



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

JAYSINGPUR COLLEGE JAYSINGPUR

JAYSINGPUR COLLEGE, JAYSINGPUR, SHIROL-WADI ROAD
416101

www.jaysingpurcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Jaysingpur College Jaysingpur established in 1964 is governed and managed by Anekant Education Society Baramati. The management runs two colleges T.C. College Baramati (an Autonomous and NAAC 'A' grade college) and Jaysingpur College Jaysingpur have got 'A' grade at second cycle in March 2016 with CGPA 3.01. The Institute has Jain Minority status and '*Siddhiranekantat*' is the Moto of the institute meaning perfection can be achieved only by multisided consideration. Hence institute believes that one can reach the truth and quality only by tolerance and multisided considerations. Jaysingpur College is oldest college in Tehsil Shirol. It is known for high academic standard and excellent social attitude. College offers 19 UG and 6 PG programs along with PhD programs in 8 disciplines.

The college is affiliated to Shivaji University Kolhapur and has 2f and 12B status by University Grants Commission. College always strives for the excellence in academic, research and infrastructure which are visible through the university results, research publications and establishment of labs, indoor stadium, AC gym, swimming tank. The college is known for its innovative nature as it has established innovation incubation centre, Mahatma Phule School of Farmers and Karmveer Kaushalya Kendra.

Maharashtra Public University Act. 2016 article 4 and sub articles 1-7 have given the responsibility of inculcating constitutional, democratic and human values among the students and society. This responsibility is reflected in the vision and mission of the college and to fulfill this need college has started value oriented courses in Gandhian Thoughts, Indian Constitution, Human Rights etc.

Highly skilled worker is the need of time and society to address this need college has started B.Voc. Automobile, Printing and Publishing, Community college in Food Processing and Preservation and certificate course in Analytical Instrumentation for quality control and assurance under UGC NSQF scheme.

Considering the achievement and potential of the college, Department of Science and Technology, New Delhi has provided a grant of Rs. 99.5 lakhs under DST-FIST (Level-I) program and now it is catering its services to 50 and more institutes.

please see: <https://www.youtube.com/watch?v=Wq4AnAeC4sM>

Vision

To construct the enlightened and humane society through meaningful, value-based and quality education

Mission

1. To generate and disseminate the knowledge amongst the students and society through continuous efforts by teaching, learning and research practices at par with the global standards.
2. To inculcate the national values of socialism, secularism and democracy so as to build a society striving

for social and economical justice.

3. To build a scientific society based on rational values and freedom of expression.
4. To empower the students with the modern technology of learning and research to address new challenges in the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Generous, democratic, quality seeking and visionary management
2. College has highly qualified, dedicated, studious and research minded faculty engaged in academic and research. The faculty produced 155 research papers in reputed journals and 89 book and book chapters during last five years. College publishes PEER reviewed journal 'The research View'.
3. College has 25 acres of area decorated with greenery and having sufficient infrastructure for teaching, learning and research.
4. College has well equipped and sufficient number of laboratories, ICT enabled classrooms, administrative block, principal's residence, girls and boys hostel, gymkhana, canteen, NSS, NCC offices, workshops, nursery, toilet blocks and farmers learning centre.
5. State of art DST-FIST instrumentation centre and Government recognized soil laboratory providing facilities to students, scholars and teachers from more than 50 colleges and universities and farmers from 54 villages.
6. Rich and well managed library with more than 60 thousand books, journals, periodicals and reference books, reading room and e-library facility. The library is partially automized with OPAC, N-list, Inflibnet etc.
7. Vocational and employment oriented B. Voc. Automobile, Printing and Publishing, BCA, BCS and Food Science departments
8. College has established butterfly garden, bio-informatics centre, medicinal plant museum, tissue culture, sericulture, vermi and NADEP composting as learning resources
9. Media centre and innovation-incubation cell having 4 start-ups and 3 incubations.
10. Rich sports infrastructure with swimming pool, indoor stadium, gym and 400 mts athletic track
11. College has innovated Karmveer Kaushalya Kendra as beginning of skill embedded degree course with separate academic council and BOS.
12. College has well designed extension program in disaster management, environment protection, Mahatma Phule School of farmers, Swachhata Abhiyan, literary meets and awareness lectures in field and on YouTube.
13. College is participating in Unnat Bharat Abhiyan of MHRD.
14. The college has complete audit system for financial, academic, administrative, environment, green, gender and energy audit. College participates in NIRF, AISHE and AAA.
15. In spite of new colleges emerging in the vicinity the strength of the students is increasing as well the results.
16. College is self sufficient in energy by installation of 60 KV Solar PV.

Institutional Weakness

1. State policy about recruitment and grant-in-aid hampers the recruitment of permanent teachers and development of infrastructure. The increase in student strength, new divisions and new programs are not aided by the state government.
2. From 2014-15 the UGC has stopped sanctioning and funding new research projects and development funding which resulted into slowing down of research and development.
3. Since the college is affiliated college we cannot enjoy sufficient freedom in design of curricula and restructuring of evaluation at par with the global standards.
4. As the college is situated in rural area the students are coming from vernacular background therefore they face difficulty in capturing English as written and spoken language. Most of the students have agricultural background and they have to help the parents in animal rearing and agricultural work. The 40% of students are coming from economically deprived section so they have to join part-time or full-time work during the college timing hence they have decreased learning space.
5. The college is situated in the rural area where medium and big industries which can provide good employment are not available. This leads to decrease in employment opportunities for the students. The socio-economic backwardness of the students affects their learning.

