and committee levels. At the time of centralized CIE (midterm and preliminary examinations), students are instructed to report to teachers or committee convener in case of any problem which are resolved promptly. During departmental CIE, the Heads of departments along with faculty members monitor the CIE process and ensure problem-free process. If there are problems, they are resolved immediately. Intervention by the Principal can be sought in extraordinary cases. Answer scripts of internal class tests, assignments and project reports, etc. are discussed with students after evaluation. They may raise grievances regarding marks awarded to them with the faculty concerned. In rare cases, students are free to approach their mentor. During 2020-2021, all kinds of tests were conducted online.

UG Part I semester examination assessment is done through Central Assessment Programme (CAP) in the college as per the rules of the university. If needed, students can get photocopies of their answer sheets and apply for revaluation. Revaluation marks are submitted to the university in time.

The Examination Centre notifies and distributes marks statements after declaration of semester examination results.

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

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Devchand College has achieved transformation towards outcome-based education process in accordance with UGC guidelines. The university curriculum mentions course outcomes for all courses taught in the institution. However, the college has identified course outcomes (COs), programme specific outcomes (PSOs) and programme outcomes (POs) keeping in view the Vision and Mission of the institution which are in alignment with the objectives of outcome-based education system as stipulated by UGC. Programme outcomes encompass a broad spectrum of knowledge, skills, abilities and attitudes in the interest of the overall development of students' personality. For each programme, ten outcomes are stated keeping in view UGC guidelines on graduate attributes. They are- domain knowledge, application, analysis, individual and team work, communication skills, project/task management, social awareness, environment and sustainability, ethics and human values and lifelong learning. These are developed out of and correlated with course outcomes.

While defining course outcomes, the revised form of Bloom's Taxonomy is used. Course outcomes are the statements that describe knowledge and abilities developed in students by the end of teaching the courses. The focus is on development of abilities rather than mere content. A number of teachers in the institution are members of Boards of Studies or BoS Sub-Committees of the affiliating university who are directly involved in the formulation of outcome-based syllabi. Moreover, teachers attend university-hosted workshops on revised syllabi and update themselves about course outcomes. A workshop on revised syllabi is conducted. The process of understanding and following course outcomes takes place in the desired manner and enhances quality of teaching and learning. The IQAC organized a workshop on outcome-based education early on and teachers were trained in the identification and assessment of outcome attainments. The IQAC motivates and monitors the entire process. At the time of Academic Audit, teaching-learning process is evaluated in terms of outcomes.

### Mechanism of Communication

- Handbooks
- Website
- Flex boards on campus
- Flex boards in departments
- Digital media
- Classrooms

At the time of admissions, members of Admission Committees apprise students of course outcomes, programme specific outcomes and programme outcomes. Teachers explain the same in the classes at the beginning of academic terms and ask them to acquaint themselves through the handbook or from website. Teachers in the departments discuss course outcomes and programme specific outcomes at the commencement of each semester in department meetings with a view to know possibilities or difficulties in the attainment of these outcomes. Course outcomes are kept in focus while designing curricular, co-curricular and extra-curricular activities for students. Outcome-based career oriented courses impart various skills and knowledge to cope with challenges of life.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

#### Response:

Attainment of Programme Outcomes (POs) and Course Outcomes (COs) are evaluated by the institution using direct method and indirect method. In the direct method, students' performance in the university examinations including term work marks (internal evaluation) is taken into consideration. The university internal evaluation incorporates seminar presentations, assignment submissions, laboratory examination,

project evaluation, test papers and viva voce examination through which the learning outcomes are measured. Various direct assessment tools such as unit tests, midterm tests, preliminary tests, surprise tests, etc. and laboratory practicals are defined and developed keeping in view the course outcomes. Indirect method of measuring course outcomes consists of students' performance in co-curricular activities and extra-curricular activities. Course Outcome attainment levels are set for all courses in each program.

#### **Attainment of Course Outcomes at PG and UG levels:**

**The attainment level for course outcomes is defined as follows:**

**N** = Number of students scoring 50% or more than 50% marks

**Level 0:**  $N = 0\%$  ( No student from a class scores 50% or more than 50% marks )

**Level 1:**  $0\% < N < 20\%$

**Level 2:**  $20\% \leq N < 50\%$

**Level 3:**  $N \geq 50\%$

**Target level for CO attainment is set at 2.5.**

CO attainment by both methods is measured and results are obtained.

#### **Attainment of Programme Outcomes at PG and UG levels::**

COs contribute to the attainment of programme outcomes. PO attainment is defined at three levels. It is based on the average outcome attainment levels of corresponding courses and programme specific outcomes and programme specific activities, progression and placement.

#### **Programme outcome attainment target level is set at Level-2.5**

It indicates that the college is aiming at achieving minimum level 2.5 in the performance of students.

Indirect method of PO attainment consists of university rank-holders, students with merit scholarships, progression to higher studies and placements. Upon completion of UG courses, students opt for higher studies or get jobs or go for competitive examinations. Our alumni have distinguished themselves in arts, academics, industry, research and law which is an indication of higher attainment level of POs. Feedback is collected from alumni and employers on curricular aspects and their suggestions are considered diligently. Academic Audits conducted every year by IQAC keenly observe and analyze the results in CIE and semester examinations, give constructive suggestions to improve attainment of the COs, PSOs and POs.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 85.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
551	494	451	396	442

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

2020-21	2019-20	2018-19	2017-18	2016-17
588	587	539	460	566

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 87.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.00	2.80	0.00	3.85	80.95

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

**Response:** 52.63

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

**Response:** 20

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 5.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	0	03	01

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	17	14

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

Scientific research needs to be explored with social needs and global challenges. Considering this scenario, college developed Science Instrumentation Facility Centre (SIFC) to incubate and boost the innovative ideas of students. The main aim of the centre is to facilitate economical solutions to problems. SIFC was supported by FIST programme of Department of Science and Technology, New, Delhi. In SIFC, different scientific instruments were installed to serve the purpose in multidisciplinary fields like nanomaterials and drug designing. In addition to SIFC, some research laboratories were established for innovative ideas in different specific field of expertise as mentioned below.

- **Facile and fast synthesis of drugs**

Medicinally important heterocyclic compounds are synthesized by easy chemical methods that take less time than conventional method.

- **Development of Physics laboratory instruments by waste material**

Faculty and support staff designed the instruments for Physics practicals from waste materials. The innovative approach has multi dimensions like developing the skill in instrumentation and usage of waste.

- **Earth abundant and environmental friendly solar cells**



The innovative soft chemical approach is used for the synthesis of CZTS solar cells. The CZTS is earth abundant and environmentally benign alternate to Si and CdTe solar cells.

- **Magneto-electric nanoparticles for drug delivery**

The scientific community is showing more interest in the practical use of magneto-electric nanoparticles in bio-medicines instead of magnetic nanoparticles. The novel and facile chemical synthesis strategy used for magneto-electric nanomaterials is used in drug delivery applications.

- **Hydroelectric Cell**

Without using any acid as electrolyte, the production of electricity is possible by simply sprinkling water on porous ferrite surface. The different chemical synthesis strategies were used for the preparation of nano-ferrites.

- **Developing skills of making innovative electronic kits**

The ecosystem for innovations is cultured and inculcated amongst students to observe, identify and develop the electronic kits for day-today needs.

- **Development of antidiabetic, anticancer and antimicrobial drugs**

The plants that have antidiabetic, anticancer and antimicrobial properties were identified. *Blastania cerasiformis* and *Blastania garcinii* are the members of *Cucurbits* used in the research work.

- **Food and water supply devices for birds**

It is very difficult for birds to find water, especially in the summer season. Students prepared food and water supply devices for birds. These devices were placed in the campus of our college.

- **Management and maintenance of glass fish aquarium**

Students studied management and maintenance of aquarium by constructing various glass fish aquariums. This is further important for enhancing the knowledge regarding different varieties of ornamental fishes and their maintenance to start a part time business for students.

- **Screening of plants for insecticidal compounds**

The members of family Asteraceae like *Chromolaena odorata* and *Leonotis nepetifolia* were used for the development of novel bio-pesticides.

- **Development of new method for pesticidal residue analysis**

New LC-MS/MS method was developed for the detection of pesticide residue in Cereals, Pulses, Nuts and Processed Products.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 50

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	09	11	07	02

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

## 3.3 Research Publications and Awards

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

**Response:** 3.71

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

Response: 52

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

Response: 14

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

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 4.36**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
37	47	40	31	23

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

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 4.29**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	20	43	48	34

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

**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institution strives to achieve mission statements and core values and aims at inculcation of human values in the students in order to create an enlightened society through extension activities.

### **Social Extension**

Humanitarian work through financial assistance was done to- organizations and individuals, an Everest mountaineer, an orphanage, a high school, an old age home and a shelter for homeless women. The Indian Association for the Blind conferred 'IAB Blind Empowerment Champions, 2019' award.

During crisis situations, the college leads rescue and relief operations. During the 2019 floods, the institution gave funds and conducted relief and rehabilitation operations. During Covid-19 pandemic, the college hostel was converted into Covid-wards, provided relief materials to migrant workers, labourers and slum dwellers, students worked as corona-warriors; conducted a survey in villages about Covid-19 and further action was taken, provided infrastructure facilities to a corporate company during lockdown. During wild fire in a wild life sanctuary in 2019, students risked their lives and helped the Department of Forestry. During fairs and festivals, students did crowd management. Road safety measures undertaken.

For farmers, soil testing camps, guidance on organic farming, rallies to create awareness about natural resources, animal health check up were organized. Events on economic literacy and cashless banking processes were organized for villagers under 'Digital India' programme. *Raksha Bandhan* festival was celebrated with physically challenged children and HIV positive persons. Distribution of clothes to nomadic tribes and teaching to rural and slum children was undertaken.

### **Conservation of Environment**

Field work in villages- cleanliness campaigns, tree plantation, construction of sewage water absorption tank, campaigns against use of plastic- was organized. Rallies were organized for water literacy. A mega bicycle rally of 700 kms from Krishna to Kaveri was organized in 2017 to spread awareness about water conservation. Programmes for pollution free Diwali were organized. A national seminar in association with Climate Reality Project was organized.

### **Health Awareness**

Camps for organ donation, blood donation and health check up, haemoglobin testing were conducted. AIDS awareness rallies, demonstrative lectures on 'Cardiac Arrest', ECG training conference, expert lectures on cancer and AIDs were organized. Videos on Covid-19 were made and circulated in social media. On mental health, lectures on stress-free life and hypnotism were organized.

### **Gender Sensitization**

A huge public awareness rally to protest sexual assaults on women, Save Girl and Save Nation and Single Girl Child programmes, street corner meetings, speeches and a webinar on 'Effect of Covid-19 on Women Workers in the Unorganised Sector' were arranged.

### **Human Values**

In 'Ek Sham Shahidonke Nam' event, family members of martyrs were felicitated. A rally after the martyrdom of a soldier was taken out. Speeches and seminars highlighting institutional core values were

arranged. In addition, new-voter-registration and awareness campaigns, workshops for elected representatives and visits to *grampanchayats* were organized.

Students imbibe values of social service, crisis management, empathy, care for environment, healthy life style, gender equality and humane values through experiential learning. The impact can be seen in their writings in college magazine, *Arjun* and on many platforms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>

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

**Response:** 130

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	38	31	21	13

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

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

**Response:** 66.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
2096	2076	1253	1215	756

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

## 3.5 Collaboration

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

**Response:** 37

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	14	09	04	01

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

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

**Response:** 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	02	02	02

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college is situated on 45 acres of land on which 8 spacious buildings fulfill various infrastructural requirements of UG-PG education of nearly 2400 students per year. The college has been augmenting infrastructure facilities over the years. It has adequate number of facilities- classrooms, laboratories, computing equipment, staff-room, seminar halls, department rooms, office building, library building, reading halls, multipurpose gymnasium, college canteen, dining facility for girls and boys, hostels with modern facilities, research labs, sports grounds, health centers, rector bungalow, principal bungalow, ramps and open-air-theatres. All these buildings are surrounded by open and green spaces.

The college has sufficient number of classrooms to conduct regular classes. To ensure its optimal utilization, the same are used for conducting certificate courses, examinations, mentoring sessions, competitions, training programs and competitive examination training and examinations.

**Library**

The library consists of reference and text books (51792), periodicals (36), e-books (31,35,000), e-journals (6,000), digital data base N-List, CDs and videos (130), e-resources prepared by faculty (institutional repository). The reading rooms in the central library accommodate more than 170 students at a time. The library is digitalized with advanced technology. The library provides N-LIST and Shodhganga e-books and e-journals for advanced academic studies and research. The library is equipped with reprography, a water-purifier and eco-friendly LED tubes and bulbs. Fire safety equipment, sanitizers, anti-termite spray and vacuum cleaner for maintenance are available.

**Laboratories**

24 spacious laboratories are equipped with latest instruments and supported by advanced software. A DST-FIST instrumentation lab (0 Level) is a major research lab which is utilized by students for project work, etc. The college has a well-established water & soil analysis laboratory. Each laboratory is equipped with computer and internet facility. For effective functioning and maintenance of laboratories, lab assistants & lab attendants are appointed. Language laboratory is equipped with ACEN.5 software.

**Computing Equipments**

There are a total of 219 computers in college. The college has four computer labs with 150 computers. They are connected to the internet using fiber optic broadband connection which provides great speed for browsing, updating and downloading the data with secured antivirus facility. One computer lab has Wi-Fi data card/ Modem facility used for wireless internet connection. It is equipped with a video conferencing facility with Logitech Webcam which is used for live video chat as well as for video discussions. Three computer labs have 4 server computers with total 120 node computers connected to them. Each server computer is equipped with Intel Xeon (R) 3.10GHz, 1TB HDD and 16GB RAM. This enables students to



operate computers and share data easily by wired LAN connection which is available in labs. Printer facility is also available in labs. The fourth computer lab has a total of 26 computers with a separate CPU with high end configuration- latest processors like Core i3, Core i5, Core 2 Duo with 4GB & 2GB RAM that supports 1TB & 500 GB HDD. The labs also have LCD projector facility which helps in effective teaching and also in PPT presentations, video lectures, and demonstration of digital components which are available in lab. Sixteen computers are used for office & administrative work.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

Since the college has abundant land for sports infrastructure, indoor and outdoor sports facilities are available. As per the recommendations of the Peer Team Report of 3rd cycle of NAAC reaccreditation, a multi-purpose gymnasium is set up in 2020-21. It helps develop sports qualities among students and enhances abilities of athletes. This is evident in the achievements of our athletes in various sports at different levels (state/national/international). The gymnasium has sports facilities like single bar, weight machine, jogger, indoor cycle, weightlifting & power-lifting barbell sets, multi-station gymnasium, gym mirrors, weight plates, bars and dumbbells in fitness hub. The athletes are motivated to participate in sports activities by providing them financial support like travelling allowance, dearness allowance, concession in college fees, free hostel facility, medical facility and also economic aid to poor and meritorious sportspersons. Sports kits & tracksuits for the athletes who represent college at various levels are also given during a special felicitation function organized in order to encourage meritorious athletes. Every year, *Kreeda Mahotsav* (sports festival) for all college students is organized. Most of the students participate in various team and individual events. At the end of the event, top three winners are honoured with medals and certificates on victory stand. Expert guidance about sports-nutrition and guidance about career opportunities in sports are provided. Coaching camps such as physical fitness training, Taekwondo training, basic chess training, weight-lifting training are organized. Three past players of our college are awarded with *Shiv Chatrapati Kreeda Puraskar* by the Government of Maharashtra which has added a feather in the glory of the college.

##### Infrastructure for Cultural Activities

Two venues are available for cultural programs- Open-Air-Theatres for college level programmes and multipurpose gymnasium for department/cell level programmes when available. A Cultural Committee led by a senior faculty plans and organizes college level cultural activities. Annual social gathering and Devchandji Shah National Cultural Competitions are popular programmes. An advanced sound-system (2000 watt amplifier) with JBL speakers and 12 channels, a digital mixer, a cordless microphone, a cordless head band and 10 regular mikes are available in college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 54.29

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

Response: 19

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 57.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.72	17.76	43.82	69.53	135.75

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The library is fully automated through the Integrated Library Management systems (ILMS) known as College Management Application Software developed by REX IT Consultant, Kolhapur, Maharashtra. It consists of modules such as books management, barcode facility, book accession, borrower card, circulation, OPAC catalogues and administration. The ILMS helps withdraw or write-off the damaged or lost books and tracing of prices etc. are easily located in the stock verification report. This software gives information about visitors and issuing reading material.

Sr. No	Physical description	Remark	
01	Name of the ILM Software	College Management Software	
02	Nature of automation (Fully or Partially)	Fully automatic	
03	Version	3.9 Latest Version	
04	Year of automation	2017	
05	AMC for Software	20,000/-	

In the library, 09 computers with 100 mbps optical fiber cable line, LAN and power backup facilities are available. The details of computers are as follows.

Sr. No	Particulars of utilization of computer	No. of computers	
01	Visitors' Information and count of visitors	01	
02	Library OPAC (Online public access catalogue)	02	
03	Circulation of Books/ Reading material etc.	02	
04	Library administrative work	02	
05	Network Resource center for using database	02	
Total PCs		09	

The library is the soul and knowledge resource of the college. It provides timely and efficient services to its users. It has a collection of 51,792 books, 36 journals and periodicals, 130 CD/DVDs. Students, teachers, researchers and members of administrative and menial staff use the library resources. Alumni, former faculty and teachers from sister institutions use library resources- books as well as e-resources. The central library has sections like rare collections, book stacks, periodicals, reference, reprography, technical processing, circulation and digital library. Reading Halls have a capacity of 170 users. All the books have been classified with the Indian Colon Classification System. OPAC facility is made available to users. Book Bank facility, newspapers, selected news-paper clippings, syllabi, previous years' university question papers and e-resources (PPTs, video lectures (prepared by faculty), free pdf downloads, e-books, e-textbooks) are also available. The library staff organize seminars, workshops, book exhibitions and day celebrations in order to create awareness about reading materials. Divyangan students use NVDA software.

Remote access is made available through membership of N-List- INFLIBNET and SUCLA Online Union Catalogue. N-list provides access to 31,35,000 + e-books and 6,000+ journals. College library resources are accessible to university and other college users. An MoU is signed with Shivaji University College Librarian Association (SUCLA) under which online Library OPAC is accessible 24x7 by users. It is a resource sharing initiative by the university. Users can remotely access database of the university and affiliated colleges as well as users from university and other colleges can access Suvam Library resources. Users can easily search and locate the required book in the member libraries.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 145579.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
105121.00	205324.00	132985.00	146876.00	137593.00

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 8.55**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 187

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

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

The college has four computer labs with 150 computers which are connected to the internet using fiber optic broadband connection that provides great speed for browsing, updating and downloading the data with secured antivirus facility. One computer lab has Wi-Fi data card/ modem facility used for wireless internet connection. It is equipped with a video conferencing facility with Logitech Webcam which is used for live video chat as well as for video discussions. Three computer labs have 4 server computers with a total of 120 node computers connected to them. Each server computer is equipped with Intel Xeon (R) 3.10GHz, 1TB HDD and 16GB RAM. This enables students to operate computers and share data easily by wired LAN connection. Printer facility is also available in laboratories. The fourth computer lab has a total of 26 computers with a separate CPU with high end configuration- latest processors like Core i3, Core i5, Core 2 Duo with 4GB & 2GB RAM that supports 1TB & 500 GB HDD. The labs also have LCD projector facility which helps in effective teaching and also in PPT presentations, video lectures, and demonstration of digital components which are available in lab.

69 computers are used for office & administrative work and other purposes. The details are given below.