Institutional Opportunity

1. To develop academia-industry collaborations to enhance the employment opportunities for the students.
2. A full fledged multi-disciplinary and inter-disciplinary research centre is need of time and place.
3. The courses related to food and milk processing can be started to address the needs of local society.
4. To obtain research funding from government and non-government institutes.
5. The strengthening of alumni association and to develop organic contacts between college and alumni.
6. The college wishes to start online courses with MOOC, SWAYAM, NPTEL platforms.
7. To organize more and more national and international conferences on subjects related to contemporary problems in research and society.
8. To digitalize important academic and administrative processes like admission, fee collection, payment, teaching, learning and evaluation.

Institutional Challenge

1. Due to slowing down of the national economy after Corona the employment opportunities will decline.
2. Fund mobilization for development is difficult due to government policy.
3. To improve the employability and compatibility of the students.
4. The aspiration for higher education and the nature of liberal education reduces the number of in house placements.
5. Lack of honor for the physical work reduces the inclination of the students towards skill-based courses. Therefore it is the challenge to inculcate the dignity of labor among the students.
6. The new education policy 2020 may impose hurdles in expansion of the college, to provide education to socially and economically backward classes, and to survive in the clustering of subjects and colleges.
7. There is a challenge of tapping full potential of alumni in terms of financial, academic and research support.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is keen in the effective implementation and the delivery of the curriculum. The university has implemented CBCS pattern for all the programs and college adheres to CBCS regulations. College has introduced M.Sc. Organic Chemistry and B. Sc. Statistics. The programs of the college are well spelt in Pos, PSOs and Cos.

1. College has 19 UG programs including 2 B.Voc. viz. Automobile and Printing and Publishing, 6 PG programs and 8 Ph.D. Programs. The percentage of experiential learning programs is 41.
2. To attain holistic development of the students, college has started Karmveer Kaushalya Kendra. Eight UGC-COC programs and 25 certificate courses are added on self financing basis. Nearly 2650 students have completed the courses. The percentage of students attending these courses is about 22 %. Around 73 add-on programs are implemented during this assessment period.
3. The second year UG students complete a compulsory course in Environmental Science while first and third year students have to complete democracy, elections and good governance: Yoga, and introduction to Indian Constitution as 2 credit compulsory self learning programs. Gandhian Thoughts, Indian Constitution, Human Rights are the courses available for the students at all levels.
4. The IQAC monitors the curricular planning, workload distribution, academic calendar through well documented procedure. The development of infrastructure and learning resources is monitored by CDC and IQAC. The IQAC adheres to the perspective plan and strategic plan, University academic calendar, departmental academic plans, college academic calendar and CIE.
5. The working of faculty, departments and academic committees is monitored continuously by IQAC and evaluated through academic diary, PBAS report and committee reports during and at the end of the year.
6. As a part of curriculum enrichment college has collaborated with other institutes. IQAC has formed a separate academic council and BOS for add-on courses.
7. For enrichment of university curriculum 43% of faculty is occupying positions in BOS and syllabus sub-committees.
8. College has well designed feedback mechanism to review and modify the curriculum delivery.
9. The online and e-learning process is monitored and updated regularly.

Teaching-learning and Evaluation

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

1. The admission process is strictly according to guidelines provided by state government and university. The admissions are given on merit basis following all the rules of reservations. The admission for aided divisions is done on priority basis. Keeping in mind the social justice the preference is given to SC, ST and OBC resulting in more percentage of socially backward students than quota.
2. Due to government strategies the aided courses and divisions are less than the demand hence college runs unaided divisions and courses like BCA, BCS, B.Voc., MA, M.Com. and M.Sc.
3. College has appointed separate full-time teachers for un-aided section. The student teacher ratio is 23:1 if we consider all aided and un-aided teachers and it is 76:1 if considered only permanent aided teachers.
4. 62% of permanent faculty are appointed (Government Restriction), 69% of them are Ph.D. holders. The average teacher experience is 13.42%.
5. 12 teachers are working as recognized Ph.D. mentors.

6. College organizes diagnostic test at entry point, remedial courses for slow learners and different facilities to advance learners.
7. The faculty uses 6 modern teaching learning methods including project based, participatory, experiential and online teaching and learning.
8. Numerous co-curricular and extra-curricular activities are organized for holistic development of the students. College runs 25 skill-based and value based courses for employment and personality enhancement.
9. The CIE system is robust and flexible. The students have multiple choices like tutorials, seminars, home assignments, tests so that their cognitive, affirmative and communicative domains are developed.
10. The CIE is transparent and a three tier grievance redressal mechanism has been set.
11. The results are analyzed after each semester at department and IQAC level and the required modifications are done and actions are taken to improve the student performance. The college shows good program outcome and average results are above 90%.
12. College has converted the garden, amphitheatre and canteen as leaning resources.

Research, Innovations and Extension

Jaysingpur College has strong research record. Besides the research by the faculty and Ph.D. students the graduate and post-graduate students are inspired to carry out the research through Student-Teacher Research Cell. The innovative ideas are welcomed and some of them are selected for incubation so that they will lead to a successful start-up. College has well designed plan for extension activities. The agricultural, health, swachhata, relief, and education are main areas of extension.

1. College has 22 Ph.D. holding faculty, 12 of them are recognized guides 31 students are pursuing the research under them for Ph.D. degree. 8 of the faculty are pursuing their Ph.D.
2. College runs Ph.D. program in eight disciplines namely Chemistry, Physics, Botany, Zoology, English, Marathi, Hindi and Commerce. So far seven scholars have been awarded and two have submitted during assessment period.
3. College has received grants of Rs. 79 lakhs from UGC and DST for research development and travel.
4. College has Level-I DST-FIST Analytical Instrumentation Laboratory of Rs. 110 lakh. This laboratory provides testing and research service to students, research scholars and teachers from nearly 50 colleges and universities.
5. College has 13 on-going or completed research projects during assessment period.
6. College organized more than 30 workshops and seminars related to research methodology, IPR and on different contemporary issues during assessment period.
7. During the assessment period faculty has published 155 research papers, 89 book chapters or books.
8. College publishes a Peer Reviewed Research Journal "The Research View" with ISSN number 2321-9777.
9. College has developed a good innovation ecosystem. The innovative ideas are incubated and led to start-up by science and commerce mentors. So far 4 start-ups are crystallized on ground while 3 are in incubation stage and 5 are under consideration.
10. College has 16 functional MOUs and linkages through which 26 activities have been operated.
11. College organizes extension and outreach programs through NSS, NCC, Mahatma Phule School of Farmers and Scientific Society. So far more than 89 programs were organized successfully.
12. Number of lectures on social awareness are delivered in various college and NGO platforms by Principal Dr. R.R. Kumbhar few of them are available on YouTube.

Infrastructure and Learning Resources

The college has 25 acres area beautifully developed and located at prime place in the Jaysingpur city.

1. College has 29 Classrooms and 20 of them are equipped with ICT facilities. 34.5% of the budget is expended on augmentation of infrastructure.
2. College has play ground with 400 mts. track with area 19715 sq. mts.
3. A well equipped indoor stadium including yoga and zumba rooms constructed.
4. A well maintained swimming tank with 25 X 50 mts is available.
5. The facilities for ten out-door and 5 indoor games are available with the gymkhana.
6. College has rich library with 60694 books and 25221 e-books along digital platforms like shodhganga, inflibnet, N-list and e-library used as audio-visual facility and language lab. The library has 150 capacity reading room. A sufficient number of periodicals and research journals are procured annually. A reference section for encyclopedia, Anekant Philosophy and Farmers Library is available. The average annual expenditure on purchase of books is 4.22 lakhs. All departments have their own libraries for ready references.
7. College has internet with 222 mbps bandwidth and 6 computer laboratories with 150 computers. Every department is provided with computer and internet connection.
8. College has 22 well equipped laboratories. A sophisticated instrumentation centre of Rs. 110 lakh is established under DST-FIST and UGC. A government recognized soil laboratory catering the needs of students and farmers.
9. Anywhere and anytime learning is our objective therefore the garden, canteen and amphitheater is developed as learning resources. The biodiversity, medicinal plant museum, bio-informatics centre, vermi-composting, sericulture and farmers discussion room are the points of our pride. The amphitheater works as readers and poets platform and wall paper display area. College has a 'Bhirdi' auditorium, a conference hall and four seminar rooms equipped with internet and LCD projectors.
10. We have new principal cabin and administrative block, ladies and boys hostels, ladies common rooms, health and counseling centre and faculty common room. College has sufficient toilet blocks and pure drinking water facilities.
11. The college has installed 60 KV on-grids Solar PV, bio-gas, water harvesting tanks, bund, incinerator, sanitary pad dispenser and compost units.

Student Support and Progression

The college believes in organic relation between students and faculty for the holistic development of the students therefore college has nicely designed and well implemented policy for student support and progression. To have an intimate contact and counseling student adoption scheme with 23:1 student teacher ratio is implemented.

1. An average of 42% students is benefited from Government scholarships and freeships. The needy students are supported financially through student aid fund and 'Earn and learn scheme'.
2. College organizes number of activities for career counseling, motivational lectures, mock interviews, competitive examination guidance and campus placement events. The students are inspired to go for higher studies after the graduation. College runs 6 PG and 8 Ph.D. Programs to support progression.
3. 25% students go for higher studies, 9-10% get employment while around 25% prefer self employment in vegetable growing, trading and nurseries.
4. The college students have bagged 36 awards in sports and cultural activities.

5. College organizes average 64 cultural and sports events for the students.
6. The college is trying for skill embedded degree course to enhance the employability in students and to inculcate the emotional intelligence among the students. The college runs eight UGC funded COCs, six University organized courses, 25 courses through an innovative Karmveer Koushalya Kendra. Three value-based 2 credit courses are made compulsory (1. Democracy, Elections and Good Governance. 2. Yoga. 3. Introduction to Constitution).
7. College has an alumni association registered under Society Registration Act 1860 and has contributed more than 10 lakhs in cash and kind.
8. As a part of gender sensitivity and sensitivity for differently able students, college has installed sanitary pad vending machine and pad destroying machines. The required number of ramps and handicapped friendly toilets are constructed. The Jaws software, human assistance and provision of scribe are made available for disabled students.
9. The college organizes gender sensitivity and gender promotion programs. Health center with two doctors addresses health problems of the students.
10. The college has three tier grievance cell and two counseling centers.
11. College has student council and the members contributing in quality practices through membership in various committees.