Sr. No.	Device Name	Configuration / Company Name	Total
1.	Computers	Windows Server 2008 OS,	150
	N-Computing PC	16GB RAM/Server, 1TB HDD/Server (4 Server PC + 120 Client PC)	
	Stand Alone PC	Windows Ver.7,8.1,10, 2GB/1GB RAM/PC, 1TB HDD/PC	
2.	Projector	Hitachi, Dell, Epson	3
3.	Printer	Konika Minolta	1

4.	Internet Modem (BSNL Broadband/SIM)	TP-Link MR200 (WIFI) -1, BSNL Modem (100MBPS Speed)-2	3
5.	WIFI Data card (for WIFI Connection)	Airtel	1
6.	Web Cam (Video Conference) & CCTV	Logitech	1
7.	Battery Backup	3.5KV	1
8.	DVD Writer	LG	1

**Comparative chart showing updates of ICT facilities in the five years-**

Sr. No.	Facility	In 2016	In 2021
1	Total Computers	192	219
2	Campus Network	Broadband with LAN in Labs, Library and Office 8Mbps high speed broadband	Broadband with LAN in Labs, Library and Office 100 Mbps high speed broadband
3	Internet Facility	8mbps high speed broadband	100mbps high speed optical fiber connection
4	Computer laboratories	04	04
5	ICT enabled classroom	14	14
6	Printers/scanners	20	26
7	e-Journals	6000	6000
8	e-Books	97000	31,35,000
9	Language laboratory	ACEN.5	ACEN.5
11	Number of books in Central library	49848	51792
12	Number of LCD Projectors	06	16
13	Books Scanner	01	01

**Software's Used in Computers:**

- Windows ver.7,10, Windows Server Ver.2008, Ubuntu, Linux
- Microsoft Office 2019 (MS-Word, MS-Excel, MS-PowerPoint, MS-Access)
- Visual Studio pro(VB.Net Programming, ASP.NET, C#.NET)
- SQL Server Std.
- Additional Software's licensed & Freeware installed for Students to enhance their skills:-
  - NOTEPAD & NOTEPAD++(for scripting language)
  - Typing Master
  - MySQL
  - Turbo C
  - PostgreSQL
  - Corel draw
  - Tally ERP 9
  - Libre Office
  - WinRAR
  - Net beans for Java Programming
  - Oracle Virtual Machine
  - XAMPP

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 10:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

**4.3.3 Bandwidth of internet connection in the Institution****Response:** A. 750 MBPS

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.91	3.67	8.17	17.52	9.63

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The college is situated on 45 acres of land and consists of eight buildings. It has adequate number of spacious class rooms, seminar halls with ICT facilities, laboratories and an interdisciplinary common research centre, Suvarn Library, hostels, indoor gymnasium, canteen, dining rooms, open air theatre and gardens. Policies and plans for utilization and maintenance of academic and physical infrastructure are formulated well in advance. Management, College Development Committee and the Principal play a proactive role in decision making, budgeting, implementation and optimal utilization of the same. Infrastructure-related plans are reflected in the Perspective Plan of the college.

The college follows the procedures and policies for maintenance. The budgetary provision for maintenance of physical facilities is made by the accounting section in consultation with the Principal at the beginning of the year under the head *Building and Other Repairs and Maintenance*. Heads of departments, librarian, Physical Education Director and cell conveners submit requirements to Accounts section. Then, the budget



of the institution is prepared. The budget is placed before the Purchase Committee. Purchase Committee puts the budget proposal before the College Development Committee (CDC) which approves the same after discussion and verification. Procurements are made after obtaining quotations from vendors and placing orders on competitive terms.

Some of the class IV staff is skilled in carpentry, plumbing, computer repairs and electrification. Minor repairs are done by them. The maintenance work related to facilities like furniture, replacement electric work, plumbing, RO water-facilities, water tank, etc. is done on daily basis through contract services. Major repairs and maintenance work are done through authorized vendors of the institution as and when necessary. Their bills are settled on verification and approval by the Heads concerned and the Principal.

### **1.Utilization and Maintenance of Classrooms**

As per the Academic Calendar, the Timetable Committee prepares class-wise, day-wise and room-wise annual time table for the entire college keeping in view students' strength, number of classrooms and ICT rooms. Heads of departments allocate papers, periods and practicals to teaching staff. They maintain minute books and academic diaries for planning and execution, career oriented courses are conducted in the classrooms after the classes. For daily maintenance, attendants are allocated to each classroom to maintain cleanliness.

### **2.Utilization and Maintenance of Laboratories**

- Laboratories are utilized as per practicals batches. Accession registers are maintained. Utilization of consumable chemicals and equipment, etc. are monitored through issue registers.
- Lab assistants and attendants is assigned to laboratories. They check equipments regularly and verify their working condition.
- Damaged equipments are reported to the Principal through Heads and maintenance work is undertaken.
- Generator, computers, projectors, printers and electronic equipments are tested and repaired by experts as and when needed.
- Attendants are allotted to maintain cleanliness.
- Vice-Principals and Heads of Departments regularly supervise laboratories.

Research Facility Centre:

Respective Heads of departments monitor utilization and maintenance of the research laboratory. Facilities are made available to teachers, PG and research students of college and outsiders from 8.00 a.m. to 8.00 p.m. Separate menial staff is allotted for maintenance and cleanliness.

### **3. Utilization and Maintenance of Suvarn Library**

Library resources are available from 8.00 a.m. to 5.00 p.m. on all working days. Reading Halls are open from 8.00 a.m. to 5.30 p.m. During examination, time is extended up to 10.00 p.m. All students and teachers are given Borrower Cards to access library resources. Open access to stack section is given to users. Alumni, former faculty and teachers from sister institutions use library resources. Remote access is given to INFLIBNET, Shodhasindhu, and other e-resources. Book bank library, reprography facilities are also given to users. Divyangana students use NVDA software.

- Library Committee supervises the maintenance of library building and its resources. It holds meetings and prepares action plans and maintenance work is done as per requirements.
- Day to day maintenance of the library is assigned to the library staff.
- Proper chemicals are used to protect library resources from insects.
- Binding of old and selected reading materials is done by library staff and also by vendors.
- Hardware and software of computers are checked regularly and maintained by computer technicians in college. Major repairs are done by vendors.
- Solid waste is managed through a regular vendor, Mahalaxmi e-Waste, Kolhapur.

#### **4. Utilization and Maintenance Gymkhana/Sports Facilities**

Adequate infrastructure facilities for various indoor and outdoor sports are available. Gymkhana is available to students from 7.30 a.m. to 6.00 p.m. for training and practice of various sports activities. Students make use of sports facilities during off time as well. Utilization register is maintained. Sports clubs of Maharashtra and Karnataka occasionally use the sports complex. Gymkhana facilities are rented to various training academies on nominal fees or maintenance work in return. The multi-purpose gym is rented to outsiders on Rs. 200/- per month. For sports persons, it is free. Gymkhana is also used as a multi-purpose hall for other events during free hours.

Multi-purpose gymnasium, a well-equipped weightlifting hall, gymkhana cabins, indoor game facilities (badminton court, table tennis, carom, chessmen set, Taekwondo and wrestling), outdoor games facilities (400 meter track with 06 lanes, playfields – cricket, football, hockey, handball, volleyball courts, kabbadi, kho-kho, long & high jump, juvenile throw, shot put throw, basketball and athletics), a sports laboratory, infrastructure for Yoga and computers with internet facility are available.

- Attendants are allocated to maintain sports equipments and cleanliness of the gymkhana.
- Playgrounds are looked after by gymkhana staff.
- Damaged equipments are repaired or replaced in time.
- Director of Physical education supervises and monitors the maintenance of sports facilities.

#### **5. Utilization and Maintenance of Computer Labs**

As per the general timetable, the Department of Computer Science Time Table Committee prepares time table for the optimum utilization of computer labs.

The maintenance of facilities of computer labs is done by computer department staff.

#### **6. Utilization and Maintenance of Hostels**

Two well-furnished hostels for boys and girls are available.

- A rector is appointed to look after both the hostels.
- Male and female attendants are allotted to maintain cleanliness and hygiene.
- Attendants take care of uninterrupted water and electricity supply to hostels.

A Campus Development Committee, consisting of two faculty and menial staff, is formed for maintenance

and development of college campus. Cleanliness, discipline, parking facility and campus development programmes like tree plantation, plastic free campus is taken care of.

Overall maintenance of the institution is monitored by the Principal and Vice-Principals.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 44.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
1025	1282	1238	230	1150

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 67.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
3298	1158	1781	601	554

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

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

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

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

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

## 5.2 Student Progression

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

**Response:** 10.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
74	99	78	71	14

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:** 27.76

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

Response: 181

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	00	00	00	00

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural**

**activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 78

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	41	19	11	05

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

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

**Response:**

The institution ensures students' participation in decision making and conduct of the activities of the institution as it is vital in the effective functioning. Student Council is formed as per the directives of Maharashtra Public Universities Act, 2016, Clause 99, 147 (2) and the guidelines of the affiliating university. It consists of Principal, Chairperson, Director of Physical Education, N.S.S. Programme Officer, one nominated faculty and student representatives with reservations for SC/ST/DT/NT/OBC and women categories. In 2017-2018, Student Council was formed. The university postponed Student Council elections during 2019-20 as per the circular dated 14/08/2019. Till date the university has not announced the schedule of formation of Student Council. However, the college has formed Student Council in 2021-2022 at the college level keeping in mind the university guidelines. The student-members are selected on the basis of merit and area of interest. The main objective of Student Council is to act as the mediator between college administration and student community with a view to enhancing the quality of services.

The institution has ensured students' representation and involvement in various academic and administrative committees including the IQAC. In all, there are 81 student representatives on 26 committees- statutory committees (Anti-ragging, Internal Complaints Committee, Student Grievance Redressal Cell, etc.) as well as other committees (CoC committee, NSS, Competitive Examinations and Career Counseling Committee, Gymkhana Committee, Library Committee, Avishkar Competition



Committee, Cultural and Youth Festival Committee, Arjun Magazine Committee, etc.). Students are nominated on the basis of their performance and interest. Meetings are conducted with student representatives and their views are incorporated and implemented. They actively participate in the organization of activities of respective committees. One of the instances of students' initiative in college activities was the organization of Devchandji Shah National Level Intercollegiate Cultural Competition. As per the demands of students, student representatives proposed to convert the regular annual social gathering into a national level cultural competition which was accepted and the event was organized. Thus, students' representation is ensured in administrative, academic and extra-curricular activities. The objectives of students' representation are- i) To enable students to participate in decision making process ii) To provide opportunities to play leadership roles iii) To impart event management skills iv) To help maintain discipline on the campus v) To provide a platform to express their grievances and give suggestions.

Students' fora are formed at the level of departments such as Micro Biologist Society India, Sociological Students Forum, Bio Vision Club, Chemistry Club, Geo-tech Geographical Students Association, Science Association and Commerce Association. Students play leadership roles in the organization of academic and co-curricular activities of their respective clubs or departments.

Students' representation enables them to be participants in the development of the college.

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

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

**Response:** 32.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	48	63	26	17

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

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

#### Response:

The institution has a registered Alumni and Parents' Association which has been established as per the Institutional Act, 1860. The date of registration is 20th September, 2011 with the name *Devchand College Maji Vidyarthi va Palak Sangh*, Arjunnagar, Taluka- Kagal and the registration number is 29949/Ko. The association is also registered as per Mumbai Sarvajanik Vishvasthan Adhinyam, 1950 under Kolhapur Division with the Register Number, F 30623/Ko on 3rd December, 2014.

The Association is run by an Executive Committee consisting of 11 members as given below: i)

President : Dr. Sunil Sase

ii) Vice President : Shri Vijay Manjrekar

Shri Jagdish Kalebere

iii) Secretary : Mr. Sugam Chavan

iv) Dy. Secretary : Dr. R.K. Diwakar

v) Treasurer : Mr. Vijaykumar Patil

vi) Members: 1. Shri Vishwas Suryavanshi

2. Shri. Shivaji More

3. Shri N.J. Patil

4. Shri. Sunilrao Suryavanshi

5. Shri Nanasahab Jamdar

6. Shri Rajkumar Sawant

7. Dr. Kishor Gurav

8. Shri. Nandan Jadhav

9. Dr. Smt. G. D. Ingale

The Association holds one annual general body meeting and two executive committee meetings every year. During the general body meeting, feedback is taken on curricular and other aspects.

Alumni and Parents' Association is a dynamic, highly-motivated and service-minded entity that contributes in various ways- financial assistance to the poor and needy students, contribution in infrastructure development, motivational speeches, awareness programmes, training in employability skills and placement services.

**Financial Assistance : Rs. 1, 05, 500/-** to poor and meritorious students,

**Infrastructure Development : Rs. 4, 30,006/-** on infrastructure development

**Placement:** Nearly 30 students placed

**Sharing Expertise:** A workshop on 'Basic Life Support' was organized by the Association and a veteran doctor and his team enlightened and demonstrated about first aid measures during heart attack using a dummy model. A motivational speech by famous cyclists, Dr. Hitendra Mahajan and his brother, Dr. Hemendra Mahajan, the first Indian team to complete the challenging 4800 km Race across America was organized. A volleyball coaching and fitness camp was organized with the help of Shri Balveer Sports Club. A One Day Workshop on 'Effective Spoken English' and 'Right Attitude for Success' by Professor Shridhar Gokhale, Savitribai Phule Pune University and Shri Jagdish Kalebere, General Manager Thyssenkrupp, Pune was a useful activity for employability. A speech by Dr. Balasaheb R. Sankpal, VNIT, Nagpur on 'Career in Science' was organized. A special lecture on 'Opportunities in Hospitality Industry' was organized in which Shri Rajendra Kelashikar, a successful entrepreneur in hospitality industry and bakery products, talked about job opportunities. Dr. Arun Patil, Melbourne, Australia delivered a speech on 'Careers Abroad'. A One Act Play, '*Einstein:Sapekshata Sangnara Manus*' (Einstein: The Man of Relativity) was performed by the well-known Maharashtrian theatre person, Dr. Sharad Bhutadiya to create scientific temper among students. Felicitation of distinguished alumni Shri Yashvant Bambre, scientist, Mission Chandrayan-2 and of Dr. Arun Patil, Vice Chancellor, Amethi University, Rajasthan was organized. A special lecture on 'Education- Past, Present and Future' was organized to enlighten students on the importance of education. Departments to organize alumni activities every year.

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

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

**Response:** A. ? 5 Lakhs

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### VISION :

##### *Tamaso Ma Jyotirgamaya (Transition from Darkness to Light)*

Padmabhuashan Shri Devchandji Shah: 'The present era is the era of knowledge. Every child should get quality education at minimal cost to carry out the duties of a responsible citizen. It is education which develops thought, intellect, and moral values'.

##### MISSION STATEMENTS

- To provide quality education to the rural, socially and economically disadvantaged students and make them globally competent
- To promote scientific temper and research
- To facilitate physical and mental development
- To inculcate human values such as equality, honesty, compassion and discipline
- To promote the values of social service, secularism, nationalism and environmental awareness

##### GOALS

- To provide quality education in minimal cost through conventional and short term skill-based courses to enable students to be self-reliant and globally competent
- To promote research culture among students through research-based activities
- To create interest in sports and cultural activities
- To inculcate social and personal values through co-curricular and extra-curricular activities
- To promote gender equality and environmental consciousness through various activities

##### Institutional Core Values

- Quality Education
- Social Service
- Sound Character
- National Integration
- Global Competence
- Gender Equality
- Responsible Citizens
- Environmental Consciousness
- Scientific Temper
- Expertise in Arts, Sports and Culture

The hierarchical structure of the administration of college- from the Management to the lower strata- adheres to the Vision, Mission statements and Goals in letter and spirit. It is reflected in the policies, programmes and activities organized during the assessment period. The governance system of the institution is dynamic, progressive, democratic and transparent. It is highly responsive to the changing educational needs of 21st century. The proactive Management is inclusive in its approach and ensures participation of other stakeholders while formulating policies and action plans.

The Perspective Plan (2017-2018 to 2021-2022) is the road map which reflects the Vision, Mission statements and Goals of the institution. The Plan is the product of participatory decision making process wherein various stake holders such as the Management, Principal and faculty have contributed. It covers a broad spectrum of areas like curricular enrichment, reforms in teaching, learning and evaluation, promotion of research culture and extension activities, augmentation of physical and academic infrastructure, student support services, efficient and transparent administration, functioning of IQAC, staff empowerment and welfare, gender and environmental sensitization.

Participatory management is evidenced in the formulation of policies and decision making at various levels. College Development Committee (CDC) comprises of three teacher representatives who actively participate in decision making. Heads of departments, conveners and members of cells also get ample scope in decision making regarding general administration of the institution as well as the processes of imparting quality education.

The programmes and activities- from the introduction of M.Sc./B.Sc. programmes to extension activities- are in tune with the Vision, Mission statements and Goals of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

The institutional administration is decentralized and participatory. As per the rules of Maharashtra Public Universities Act, 2016 and the affiliating university statutes, the governance of the college is conducted through the College Development Committee (CDC) which consists of members of Management, community, Principal, IQAC Coordinator, teacher representatives, a woman representative and a representative of administrative staff. The participative deliberations of this forum result in decisions/formulation of policies on key issues of the institution. The Principal implements the policies by delegating authority to two Vice-Principals, Heads of departments and conveners of committees. The faculty act as members of the committees. Regular meetings are held and policies are implemented.

College Development Committee: The functioning of the CDC is fully democratic. The decisions are taken unanimously in accordance with the agenda of the meetings. Each matter on the agenda is first

proposed by one of the members of the CDC, and then, the same is seconded by another member leading to a final Resolution. The agenda of each CDC meeting addresses important issues and also incorporates suggestions made by various stakeholders for the betterment of the institution.

An example of the participative nature of the functioning of the CDC is reflected in the following decision which was taken in the meeting held on 11.9.2019. In July-August 2019, Kolhapur district was severely hit by a flood causing tremendous damage to property and people. Many were rendered homeless while some experienced a lot of damage to their houses and other property. The wrath of nature was witnessed by the residents of the district during this period. In order to deal with the unprecedented crisis caused by nature, our college came forward to help those who were afflicted by the fury of the floods. As usual our college tried to alleviate the misery and loss. The college staff (teaching and non-teaching) decided to give 10 percent of a month's salary to buy essential commodities to the flood affected families residing in nearby villages. This proposal was put across by Shri. S. G. Nhivekar, the teacher representative of CDC, in the meeting held on 11/09/2019. The Management members too donated funds towards the same. In the meeting, the proposal was accepted unanimously and the amount collected from the management and staff, was used to provide essential commodities to flood affected families residing in low-lying villages, some of whom were the families of our students. The President, *Janata Shikshan Mandal*, Shri Aashishbhai Shah, other members of the Management, Principal and faculty visited the villages and distributed essential commodities and clothes. The number of beneficiaries is 699 families of 09 villages.

Name of the village	No of beneficiaries
Yamgarni	36
Bhivashi	140
Chikhali	43
Vhannargi	142
Mamadapur	142
Banage	25
Annur	21
Jatrat	50
Nittur	100
<b>Total</b>	<b>699</b>

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The Perspective Plan is the blue print of activities of the institution to be undertaken during the five years

starting from 2016-17 to 2021-22. After the 3rd cycle of NAAC assessment, the plan was prepared by IQAC keeping in view the changing quantitative and qualitative needs of higher education and in keeping with the Vision, Mission statements, Goals and core values of the institution. The Perspective Plan covers a range of items like enrichment of curricular aspects, teaching-learning and evaluation, research and extension, augmentation of infrastructure, student support facilities and services, adoption of e-governance, gender and environmental awareness. The Perspective Plan was approved in the CDC meeting held on 05/03/2018

The Perspective Plan has incorporated the recommendations made by the Peer Team during the third cycle of NAAC accreditation viz. introduction of PG courses in Arts and Science streams, expansion of need based, short-term courses, promotion of research culture and increase in facilities in all disciplines, use of innovative evaluation practices for internal assessment, strengthening of ICT facilities for teaching-learning, Centre for Entrepreneurship Development, strengthening of mechanism for counselling, career guidance and placement cell, construction of a multipurpose gymnasium and a multipurpose seminar hall.

The Perspective Plan incorporates other initiatives that are important from the view point of fostering overall development of the institution. Some of them are the initiatives like promoting use of student centric methods, activities to cater to student diversity, organization of seminars and workshops, collaborative academic and extension activities, enrichment of library resources, programmes for faculty development and welfare, etc.

The Perspective Plan is supported by a year-wise action plan. The initiatives have been implemented.

**Case Study:** Since almost all the students belong to rural, socially and economically weaker sections of the society and with a view to respond to the fast changing demands in the field of higher education, the institution provided vertical and horizontal mobility by introducing a number of new programmes and courses to provide a wide range of choices to students. The Perspective Plan of the institution envisages introduction of the new UG and PG programmes in Arts, Commerce and Science streams. Accordingly, new infrastructure such as classrooms and laboratories were made available. Information of the newly introduced programmes is given in the following table.

2016-17	2017-18	2018-19	2019-20	
B.Sc. Zoology	B.A. Geography	B.Sc. Microbiology	M.Com. Advanced Accountancy	
B.Sc. Mathematics	B.Sc. Electronics	B.Sc. Computer Science	M.Sc. Microbiology	
	M.Sc. Physics	M.Sc. Chemistry		
<b>02</b>	<b>03</b>	<b>03</b>	<b>02</b>	
<b>Total = 10</b>				



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### **Response:**

Devchand College is a grant-in-aid college affiliated to Shivaji University, Kolhapur, Maharashtra. It is governed by a Trust called *Janata Shikshan Mandal*, Arjunnagar. The Governing Council constitutes President, two Vice-Presidents, a Treasurer and fifteen members. The statutory College Development Committee is a policy formulating and decision making body of the college.