Governance, Leadership and Management

The college is run by Anekant Education Society with '*Siddhiranekantat*' as its motto meaning perfection can only be achieved by multisided thinking and tolerance. The local committee is at the apex of the management. The college works with decentralized plan. The CDC and IQAC plan the work and workout the plans with the help of various departments and committees.

The college prepares perspective plan for five years. The periodic review is taken from time to time by the principal, IQAC, CDC and Management committee.

1. The college has user friendly MIS. All required information for parents and students is available on the website of the college. The process of admission and fee collection is managed digitally using Galaxy College Management System. The essential information regarding exams, events and other activities is transferred to students through Whatsapp and messaging software.
2. The exams are managed using SRPD system of University and College examination committee. The committee is given all powers to conduct the exams and to address the grievances. The record of marks is submitted online and students receive online results. College is developing online platform for teaching, learning and evaluation.
3. The college receives salary grants from state government while research and development grants from DST and UGC. The infrastructure development is done from public donations, college funds and alumni of the college.
4. The standing committee and special cells look after the welfare of backward and minority students.
5. College has organized 43 programs for capacity building of the staff.
6. The management adopts welfare policies through financial support and loan facility through '*Anekant patsanstha*', EPF, DCPS, bonus, incentives and uniform to class 4 staff.
7. The quality work is ensured through periodic meetings of the departments, academic dairies, PBAS system and confidential reports.
8. College participates in AISHE, NIRF, MIS and AAA systems. The financial audit has three tier system viz. internal, external and AG audit.

9. The pinches are detected through the feedbacks from the stakeholders and grievances received.
10. The college has carried out energy, environment, green and gender audit.
11. The decision autonomy and powers are disseminated at various levels as per organogram.

Institutional Values and Best Practices

The perfection through multi sided thinking is a *moto* of our institute and to construct enlightened and humane society is our vision. College adheres to the institutional values through best practices. To generate the knowledge and disseminate it to students and society at large through academic, research and extension activities is the duty of the college.

1. The 'earn and learn scheme' to support economically deprived students.
2. The student adoption scheme with student-teacher ratio 23:1.
3. Diagnostic test and support to slow and advanced learners.
4. Student-teacher research cell to create innovative ecosystem and 'making research everyone's businesses.
5. 18 wallpapers are published by students periodically.
6. Implementation of 3Rs for environmental conservation.
7. Turning garden, canteen and amphitheater in learning centres.
8. Participation in relief work during natural disasters like Kerala Flood, Flood in Kolhapur District and Corona.
9. 'Ban carrybags and Use sari Bags: an initiative for recycling and reduction of plastic pollution.
10. Green, energy, environmental, gender, academic and administrative audits.
11. Observing the festivals like *Nag Panchami, Kojagiri, Navratri, Christmas, Eid and Hadga* for inculcating emotional intelligence and addressing cultural diversity.
12. Value based courses in Constitution, Gandhian Thoughts, Yoga, Democracy and Elections.
13. Observation of various days like Vasundhara Din, Biodiversity Week, Environment Day, International Women's day, Hindi Divas, Raj Bhasha Din and the birth and death anniversaries of social reformers and national leaders.
14. Establishment of butterfly garden, medicinal plant museum and bio-informatics center for experiential learning and environment awareness.
15. Skill embedded degree course through "Karmveer Kaushalya Kendra' where student has to complete at-least one skill based course during his graduation.
16. The college has installed 60 KV Solar PV system and most of the conventional light are replaced by LEDs, installment of biogas, sensor based light and water supply, rain water harvesting through tanks, bund, bore well and use of waste water.
17. Mahatma Phule School of farmers to develop sustainable agriculture in farmers by contact sessions, demo of vermi, NADEP, Jivamrut, tissue culture, sericulture and bio-pesticides.
18. The soil health card is provided to more than 8000 farmers by analyzing their soils in our laboratory.
19. Number of awareness programs, lectures and YouTube channel.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | Jaysingpur College Jaysingpur |
| Address | Jaysingpur College, Jaysingpur, Shirol-Wadi Road |
| City | Jaysingpur |
| State | Maharashtra |
| Pin | 416101 |
| Website | www.jaysingpurcollege.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Rajendra R. Kumbhar | 02322-225381 | 7057154585 | - | jspcollegejsp@gmail.com |
| IQAC / CIQA coordinator | Sandip R. Sabale | - | 9371594299 | - | iqacjspcollege@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

| Recognized Minority institution | |
|--|---|
| If it is a recognized minority institution | Yes Minority Certificate PDF.pdf |
| If Yes, Specify minority status | |
| Religious | Jain |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---|---------------------------|----------------|
| Date of establishment of the college | 07-05-1964 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Maharashtra | Shivaji University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 29-03-1982 | View Document | | |
| 12B of UGC | 15-06-2007 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