#### **Hierarchical Set-up**

- The Principal is the administrative head of the institution responsible for implementing policies and decisions of the CDC. He also looks after the day-to-day functioning of the college. He is assisted by two Vice-Principals with proper delegation of responsibilities.
- The Internal Quality Assurance Cell (IQAC) is an apex body constituted as per the NAAC guidelines. It plays a pivotal role in ensuring quality sustenance and enhancement in the delivery of academic and non-academic services to stakeholders. It takes decisions in meetings, and accordingly, gives directions to Heads of departments and conveners of cells. Continual monitoring and feedback from stakeholders helps in quality improvement. IQAC has constituted non-statutory committees to render various kinds of services to stakeholders.
- In academic sphere, Heads of departments carry out responsibilities of their respective departments and are assisted by other faculty. In science departments, non-teaching staff works under the directions of respective Heads.
- The administrative work is conducted with proper distribution of duties and responsibilities from Office Superintendent to clerical and menial staff.
- Student support and extension services are rendered through library, gymkhana, NCC, NSS and the statutory committees such as Students Grievance Redressal Cell, Anti-ragging Cell, Internal Complaints Committee, Right to Information Cell and Women's Forum. Each of these units has hierarchical structure and function smoothly as per directives.
- Students' participation in the delivery of academic and non-academic services is ensured through their representation in many bodies including IQAC and feedback on different aspects of the functioning of the college.

#### **Appointment and Service Rules**

The institution follows the rules and regulations laid down by the UGC, New Delhi, Government of Maharashtra and Shivaji University, Kolhapur in the appointment of faculty and non-teaching staff.

#### **Procedures for Recruitment**

After obtaining approval for the recruitment from concerned authorities, the vacancies are advertised, and with due selection procedure, eligible candidates are appointed. Temporary posts (non-grant) are filled by the Management as per the norms.

### Promotion

For the faculty, the promotions are given as per the Career Advancement Scheme (CAS) stipulated by UGC and conducted by Shivaji University, Kolhapur. Non-teaching staff promotions are effected as per the norms of Government of Maharashtra.

### Grievance Redressal Mechanism

Students' grievances are addressed at all stages of education through several committees such as Admission Committee (issues regarding admissions), Examination and Grievance Redressal Committee (issues regarding examinations), Students' Grievance Redressal Committee (Suggestion Boxes and other means), Grievances Redressal Committee (for teaching and non-teaching staff), Internal Complaints Committee (ICC) and Anti-Ragging Committee. Grievances are redressed in an amicable and time-bound manner in consultation with Vice-Principals and Principal.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institution values the services of its employees in letter and spirit. It cares for the welfare of all employees through various means. The following is the list of welfare measures that are available in the institution.

- 1.State Government Employees Group Individual Accidental Insurance Scheme of Government of Maharashtra for teaching and non-teaching staff
- 2.Shivaji University, Kolhapur Kalyan Nidhi Yojana (Welfare Fund Scheme) for teaching & non-teaching staff
- 3.Accident Safety Insurance of the Oriental Insurance Company Pvt. Ltd.
- 4.Maharashtra Salary Account Accidental Insurance Scheme of Bank of Maharashtra
- 5.Janata Shikshan Mandal's Credit Society (*Pathsanstha*)

- Different types of loans
- Different types of saving schemes
- Dividend and gifts
- Felicitation of meritorious children of teaching and non-teaching staff

- 1.Felicitation of achievers among teaching and non-teaching staff
- 2.Fast forwarding of Medical Reimbursement proposals of staff
- 3.Preferential appointment of the wards / dependents of the employees deceased during the service period
- 4.Preferential admission to wards of employees in the college
- 5.Maternity Leave
- 6.Employees Provident Fund and Defined Contributory Pension Scheme(DCPS)
- 7.Medical leave facility
- 8.Duty leave
- 9.Casual leave
- 10.Staff Grievance Redressal Cell
- 11.Gymnasium facilities for all staff

Sr. No.	Name of the Scheme	No. of Beneficiaries					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-
1	State Government Employees Group-Individual Accidental Insurance Scheme of Maharashtra Govt.		55	64	67	85	85
2	Shivaji University, Kolhapur – Kalyan Nidhi-Yojana		-	-	-	93	93
3	Accident Safety Insurance – The Oriental-		96	94	94	-	-

	Insurance Co. Pvt. Ltd						
4	Maharashtra Salary Account Accidental- Insurance Scheme of Bank of Maharashtra		-	-	-	93	93
5	Janata Shikshan Mandal's Credit Society- (Pathsanstha)		142	142	149	149	
6	Preferential appointment of the wards /- dependents of the employees deceased during the service period ( <b>Appointments prior to 2016= 05</b> )		-	-	-	<b>01</b>	
8	Maternity Leave	01	-	01	-	01	-
9	Medical Leave	41	40	40	43	25	-
10	Duty Leave	91	94	80	92	55	-
11	Casual Leave	97	99	95	95	71	-
12	Employees Provident Fund and Defined Contributory Pension Scheme(GPF+DCPS= Total)	46+48=94	46+47=93	45+46=91	48+45=93	49+43=92	50+42=92
13	Staff Grievance Redressal Cell	All	All	All	All	All	All

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 10.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	04	06	0	0

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

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

**Response: 5**

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	06	05	01	02

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response: 38.9**

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	33	08	08	14

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

#### Response:

#### Performance Appraisal of Teachers

The institution follows the university stipulated Academic Performance Indicator (API) for the faculty following UGC Regulations 2010 and four amendments thereafter for performance appraisal of teachers. Currently, the institution follows guidelines with respect to API for performance appraisal of teachers contained in the UGC Regulation 2018.

The IQAC collects the filled-in API forms from all faculty members. The faculty performance is assessed based on the API by the IQAC Coordinator and the Principal. The API scores along with the positive and negative aspects are communicated to the concerned faculty. The consolidated sheet of API scores is submitted to the Principal. Teacher performance is assessed on the basis of following parameters.

Category	Till 2018-19	Table	From 2019-20
I	Teaching, Learning & Evaluation related Activities	1.1	Teaching
II	Professional Development, Co-curricular & Extension Activities	1.2	Involvement in the university / college students related activities / research activities <ol style="list-style-type: none"> <li>1. Administrative responsibilities</li> <li>2. Examination and evaluation duties</li> <li>3. Student related co-curricular, extension and field based activities</li> <li>4. Organizing seminars/ conferences /</li> <li>5.</li> <li>6. Guiding Ph. D. students.</li> <li>7. Conducting minor or major research project</li> <li>8. publication in peer reviewed or UGC list of Journals.</li> </ol>
III	Research and Academic Contributions		

### Student Feedback on Teachers

Besides the API based performance appraisal, students' feedback is collected by IQAC on the performance of teachers every year with reference to command over subject, communication skills, skill of explaining difficult concepts, art of making the subject interesting, use of teaching methods, use of ICT, regularity and punctuality in engaging classes, lecture preparation, interaction with students, conduct of tests and completion of syllabus in time. The responses are used to assess overall performance of all faculty and necessary suggestions are given for improvement.

### Performance Appraisal of Non-Teaching Staff

Every year the confidential reports of non-teaching staff are collected and are evaluated by the office superintendent and principal. Initially the staff fills in the self appraisal form. On submission of the same, office superintendent and principal prepare the confidential reports. The evaluation is done on parameters such as industrious nature and application, relations with colleagues, general intelligence, administrative abilities, integrity and character.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The institution conducts financial audits regularly. It follows two-tier audit system in which internal audit is conducted by an Internal Audit Committee and external audit is carried out by a Professional Chartered Accountant Firm. Besides, there is government audit which is carried out periodically.

1. Internal Audit by college
2. External Audit by the Chartered Accountant Firm
3. External Audit by Government Agency

#### Internal Audit

Internal Audit is conducted by Internal Audit Committee every year. Audit objections, if any, are settled at the time of finalization of audited statement of accounts.

#### External Audit:

External Audit is conducted by a Professional Chartered Accountant Firm every year. Audit objections, if any, are settled at the time of finalization of audited statement of accounts.

Details of External Audit conducted during the assessment period.

Year	Agency	Date
2016-17	M/s M.V.Wali & Associates, Nipani	26-09-2017
2017-18	Akiwate, Herwade, Kurane & Associates, Kolhapur	05-11-2018
2018-19	Akiwate, Herwade, Kurane & Associates, Kolhapur	27-08-2019
2019-20	Akiwate, Herwade, Kurane & Associates, Kolhapur	29-12-2020
2020-21	Akiwate, Herwade, Kurane & Associates, Kolhapur	27-12-2021

#### External Audit:

External audit of the college is carried out periodically by the following government agencies:

1. Joint Director, Higher Education, Kolhapur region, Kolhapur
2. Auditor, Higher Education, Kolhapur region, Kolhapur
3. Principal Accountant General (Audit-1), Government of Maharashtra, Mumbai

#### Settling Audit Objections and Compliance:

Objections, if any, are complied within the given time.

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

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

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during



the last five years (INR in Lakhs)

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

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

#### Response:

Devchand College is a grant-in-aid institution permanently affiliated to Shivaji University, Kolhapur. The major source of fund is salary grant from the Government of Maharashtra. Besides, the college obtains funds from UGC, New Delhi, DST-FIST and Shivaji University, Kolhapur for academic, research purposes and infrastructure development.

#### Policy of the Institution

- To approach various government agencies for funds for academic, research, student support services and infrastructure development
- To approach NGOs for the same
- To approach philanthropists
- To appeal to the alumni

#### Major Sources of Funds during the Assessment Period

- Salary grant from the Government of Maharashtra
- Non-salary grant from Government of Maharashtra
- DST-FIST (Level-0) grants for research laboratory
- Grants received from UGC for research
- Grants received from Shivaji University, Kolhapur for research
- Funds received from Shivaji University, Kolhapur for examinations

- Funds received from Shivaji University, Kolhapur for merit scholarships
- Funds from Government of Maharashtra for various scholarships to students
- Funds from Government of Karnataka for various scholarships to students
- Funds from Government of India for various scholarships to students
- Funds from Shri D. C. Shah Suvarn Mahotsav Trust, Arjunnagar
- Funds from Shri D.C. Shah and A.D.Shah Suvarn Mahotsav Trust, Arjunnagar
- Fees from students- tuitions, gymkhana, library, laboratory, etc.
- Fees from self-financing programmes (Non-grant)
- Fees from Career Oriented Courses
- Funds from Alumni and Parents Association for college development and students

#### Details of Funds received during the Assessment Period under major heads:

Name of Source	Amount in Rs				
	2016-17	2017-18	2018-19	2019-20	2020-21
Salary grant from Government of Maharashtra	7,00,74,293	7,48,00,141	7,36,35,595	8,13,30,607	9,79,74,939
Non-salary grant from Government of Maharashtra	5,00,658	5,38,200	1,83,900	3,98,100	
DST-FIST (Level-0) grants for research laboratory	62,50,000				
Grants received from UGC for research				70,000	
Grants received from Shivaji University, Kolhapur for research			1,07,500		2,37,500
Grants received from Shivaji University, Kolhapur for examinations	4,81,883	6,52,487	7,04,942	5,48,721	
Scholarship grants from Government of Maharashtra	5,64,587	5,53,592	67,37,253	78,18,888	39,59,337
Scholarship grants from Government of Karnataka	12,16,470	10,67,302	10,50,600	9,81,995	
Grants from Government of India for various scholarships to students	49	36	34	47	24
(No. of Beneficiaries)					
Shri D. C. Shah Suvarn Mahotsav Trust	54,902	36,300	49,637	9,080	
Shri D. C. Shah and Sou. A. D. Shah Suvarn Mahotsav Trust	11,000		12,666		
Tuition fees, gymkhana fee, library fee, laboratory fee, etc.	5,88,703	5,34,719	9,86,613	5,38,562	10,44,378
Fees for self-financing programmes (Non-grant)	36,21,267	58,16,452	67,09,473	72,41,543	41,19,534
Fees for Career Oriented Courses	27,61,280	25,01,100	32,06,100	33,24,390	25,75,000
Funds from Alumni and Parents Association	1,44,000	1,21,000	1,22,500	1,27,006	21,000

### Procedure for Optimal Utilization of Resources

The set procedure for utilization of funds from various sources is as follows.