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

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Jaysingpur College, Jaysingpur, Shirol-Wadi Road | Rural | 25 | 16308.77 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Marathi | 36 | PLUS TWO | Marathi | 30 | 25 |
| UG | BA,Hindi | 36 | PLUS TWO | Hindi | 30 | 27 |
| UG | BA,English | 36 | PLUS TWO | English | 20 | 12 |
| UG | BA,History | 36 | PLUS TWO | Marathi | 30 | 17 |
| UG | BA,Geography | 36 | PLUS TWO | Marathi | 40 | 38 |
| UG | BA,Political Science | 36 | PLUS TWO | Marathi | 30 | 15 |
| UG | BA,Psychology | 36 | PLUS TWO | Marathi | 30 | 18 |
| UG | BA,Economics | 36 | PLUS TWO | Marathi | 30 | 25 |
| UG | BSc,Chemistry | 36 | PLUS TWO | English | 100 | 92 |
| UG | BSc,Botany | 36 | PLUS TWO | English | 20 | 19 |
| UG | BSc,Zoology | 36 | PLUS TWO | English | 20 | 15 |
| UG | BSc,Physics | 36 | PLUS TWO | English | 35 | 35 |
| UG | BSc,Mathematics | 36 | PLUS TWO | English | 25 | 21 |
| UG | BSc,Food Science | 36 | PLUS TWO | English | 40 | 24 |
| UG | BCom,Commerce | 36 | PLUS TWO | Marathi | 144 | 144 |
| UG | BCA,Commerce | 36 | PLUS TWO | English | 80 | 28 |
| UG | BVoc,Printing And Publishing | 36 | PLUS TWO | English | 50 | 20 |
| UG | BVoc,Automobile | 36 | PLUS TWO | English | 50 | 21 |
| | | | | | | |

| | | | | | | |
|-----------------|------------------------|----|----------|---------|-----|----|
| UG | BSc,Computer Science | 36 | PLUS TWO | English | 80 | 64 |
| PG | MA,Marathi | 24 | UG | Marathi | 50 | 9 |
| PG | MA,Hindi | 24 | UG | Hindi | 50 | 10 |
| PG | MA,Economics | 24 | UG | Marathi | 50 | 21 |
| PG | MSc,Chemistry | 24 | UG | English | 22 | 22 |
| PG | MSc,Chemistry | 24 | UG | English | 44 | 44 |
| PG | MCom,Commerce | 24 | UG | English | 100 | 70 |
| Doctoral (Ph.D) | PhD or DPhil,Marathi | 72 | PG | Marathi | 2 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Hindi | 72 | PG | Hindi | 3 | 3 |
| Doctoral (Ph.D) | PhD or DPhil,English | 72 | PG | English | 2 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 72 | PG | English | 8 | 8 |
| Doctoral (Ph.D) | PhD or DPhil,Botany | 72 | PG | English | 6 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Zoology | 72 | PG | English | 4 | 4 |
| Doctoral (Ph.D) | PhD or DPhil,Physics | 72 | PG | English | 7 | 7 |
| Doctoral (Ph.D) | PhD or DPhil,Commerce | 72 | PG | English | 5 | 5 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 12 | | | | 32 | | | |
| Recruited | 1 | 0 | 0 | 1 | 9 | 3 | 0 | 12 | 13 | 6 | 0 | 19 |
| Yet to Recruit | 0 | | | | 0 | | | | 13 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 49 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 37 | 0 | 49 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 51 |
| Recruited | 33 | 2 | 0 | 35 |
| Yet to Recruit | | | | 16 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 9 | 1 | 0 | 10 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 8 | 1 | 0 | 9 | 3 | 0 | 22 |
| M.Phil. | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 3 | 0 | 8 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 35 | 0 | 47 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 0 | 23 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 17 | | 3 | | 20 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Certificate / Awareness | Male | 273 | 0 | 0 | 0 | 273 |
| | Female | 384 | 0 | 0 | 0 | 384 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 17 | 0 | 0 | 0 | 17 |
| | Female | 14 | 0 | 0 | 0 | 14 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 194 | 0 | 0 | 0 | 194 |
| | Female | 230 | 1 | 0 | 0 | 231 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 1526 | 3 | 0 | 0 | 1529 |
| | Female | 763 | 2 | 0 | 0 | 765 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 226 | 178 | 186 | 213 |
| | Female | 102 | 110 | 90 | 120 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 2 | 2 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 346 | 331 | 345 | 347 |
| | Female | 165 | 145 | 187 | 184 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 651 | 773 | 761 | 707 |
| | Female | 443 | 496 | 423 | 429 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 321 | 220 | 227 | 262 |
| | Female | 224 | 175 | 196 | 232 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2480 | 2430 | 2416 | 2494 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 351 | 328 | 328 | 328 | 328 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 33 | 31 | 31 | 31 | 31 |

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 2494 | 2416 | 2430 | 2480 | 2190 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 811 | 799 | 803 | 764 | 630 |

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

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 626 | 559 | 643 | 694 | 557 |

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

3 Teachers

3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 33 | 26 | 26 | 27 | 28 |

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

3.2

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 45 | 45 | 45 | 45 | 45 |

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 29

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-----------|----------|----------|----------|----------|
| 102.01344 | 59.93636 | 65.11676 | 55.44554 | 53.66791 |

4.3

Number of Computers

Response: 186

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:

Jaysingpur College, Jaysingpur affiliated to Shivaji University, Kolhapur and follows the curriculum prescribed by the university. The university has implemented CBCS pattern for both UG and PG programmes. The curriculum and syllabus prepared by university is effectively implemented with its soul and details by the college. To strengthen the university curriculum and to develop emotional intelligence along with life skills among the students, college has implemented an innovative plan for the development of skills through “Karmaveer Koushalya Kendra”.

The college runs 19 programs at UG including 2 B. Voc., six programs at PG level along with 8 Ph. D programs. Well equipped laboratories have been developed for experimentation and research. The college has established state of art analytical laboratory under DST-FIST and soil and water testing laboratory. Our institute has established the Biodiversity museum and Bio-information centre. Under the said concept butterfly garden, animal kingdom classification models and medicinal plant museum are established to develop the interest of the students in biosciences.

To develop the culture of language and literature, College has established the Poets corner and Readers platform (*Wachan Katta* and *Kavi Katta*) as a part of participatory learning. The canteen is developed as learning centre through posters and wall paper platforms. The amphitheatre works as student’s platform for exhibition and cultural programs.

The IQAC prepares an academic plan for effective implementation of the curriculum. The departmental academic calendar is prepared by every department and plans for dissemination of curriculum by distribution of workload. The regularity of teaching and teachers is monitored through academic diary and the progress of syllabus is discussed in the departmental and periodic review meetings organized by the Principal. The timetable committee designs timetable in accordance with curriculum. The central library plays a crucial role in disseminating the curriculum and helps self learning. The library has open access to advanced learners and PG students. In addition to this every department has its own departmental library where student can avail the references any time. The sufficient number of journals, e-journals is subscribed and INFLIBNET facility is available for the faculty, research scholars and students; it helps to refer standard reference books, research papers, Ph. D. Thesis and other latest information available online. The college website helps the students to learn about vertical and horizontal mobility and other relevant information.

Along with chalk and talk, the teachers use learner centred methods like project based learning, role playing, Power Point presentation, group discussions, participatory learning, learning by doing, quiz, Google classroom, Zoom, YouTube study tours and industrial visits. Guest lectures by scientists, poets, writers and social workers are organized to enlighten the students.

The institution promotes the participation of faculty in orientation, refresher and short term courses through online and offline mode. College organizes various conferences, seminars, syllabus-revision workshops for the students and faculty. Teachers are also inspired to participate in national and international conferences. The institute provides infrastructural facilities like audio-visual aids, e-library and laboratory.

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

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

Response:

The IQAC guides the departments to prepare their academic calendars considering curricular, co-curricular, extracurricular, extramural, counselling and evaluation. After review in IQAC meeting, departmental calendars are compiled to prepare the calendar of the college. The IQAC constitutes different academic committees for monitoring and evaluation of the academic progress. The periodic review is taken at different levels viz. Department, faculty, CDC and IQAC. The IQAC and CDC under the guidance of principle continuously monitor the implementation of the academic calendar at departments as well as institute level.

Admission procedure and timeline, Principal's address, formation and working academic committees, sports and cultural activities, NSS and NCC activities, event celebrations, alumni meets, parent teacher meets, student adoption program, diagnostic tests, remedial program, study tours, field visits, competitions, convocation program, evaluation programs and procedures are the salient features of the academic calendar.

IQAC along with CDC formulates the procedure of admission, taking into consideration the university and government guidelines about admission. The stipulated dates for admission and eligibility are strictly followed. The principal addresses the students on the date prescribed in the calendar. The principal's address is a kind of counselling, guiding and enlightening the students about mission and vision of the college. Adhering to the calendar various committees are formed and periodic review of their work is taken. It is seen that the NSS, NCC, Cultural and sports activities are distributed evenly throughout the year and the review is taken by the Principal and IQAC Coordinator from time to time. The committees failing to perform are instructed to improve their work and to follow the timeline in the calendar.

The alumnus association is asked to organise the alumni meets in general and department wise. The due care is taken that the parent teacher meet is organized at the beginning of the year as well as whenever required. Each department is advised to plan for industrial visits and study tour as per calendar. The diagnostic test at the entry level is taken just after the admission and the faculty is advised to design and implement remedial programs in the respective subjects. After the admission, student adoption plan under the guidance of student adoption committee is prepared and looks after timely counselling by the mentors. The review of the committee is taken twice in a year. The report of every event and celebration organized by any committee or department is sent to event management committee along with relevant photographs.

The continuous internal evaluation is the guarantee of quality enhancement. The university has made CIE compulsory for last year but college has planned CIE procedure for all the years of the graduation. The time table is prepared and placed in the academic calendar and followed except some unforeseen difficulties. The departments and faculty is given full freedom to select the mode and time of internal evaluation. They may choose test, assignment, seminar, viva or project to evaluate the student's performance periodically.

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

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Link for Additional information | View Document |

1.2 Academic Flexibility

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

Response: 100

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

Response: 33

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

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.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 26 | 14 | 10 | 11 | 12 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Link for Additional information | View Document |

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

Response: 21.51

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1156 | 546 | 268 | 293 | 345 |

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

1.3 Curriculum Enrichment

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

Response:

The UG and PG curriculum of languages and humanities addresses various crosscutting issues like cultural diversity, human values, gender sensitivity, different philosophies and work of social reforms. To inculcate the environmental sensitivity a compulsory paper of environmental studies is included in all faculties. The course focuses at global and local environmental issues along with experiential project. The public university act has given the responsibility of sensitizing the students regarding democracy, elections, and good governance. The reach and diverse culture of the country is taught in language curriculum to inculcate the constitutional values like rationalism, secularism and equality. History of Social Reforms has been introduced in BA program. Social service and responsibilities is an integral part of NSS and NCC programs.

Considering the shortcomings of university curriculum to transfer constitutional values, and gender sensitivity the college has designed and implemented many value based courses e.g. certificate courses in Gandhian thoughts, Indian Constitution rights and duties, Women health and hygiene, human rights and their protection, Personality development, Right to information. The courses are supported by action plans and social activities like rallies, public meetings, counseling and contact sessions with professionals.