- The budgetary requirements of the departments and cells are obtained at the beginning of the academic year.
- The same are placed before the Purchase Committee, the meetings of which are held periodically.
- The Purchase Committee sanctions funds considering the availability of financial resources and departmental and cells requirements.
- As per the approved budget, the purchases are made by the concerned departments and cells and bills are submitted to the accounts section.
- Utilization is monitored by the Principal.

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

## 6.5 Internal Quality Assurance System

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

#### Response:

Set up on 2nd January 2003, the IQAC of the college has served as a spearhead in institutionalizing quality enhancing practices in the college. These practices have been the result of the leadership role played by IQAC. The quality measures have become a continuous process and are visible in the systems and procedures adopted in providing services to stakeholders. Two of these practices are explained below.

#### 1. Introduction of Certificate Courses

In tune with NAAC core values and the Vision and Mission statements of the institution, introduction of skill development and value added certificate courses have been an important item on the agenda of IQAC meetings and the same can be witnessed in the plan of action chalked out every year by IQAC. Moreover, the same has been a major thrust area of the institution's Perspective Plan. In consonance with this, the college has conducted several skill-based and value-added certificate courses and has endeavoured to fill the gaps in university curricula on the one hand and develop employability skills among the students on the other. The following table presents an account of the new certificate courses conducted during the last five years.

Sr. No	Year	No of Courses
1.	2020-21	18
2.	2019-20	19
3.	2018-19	18
4.	2017-18	11
5.	2016-17	07

It is on account of the insistence and perseverance of the IQAC that not only the number of courses but also the scope and diversity of courses have increased. This has enabled students to acquire varied skill sets to compete in the job market. The institution has constituted stream-wise Boards of Studies for framing and updating the syllabi of these courses.

### 1. Faculty Development Initiatives

Faculty represents the most important resource that any higher educational institution harnesses to impart quality education. Development of quality culture not only requires timely appointment of qualified faculty but also their orientation and training. To fulfil this objective, several professional development programmes have been organized. For administrative staff, training in administrative processes and proper attitude were organized. Moreover, the faculty were motivated to attend orientation, refresher, faculty development programmes. IQAC has also played a catalyst's role in encouraging the faculty to upgrade their academic qualifications. The following table provides an account of faculty development initiatives undertaken by IQAC during last five years.

Initiative	2020-21	2019-20	2018-19	2017-18	2016-17
A) Professional Development Programmes & Administrative Training Programmes organised	11	06	05	01	02
B) Orientation Courses /Refresher Courses /Faculty Development Programmes /Short Term Courses attended	15	33	08	08	14
C) No. of faculty acquiring Ph.D.	01	03	03	02	0

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The IQAC implements quality maintenance and enhancement measures in teaching-learning process, sets up systems and mechanism of operations with a view to achieving expected learning outcomes. The institution continually monitors curriculum delivery through well-established modes. At the department level, the Heads of departments periodically monitor teaching-learning process with respect to teaching methodologies, testing and completion of syllabus. The IQAC reviews the teaching-learning process of the institution primarily through annual Academic Audit. The IQAC also takes feedback from students on teachers' performance every year. The feedback analysis report is communicated to the concerned teacher for improvement. The Principal takes feedback on teaching-learning process during staff meetings and meetings with Heads of departments and makes suggestions for improvement.

**Example 1 Academic Audit by IQAC**

Academic audit is conducted by IQAC periodically. The details of the Audit are as follows.

Year	Dates	Internal / External
2021-22	03 to 06 Sept 2021	Internal
2021-22	25 to 29 Sept 2021	Internal
2020-21	9 to 10 Dec 2020	External
2019-20	27 to 28 Feb 2020	Internal
2018-19	1 & 2 May 2019	Internal
2017-18	24 & 25 April 2018	Internal

Academic audit is conducted by IQAC periodically. For this, IQAC provides an exhaustive framework eliciting information regarding curricular planning, teaching methods, catering to student diversity, continuous internal evaluation and also co-curricular activities. Departments make presentations, as per the schedule provided prior to the same in front of IQAC and the principal and vice-principals. Soon after the presentation of each department, interaction is held in which strengths and weaknesses pertaining to teaching-learning are communicated and innovative and effective practices are appreciated. Review of learning outcomes is done on the basis of result analysis of semester examinations and continuous internal evaluations and other activities. This generates a congenial academic atmosphere on the campus and instils a competitive spirit among the departments.

Documents pertaining to teaching learning process are verified by the IQAC after the presentations. One of the important documents that are verified is the academic diaries maintained by all faculty. The same are also verified by Heads of departments and the Principal at the end of every month.

**Example 2 : Promotion of ICT use in Teaching and Learning**

The IQAC takes two feedbacks on teaching-learning process every academic year.

1. Student Satisfaction Survey (on the model of NAAC-SSS)

2. Students' feedback on individual teachers

IQAC analyses the same and prepares an action plan to implement the suggestions made by students. Representing students' views, the IQAC has strengthened the use of ICT in teaching learning process. This has been primarily achieved through organisation of several workshops/ training programmes on various modes of ICT use in order to make teaching-learning process more effective and student-friendly. Besides, the internet facility bandwidth has been increased to 100 mbps. As a result of this, use of PPTs, video lessons, YouTube videos, *Devchand Gurukul* You Tube Channel, subject-related movies, blended learning, flipped classroom, Google Classroom, virtual platforms, educational Apps, CDs, language laboratory, INFLIBNET-N-List, SWAYAM/NPTEL courses, IIT courses, IIRS outreach programmes, use of various softwares, etc. are used by the faculty.

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

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

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

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

File Description	Document
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

In consonance with the Vision '*Tamasoma Jyotirgamaya*', the institution maintains universal values such as gender equality in letter and spirit. Since the male-female ratio of the college is 48:52, the institutional policy gives top priority to safety, security and all-round development of girls. The three dedicated committees- *Swayamsiddha Schetana Mandal* (estd. in 1992), *Beti Bachao ani Beti Padhao* (estd. 2018) and Internal Complaints Committee (estd. 2002) undertake gender equity initiatives as per the action plan prepared in accordance with IQAC guidelines. With a view to creating gender-neutral society, the college consciously inculcates and promotes equality among girls and boys as can be seen in the participation of girls in the activities organized by the institution including NSS, NCC and White Army. From the year 2016-17, a separate wing of NCC for Girls has been operational. Gender audit is conducted periodically

In order to cater to the all-round development of girls, the institution organizes the following activities.

1. Gender awareness programs
2. Self-defence training
3. Health and hygiene related events
4. Yoga and meditation camps
5. Special lectures on women's rights and constitutional provisions
6. Gender equity based competitions and poster presentations
7. Rallies to create awareness about violence against women and prevention measures
8. Participation in sports and cultural programs
9. Participation in 700 km water conservation rally (Krishna to Kaveri), jungle trekking,
10. Certificate courses
11. Employability enhancement programs
12. Participation in recruitment drives
13. Entrepreneurship promotion activities
14. Display of movies upholding values of gender equality
15. Display of Medha Patkar's special video message to girls and boys of the college
16. Day celebrations- International Women's Day and Savitribai Phule Jayanti
17. Sending *Rakhis* to BSF on 15th August

##### Women's safety and security measures:

1. CCTV cameras in the campus
2. Security guards appointed to keep the troublesome elements away from the campus
3. Self-defence training for girls
4. Prevention of sexual harassment awareness programs by Internal Complaints Committee
5. Grievances are redressed through Internal Complaints Committee
6. Female teacher/s accompany during out-station activities such as study tours and NSS

camp

Infrastructure for girls:

1. Ladies rest room
2. Girls' hostel
3. Counselling and Health centre
4. Sanitary wear disposal machine
5. Adequate number of washrooms
6. Day care centre

Social outreach programs for promotion of gender equity in the society:

1. Single Girl Child Promotion campaign
2. Save Girl, Save Environment campaign
3. Blood donation camps
4. Street corner meetings

The positive outcomes of the various programmes are witnessed in the academic progress, increased participation in extra-curricular activities, selection in placement drives and entrepreneurship initiatives by girls.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

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

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

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



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

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

#### **Response:**

##### ◦ **Solid waste management:**

Different efforts have been taken to manage solid waste in the campus.

- Devchand College has signed an MoU with the Municipal Corporation, Nipani for collecting solid waste from college premises. The Corporation collects solid waste and uses it for further process.
- LAN connectivity is used in office for file accessing and transfer to minimize printing process.
- One sided papers are reused for printing.
- Different WhatsApp groups have been formed for communication between staff and administration, amongst departments and committees for sharing and accessing notices, and documents for paperless dissemination of information.

##### ◦ **Liquid waste management:**

- The Chemical waste from the Departments of Chemistry and Physics laboratories is collected and treated by effluent plant.
- The hazardous ether separation is carried out in a specially installed ether separation laboratory.

##### ◦ **E-waste management**

Devchand College has signed an agreement with an e-waste management company. The e- waste of college is collected and managed by the partner company.