Environment and Sustainability

- College organized 82 KMs bicycle rally 'Save Panchganga' with road shows, street plays and songs in 16 villages.
- An innovative program 'ban carrybags and use saree bags' was implemented. More than five thousand bags were prepared and distributed in city, conferences and workshops.
- Nursery, tree plantation and *Swachha Bharat Abhiyan* are regularly implemented.

Gender equality

- College has *Sachetana Mandal*, women empowerment cell, anti sexual harassment and grievance redressal cell.
- The college has organized interviews of distinguished empowered women in the fields of agriculture, politics, medical field, police and entrepreneurs.
- The college has special counseling program for girls.
- A special counseling program was organized for flood affected women and girls.
- Women Scientist Congress was organized where women scientist interacted and inspired the girls.

- The birth anniversary of Savitribai Phule was celebrated as women teachers' day.
- The couples with only girl children were felicitated.

Human Values

- The institute offers value added Courses to all the students in the college.
- Group of student and teachers was sent to Kerala to participate in the rescue and rehabilitation work.
- College worked as centre for rescue and relief work during the flood. A vast house cleaning programs was organized.
- In CORONA Era College organized video consulting programs in health and published through YouTube.
- The courses in constitutional values and Gandhian Thoughts are run. In State level exam on Indian Constitution our students bagged first prize.

Professional Ethics

- College organizes lectures regarding code of conduct, professional ethics and emotional intelligence in FDP programs and workshops.
- College provides certificate courses in personality development and communication skills.
- The implementation of code of conduct and ethics is monitored by discipline committee and CDC.
- The workshops regarding intellectual property right and ethical practices are organized periodically.

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

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

Response: 14.11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 55 | 49 | 45 | 43 | 43 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Any additional information | View Document |

| 1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) | |
|--|-------------------------------|
| Response: 41.26 | |
| 1.3.3.1 Number of students undertaking project work/field work / internships | |
| Response: 1029 | |
| File Description | Document |
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

| 1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni | |
|--|-------------------------------|
| Response: A. All of the above | |
| File Description | Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

| |
|---|
| 1.4.2 Feedback process of the Institution may be classified as follows: Options: |
| <ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected |

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

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 73.54

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2494 | 2416 | 2430 | 2480 | 2190 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3507 | 3445 | 3435 | 3285 | 2730 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 811 | 799 | 803 | 764 | 630 |

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

As education is the fourth fundamental need of human being, every soul has the right to attain it, irrespective of class, region, gender, economical and social status. The most important objective of any educational institute is to nurture the potential of individual learning levels of the students. Students in our college are admitted from the diverse social, cultural, economical, linguistic and educational background. Therefore it is essential to figure out the varied intellectual needs of the students and to classify them as slow learners and advanced learners at the entry level. At the entry level, slow and advance learners are identified with the help of students merit in the previous examination and diagnostic tests. Special sessions, activities are organized for the slow/advanced learners, to give them exposure, to cope up with the challenges in community along with knowledge.

For slow learners:

After identifying the slow learners the various activities are conducted by the college to enhance their knowledge gaining capacity. Faculty provides special guidance through individual interaction, counselling for normal students and students with psychological problems, and finds their learning impairedness. A well designed system of students' adoption scheme is implemented in the college. Basic learning guidance like English communication, grammar is given through Bridge course. **Remedial coaching** is arranged according to syllabi for the respective students. Motivational lectures are organised for the students. **E-library, audio library, YouTube, Question bank, video lectures** etc. are made available for the students because these advance techniques help them to understand and remember effectively. **Tests and tutorials** are conducted and results are displayed throughout the year for boosting their knowledge acquiring capacity. Students are given **Home assignment** related to the syllabus and verified by the faculty for holistic development. They are given free access to the **Departmental library** without any restraint. **Free access to the central library and periodical section** is also provided.

For Advanced Learners:

Advance learners are the asset of the institution. So Institution tends to figure out and elevate their hidden potentials through organization of **group discussion, seminars/workshop, and debates** etc. to provide them intellectual platform. In addition to this, lectures of eminent resource persons about **SET/NET/GATE guidance, IBPS competitive examinations, Entrepreneurship Development** etc. are organised to broaden their capacities. College has started '**Eklavya Competitive Exam Guidance Centre**' to seek Government jobs. Students are stimulated to participate in **Avishkar Research Competition, Science Talent Search Examination, Commerce Talent Search Competition, Statistical Quiz Competition, Departmental Quiz Competition** etc. College also provides **INFLIBNET** membership, **N-List** facility, extra borrow card to the advanced learners.

Outcome:

Eight students of our college have qualified **SET/NET examination; eight students** have qualified **Competitive Exams (MPSC)**, and various students secured ranks in Shivaji University. Students have shown better performance in curricular and extracurricular activities. Meritorious Students are inspired with prizes during annual prize distribution function. Students of our college have secured prizes in Avishkar Competition and paper presentation organized by Shivaji University, Kolhapur.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

Response: 76:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

In the modern era the learner plays a vital role in learning process, where teacher teaches 'how to learn' unlike the old period. The duty of the teacher is to help the students to translate the information into knowledge, as knowledge is information processed in the minds and converted into action.

The chalk and talk method and written exams can strengthen cognitive and affirmative part. To achieve the holistic development of student's college actively organises various programs to develop learning environment. In order to create the interest in their field of specialization, students are encouraged to participate in various programmes.