- Department of Electronics has prepared electronic chassis from the components of waste devices.
- **Biomedical Waste management**
- Sanitary disposal machine has been installed in ladies' room.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

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

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

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

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

**awards received for such green campus initiatives:**

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

India is a multi-religious and multi-cultural nation. It stands on the democratic fabric where equality and freedom are the guiding forces of the society. In consonance with the national values, our institutional core values displayed in the open air theatre such as national integration, gender equality and social service define the character of the institution. Efforts are made to inculcate these values among students.

The institution caters to the higher education needs of the society irrespective of caste, creed, religion, gender, region, language or community. Even though the institution is a Jain minority institution, an atmosphere of inclusiveness is created through admitting students of SC/ST, OBC, NT, SBC, VJ and minority students as well as appointing faculty and staff from various categories.

**Cultural:** The college adheres to cultural diversity through cultural activities such as 'Unity in Diversity' in which the culture of different Indian states were showcased. During annual social gatherings, students are encouraged to represent a variety of cultures during the events. On Traditional Day held on Makar Sankranti, students generally wear traditional clothes and celebrate cultural diversity. In the curricula of literature courses and social sciences, students imbibe the value of unity in diversity.

**Regional:** Since the college is located exactly on the border between Maharashtra and Karnataka, more than 50% of students are from Karnataka. The institution has made special efforts to extend Maharashtra government scholarships to border area students. The faculty, administrative and menial staff, belongs to both the states representing regional inclusiveness. Kannada speaking staff provides assistance to Kannada speaking students for office work, library, gymkhana and hostels. In TCS-BPS & Employability Skills Training imparted by TCS is extended to students belonging to other colleges situated in Karnataka.

**Linguistic:** One of the advantages of being located at the border is that generally students and staff are multi-linguals. Linguistic diversity of India is celebrated through competitions, poster exhibitions, poetry recitations, experts' lectures organized during language-weeks such as 'English Week', 'Marathi Pandharvada' and 'Hindi Week'.

**Communal:** In the pursuit of inclusiveness, the college organizes lectures to create awareness specifically about the issues of minority communities. For instance, speeches by minority community representatives are organised.

**Socio-economic:** Majority of the students belong to farmer community. In order to orient students and farmers in advanced farming methods, workshops on green house technology and organic farming are organized. In nearby villages, soil and water testing camp and a workshop on proper use of pesticides was organised as an inclusive policy. Generally, the physically challenged and HIV infected persons are ignored. However, the college exhibits human values by visiting their places and celebrating *Raksha Bandhan* with them to make them feel part of larger society. Visit and financial assistance to a night shelter and donation of clothes to people belonging to a nomadic tribe is another instance of inclusiveness. Relief materials to migrant workers in town during Covid-19 lockdown benefitted nearly 180 people. Teaching English to children of slum dwellers and demonstrating scientific experiments by the students to inculcate scientific temper among school children are a step towards empowering the deprived classes. Divyang students

**Gender:** Women empowerment activities are undertaken throughout the year. Empowerment programmes (such as fashion designing course), health and hygiene, self-protection training are regularly conducted.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

#### **Response:**

India is a democratic country governed by the Constitution of India which guarantees right to equality, liberty and justice to all citizens. It makes us aware of duties and responsibilities. The HEIs make special efforts to inculcate democratic values as well as responsibilities in order to be good citizens. UGC guidelines and the Maharashtra University Act, 2016, Article 4, Section 1-9 emphasize the same. The affiliating university has made two courses mandatory for UG first and third year students viz. 'Democracy, Elections and Good Governance' and 'Introduction to Indian Constitution' respectively. The Preamble of the Constitution, the Pledge and national anthem are displayed at the entrance of the college in huge frames. The Preamble is also displayed in the library, multi-purpose gymnasium, boys' and girls' hostels. A 'Certificate Course on Human Rights' was conducted. Voter awareness rallies were organized in nearby villages to create awareness and strengthen democracy. A book exhibition on constitutional literature was held to promote constitutional values. Day celebrations like Constitution Day, Voters' Day and Human Rights Day are celebrated. A new-voter registration campaign was organized in college. A debate on 'Citizenship Act' and a guest lecture on the 'Citizenship Act: Reality and Misunderstanding' was held; group discussion on 'Election 2019'; essay competition on 'Right to Vote'; workshops on 'Democracy, Elections and Good Governance'; a workshop on 'Role of Grampanchayat Women Members in Panchayat System'; slogan competition on 'Democracy/Constitution/ Voting Awareness'; elocution competition on 'Voting Awareness Campaign; debate on 'Importance of Voting for Good Democracy'; quiz competition on 'Democracy and Voting Awareness'; elocution competition on 'Reservation of Women in Parliament'; poster presentation on 'Democracy, Administration and Citizenship'.

The institution upholds human values and extends helping hand to the needy and victims of natural disasters. Extension activities are organized to inculcate humanitarian outlook and a sense of social responsibility. Relief materials to flood victims of 694 families of 9 villages; rescue operation of animals; food supply to truck drivers; post-flood cleaning; donations to an orphanage (Rs. 20000/-) and a school in rural and hilly area (Rs. 45000/-).

From March 2020, Covid-19 hit hard and the college swung into action to help the needy. The White Army cadets worked as corona-warriors in Covid-centres for a couple of months; conducted a survey of nearly 400 families in nearby villages about health and about corona awareness amongst them and the data was handed over to the Grampanchayats concerned for further action; college hostel was converted into Covid-wards; food was served to migrants trying to cross borders; food materials were supplied to migrant workers in the town during lockdown.

Organ donation camp and blood donation camps were organised. A demonstrative lecture on 'Preliminary Measures on Cardiac Arrest' for villagers was organised.

A national online seminar on 'Covid-19 Pandemic' were organised; online quiz on corona virus was conducted; a lecture on 'Covid-stress Management' were organized to sensitize about Covid-19.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

Taking into consideration the core values of NAAC and the institution, the college celebrates various international and national days. Days like International Yoga Day (21st June) International Population Day (11th July), Soil Health Day (5th December), Indian Constitution Day (23rd November) etc. are celebrated with the themes and their contribution towards the national development and integration. To make students globally compatible and capable of resolving issues by themselves and independently, the college celebrates days such as Vachan Prerana Din (13th October), Vishv Hindi Divas (10th January), etc. To inculcate ethical values and emotional intelligence, the college conducts a special examination on 'Gandhian Thoughts' conducted by Gandhi Memorial Centre, Jalgaon. Social responsibilities are inculcated through a special course, namely 'Democracy, Election and Good Governance'. The college conducted an add-on course 'Indian Constitutional Rights and Duties'. Celebration of Republic Day (26th January), Independence Day (15th August), Birth anniversary of Mahatma Gandhi (2nd October). To

promote use of science and technology, National Science Day (28th February), National Mathematics Day (22nd December), etc. are celebrated. For creating environmental awareness, various days such as World Wildlife Day (3rd March), Sparrow Day (20th March) are celebrated. Quest for excellence is created by giving various awards on the occasion of celebration of days such as National Science Day (28th February). To make students culturally sound, the institution celebrates Teachers Day (5th September) and different festivals such as Traditional Day and Makar Sankranti.

International Days are celebrated:

Yoga Day- 21st June

International Day against Drug Abuse and Illicit Trafficking- 26th June

- International Population Day-11th July
- World Ozone Day – 18th September
- World Equinox Day – 22nd September
- World Translation Day- 1st October
- Soil Health Day- 5th December
- International Human Rights Day- 10th December
- Vishv Hindi Divas –10th January
- International Women’s Day-8th March
- World Book Day -23rd April

**National Days are celebrated:**

- Independence Day - 15th August
- Teachers Day - 5th September
- Hindi Divas - 14th September
- Gandhi Jayanti - 2nd October
- Bhartiya Savidaan Din - 23rd November
- Swami Vivekanand Youth Day - 12th January
- Republic Day - 26th January
- National Science Day - 28th February

**Other days**

- Shri Chhatrapati Shahu Maharaj Birth Anniversary- 26th June
- Vachan Prerana Din -13th October
- Kranti Jyoti Savitribai Phule Jayanti- 3rd January
- Shri Chhatrapati Shivaji Maharaj Birth Anniversary-19th February

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practice - I**

- **Research Initiatives for Students**

**1. Objectives**

- To orient and develop research culture amongst students
- To create awareness about current developments in their specialized fields
- To enable students to avail research opportunities both in Indian institutes and abroad
- Motivate students to present research papers in state, national and international conferences/seminars
- Financial assistance to the students to join conference/ workshops.

**2. The Context**

HEIs are expected to groom students as innovators and researchers so that they would be able to contribute to the development of our nation. In consonance with this national objective, our college, though situated in a rural area, has been trying to make all out efforts to inculcate research aptitude amongst students.

**3. The Practice**

The college has taken systematic steps for the research initiation in the students.

In 2016, the college set up DST-FIST sponsored Science Instrumentation Facility Centre (SIFC) with advanced instruments like Atomic absorption Spectroscopy (AAS), FT-IR, Electrochemical Workstation, Flash Chromatograph and HPLC. In addition, three new research laboratories for AgPM, Physics and Chemistry subjects were set up.



three new PG courses – Physics, Chemistry and Microbiology- have been started in order to provide choices to students. PG students are enrolled to the project under the expert guidance of faculty. During the five years, 178 research projects have been completed by students. Systematic efforts have been made to inculcate research culture amongst students. Specifically, we organized 03 national conferences and 21 national webinars/ workshops for students. Eminent academicians were invited as resource persons. Students are exposed to basics of research ethics and cutting edge issues of current research scenario such as patent writing. Students are also encouraged to join summer internship and five students successfully completed the internship programme. Ten special lectures of eminent scientists from Japan, Australia and Turkey were organized in online/offline mode. Students were acquainted with the current research scenario and they came to know about career opportunities in different countries. To know about patent filling and intellectual property rights, the IPR committee organised three workshops/lectures on intellectual property rights.

Students were encouraged to attend different national conferences and workshops. In all, 131 students attended the conferences. The college provides financial assistance to students to attend workshops/ Avishkar University meet. 41 students have benefitted by this scheme. By adequate infrastructure and research facilities, 09 students have been awarded Ph.D. degree and 20 students have enrolled to Ph.D. course in different subjects.

#### **4. Evidence of Success**

In a span of five –years, student's efforts in the research field reflects in terms of their research outputs- research papers and book publications, their placement for Ph.D. course not only in India but also overseas. Specially, research awards have been conferred upon students in different conferences and by different agencies.

1. One student is selected for Ph.D. course in Chonbuk National University and one Ph.D. student is selected as a project assistant in SCAL lab, Korea University, South Korea.
2. Student published papers in national/international journals : **51**
3. Number of books published by students : **09**
4. Research awards- **11**
5. Papers presented by students in national/international conferences : **53**
6. Number of students attended national/International conference : **131**

#### **5. Problems Encountered and Resources Required**

The restricted entry to research laboratories due to COVID-19 pandemic gave a major setback to students' research. Students are now performing their research by taking due precautions.

#### **Best Practice II**

##### **1. Title of the Practice :**

#### **Personality Development through NCC and White Army**

##### **1. Objectives of the Practice**

NCC is a powerful forum for building a strong, socially-rooted and patriotic youth.

- To create a highly motivated, disciplined and trained youth
- To develop ideals of selfless service
- To promote physical and mental fitness
- To develop character and spirit of adventure
- To inculcate patriotism and secular outlook
- To empower women through training
- To inculcate love for nature and its conservation
- To enable students to serve the nation
- To provide leadership at all walks of life
- To motivate students for competitive examinations

## 2. The Context

HEIs are expected to create a strong, committed and productive youth. Alongside a number of platforms and avenues that exist in our college which serve the purpose, the National Cadet Corps (NCC) is the forum which builds strong personalities of students. Alongside the NCC scheduled activities, a variety of programmes are organized to inculcate the intended values. However, there was a need to extend the same for girls in view of gender equity and a disaster management unit to cope with natural and man-made calamities. Hence, NCC for girls unit and White Army units are setup.

## 3. The Practice:

National Cadet Corps (NCC) is the pride of the college. In 2017-18, a girls' NCC unit was introduced. The White Army unit started in 2018-19. The activities are grouped under the following heads.

1. Physical and Mental Health: Yoga training for physical and mental fitness; trekking camps for cardiovascular exercise, inculcation of adventurous spirit and as stress-busters; weapon-training for skill and concentration ability, drills for physical and mental discipline boosted their mental and physical health.
2. Patriotism: Along with national day celebrations such as Independence Day, Republic Day, 'Kargil Vijay Diwas', motivational lectures, a mega event- '*Ek Sham Shahidonke Naam*' ('One Night in the name of Martyrs') was organized and 15 families of martyrs were felicitated. Students organized the whole event and performed on the stage that inculcated event management skills and stage courage.
3. Environmental Awareness: Awareness and sensitization activities such as guest lectures, webinars and rallies regarding ecological balance, plastic free environment, cleanliness, environment-related issues are organized. A 700 km Krishna to Kaveri water conservation bicycle rally for water literacy was organized and students acted as messengers for environment.
4. Women Empowerment: NCC girls' unit actively participates in all the activities. They are trained and are given equal ranks and leadership roles in various events.
5. Rescue and Disaster Management Skills: The White Army cadets are given orientation and training in handling crisis situations such as flood relief operations, crowd management, wild fire control operations and Covid-19 support operations (as corona warriors).
6. Guidance for Competitive Examinations: opportunities in army, preparation for competitive examinations, youth for nation building were conducted.

## 4. Evidence of Success

- More than 30 cadets have joined Indian Army to serve the nation.
- Students are selected for the national camp.
- Event management skills are developed and they can organize mega events.
- The ideals of selfless service are realized when 193 cadets have served in 11 rescue and relief operations.
- Girl cadets have worked hand in hand with boys and played leadership roles in relief operations.
- Leadership qualities developed among the cadets.

### 5. Problems Encountered and Resources Required

Covid-19 pandemic and subsequent lockdown, for almost two years, was a major problem. The institution had to resort to online mode for many physical activities.

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

**Response:**

#### **Upliftment of the Maharashtra-Karnataka Border Communities through Quality Education and Awareness Programmes**

*Janata Shikshan Mandal* as an educational Trust was established in 1960 through people's movement for education of the socially and economically deprived classes of people. The motto of the Trust has been 'Tamasoma Jyotirgamaya'. Devchand College, which was established in 1961, embodies the vision in letter and spirit. A unique feature of the college is that it is situated exactly situated on the border between Maharashtra and Karnataka with the college building is in Maharashtra and the gardens are in Karnataka. The institution, by extending education to children of both the states, stands as a true symbol of national integration. One of the institutional core values displayed in the open air theatre is national integration.

True to the spirit of national integrity, the college enrolls more than 60% of students from the state of Karnataka and this influx is due to the quality of education and the services provided to them. One of the key distinctive features is the special efforts made by the institution to avail scholarships for Maharashtra-Karnataka border (MKB) students. Since the college is situated in the border area, it was a special case for EBC (Economically Backward Community) scholarship from 1964 to 2017 for MKB students. In 2018, the Government of Maharashtra announced *Rajarshi Chatrapati Shahu Maharaj Shikshan Shulk Shishyavrutti* Scheme for Maharashtra students only. The MKB students were out of the scope of the scheme. Devchand College undertook intense correspondence with the department concerned to avail the scholarship for all MKB students. As a result, the MKB students became eligible for the said scholarship. **Now, not only in Devchand College but any MKB student in the region can avail the Rajarshi Shahu**

**scholarship in any college across Maharashtra state. It is one of the social contributions in the border area.** The locational advantage is thus harnessed in view of the welfare of the region as a whole.

To enable students to avail the Rajarshi Shahu scholarship, the college took special efforts to reach out to maximum number of eligible students. They were sensitized about the scholarship through notices, promotional lectures, digital media and class-to-class canvassing. The college registered highest number of beneficiaries in Kolhapur division. The institution's efforts are recognized by the Joint Director, Kolhapur region, Maharashtra through a letter of appreciation. In addition, six different types of scholarships are made available for eligible MKB students.

The college provides vertical and horizontal mobility to students. The institution has been continuously adding UG and PG courses and skill-based courses. During this assessment period, 4 new UG and 4 PG programmes have been added and in all 17 UG and 11 PG programmes are made available to provide a wide range of choices of their interest. In addition, 18 Career oriented Courses are conducted during 2020-21 in Covid-19 lock down period.

In all, 293 students were placed during the assessment period. True to the spirit of institutional core values, the colleges allows students of other colleges in the vicinity to benefit from the employability skills training programmes and also from recruitment drives organized by the placement cell. About 300 students from different MKB colleges were benefited. Along with placement, student progression is ensured. 817 students were admitted to higher education. The college is located in the rural set up where social and environmental awareness is lacking and the resources are limited. The institution takes special efforts to create awareness and provide support to different classes of society. The value of unity in diversity is inculcated through varieties of programmes such as presentation of cultural diversities of different states in India on Republic Day. Also, felicitation of 15 families of martyrs of Indian army from Kolhapur and Belagavi districts reflecting the values of patriotism.

The college stands strong during natural calamities irrespective of states. 694 families of 9 MKB villages were supported through distribution of essential goods and post-flood cleanliness drives. Also, financial support was provided to Kodagu and Kerala flood affected regions. During Covid-19 crisis, students conducted a health survey of 1600 people from different villages from 4 tahsils of Maharashtra and Karnataka. White army cadets served as corona warriors in Nipani Covid Centre for two months.

Conservation of environment is taken up as a priority. A fifteen days and 700 km Save Water cycle rally covering eight districts of Karnataka and Maharashtra was organized. In addition, save water rallies were organized locally. Cleanliness campaigns were organized in hospital, bus stand and crematorium and in villages. Environmental awareness rallies such as plant conservation rally, pollution free Diwali rally were organised. Hassle free bus pass is readily made available to students in order to promote public transport for environmental conservation.

Teachers and students of the college promoted awareness about education by teaching English to slum dwellers and sensitized school students about science and research. An exhibition of basic science experiments was held.

Students developed an emotional bond with marginalized groups such as orphans, mentally challenged, deaf and dumb children and HIV infected people by celebrating *Rakshabandhan* festival with them at their residing places. A novel approach to promote gender equality is felicitation of women having single girl child and newly elected *Grampanchayat* women of villages from Karnataka and Maharashtra. Most of the

students belong to farmers' families and seminars, workshops were arranged specially for farmers with an aim to provide information about recent advancements in farming to increase yield of production, thus empowering the farmer community.

Considering the location of the college, all out efforts have been made for the upliftment of the Maharashtra-Karnataka border communities through quality education and social, environmental and gender awareness activities.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

### Additional Information :

#### Compliance of 3rd Cycle Post-Accreditation Requirements

Recommendations in PTR	Compliance
Vacant positions in teaching and non-teaching to be filled up immediately.	Vacant positions in teaching and non-teaching are filled by Management.
PG courses in Science and Arts with different specializations to be introduced.	3 PG programmes in Science and 1 PG programme in Commerce (Advanced Accountancy) commenced.
Need-based short-term courses should expand.	73 skill-based career oriented courses have been conducted.
Research culture and facilities be improved in all disciplines.	DST-FIST research laboratories set up, student research-promotion activities, research paper presentations and publications by students
Innovative evaluation practices may be adopted for internal assessment.	Traditional, innovative, offline and online modes are adopted for internal assessment with greater variety and frequency.
ICT facilities to be improved and emerging technology for teaching-learning be strengthened.	ICT classrooms, seminar halls, online meeting Apps, softwares, subject-related Apps, blended learning, etc. are used in teaching-learning.
Create a centre for entrepreneurship development.	Centre for entrepreneurship development has been created.
Mechanism for counseling, career guidance and placement cell may need further support.	Special cells- Competitive Examinations and Career Counselling and Placement Cell have been formed and strengthened and efforts are made to fulfill the objectives as can be witnessed in the outcomes.
A multi-purpose auditorium/seminar hall may be constructed.	A multi-purpose auditorium/seminar hall has been created.
A multi-purpose gymnasium may be set up.	A multi-purpose gymnasium has been set up.

- Perspective Plan prepared and implemented.
- Outcome-based education introduced
- NCC for girls and White Army started
- Social outreach programmes
- National level cultural competitions introduced
- Focus on inculcation of values
- Students' achievements in academic programmes, research and sports

### Concluding Remarks :

The college imparts quality and purposeful education true to the spirit of the Vision statement and core values. Considering students from different occupational backgrounds- agriculture, beedi-workers, labourers and petty shopkeepers, the college emphatically provides vertical and horizontal mobility by offering 17 UG and 11 PG

programmes as also placement training and recruitment services contributing to personal and social well-being. In addition, efforts are made to meet the needs of students with different learning abilities through targeted activities. Experiential learning is used to give practical knowledge to students. Research culture is inculcated among students through workshops and conferences and encouraging them to present and publish research papers. As per requirement, augmentation of infrastructure has been undertaken. Sports infrastructure has enhanced sporting culture among students. Students have won a number of medals at various levels. The Vision, Mission statements and Core Values are realized through targeted efforts.

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