The college adopts student centric methods in teaching and learning process such as **The Research Based Learning (RBL), Project Based Learning (PBL)**, learning through **Seminars, Workshops and Conferences, participatory learning, group discussion/debating, learning by doing, learning on the field** are practiced through participatory evaluation design for learning and Online learning.

Experiential learning:

The practical for B.Sc., B. Voc. and M.Sc. courses is inevitable. The teaching faculty of the college promotes experiential learning method. The prime motto of this method is to enhance and develop experimental/practical learning approach among the students. Botany department imparts hands on training

in **Nursery technique, Tissue culture** while Zoology Department imparts **Sericulture, Vermi-composting, The soil and water analysis, Domestic Chemicals**. Most of the departments organise **Field /Industrial visits, Field projects, Research projects, Internship opportunities etc. Analytical Instrumentation** course has 70% of practical and 30% theory. The Science faculty along with B. Vocational Automobile and Printing use experimental learning on regular basis as a part of curriculum.

Participative Learning:

This is the best student-centric learning method, in which students actively participate in various activities to develop soft and communication skills. College conducts various participative activities for the students like **Seminars, Group discussions**, Participation in **Guest lectures, debates, online-offline Quiz competitions** through Google classroom and Google Form. Arts departments organise **Elocution, Essay, Poster and quiz competitions** and **Recitation competitions** for greater participation and catering the platform to students. Food Science students are learning through **Learn and Earn method** by organising **Food Festivals, Trade Fair**. Students are inspired to participate in **Science exhibition** and **Avishkar activities**. Institute is inclined to imbibe **Social Responsibility** among students through participating in rallies on social and environmental issues.

Problem Solving Method:

In order to develop and enrich students creativity, decision-making ability, critical thinking, reasoning power, faculties from various departments have adopted this method. Departments like Mathematics, Statistics, Physics, Chemistry, Economics, Commerce and Psychology are using this method successfully for enhancing the learning experiences of the students. **Field projects** are undertaken by Chemistry, Botany, Zoology and Commerce departments for collection of samples, chemical analysis and research study.

Economics Department has assigned **Case studies** to the students on specific problems. Students are made aware about environmental problems and its effects on eco system through **Environmental projects**.

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

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

Response:

ICT has fetched information at the tip of the finger irrespective of region, age and standard. Therefore it is necessary to shift paradigm of teaching learning from chalk and talk to keyboard and internet. The College is always ardent to enhance the teaching-learning process by using ICT tools effectively in teaching such as PPT's, LCD's, E-Books, smart boards, modern instruments. The college is enriched with ICT facilities having one hundred eighty six computers with internet, five Wi-Fi areas in college campus with capacity of 200 mbps internet bandwidth, two Computer laboratories, nineteen ICT enable classrooms, smart boards,

two Cybernetics where board is converted into smart board with the help of internet. E-library, Language lab, Audio Library and access to N-list, Inlibnet and OPEC is made available for faculties and students to get free access of books. The college has established 'E-learning centre' where students access E-books, YOU-tube lectures, NPTEL lectures, Power Point Presentations and other E-materials.

21st century students are well acknowledged and addicted to advance technology. They grasp knowledge easily with the help of ICT. Therefore faculty makes ample use of ICT tools during their effective teaching process. They use various platforms like You Tube, Google Meet, Zoom, Google Form, Google Classroom, Kahoot, Whtasapp, Facebook lives, etc. Faculty use Shodhganga to enrich and update their knowledge. The faculties use PPT's, LCD's, E-books/e journals and other advance instruments for effectual teaching process. Zoom, Google meet app are used for online teaching by the faculty.

The College always motivates teachers and students to attend courses on SWAYAM, ARPIT, NPTEL etc. for quality enhancement. Brain storming workshops are organised for the faculty to become technosavy.

College has developed its own YouTube channel for teachers and students to gain academic excellence. Some faculties have developed YouTube channel, Educational Blogs for innovative teaching, repetitive learning and to provide study materials to the respective students.

Online Conferences, Seminars and webinars are organized by different faculties on multidisciplinary subjects. IQAC of the college has organised many workshops seminars on use of e-resources and Research Methodology. Faculties of Statistics and Mathematics use various software's like R-Language R-Studeo, SCILAB, STATA 13.0, Origin, and Python. etc for enhancing learning ability of the students. Faculty of Commerce inspires the students by showing videos, interviews of successful entrepreneurs.

Students are encouraged to present research papers through seminar/webinar. College has developed "Anekant Question Bank" of all subjects collectively. Faculty members are using What'sApp group for academic purposes through which they circulate study materials, educational notices to the respective students. Online Quizzes are conducted with the help of Kahoot, Google form, Google Classroom by the faculty.

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

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

Response: 23:1

2.3.3.1 Number of mentors

Response: 109

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

2.4 Teacher Profile and Quality

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

Response: 62.22

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

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

Response: 68.54

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 18 | 18 | 18 | 19 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 13.42

2.4.3.1 Total experience of full-time teachers

Response: 443

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The efficient learning depends on continuous internal evaluation and monitoring. The long gap in the learning and evaluation leads to litharge among the students. Hence continuous internal evaluation is used as a key to upgrade student's knowledge. Periodic evaluation between semesters is essential to engage students in continuous learning. As a part of curriculum, University has made internal assessment mandatory for final year. For internal evaluation of second and third year various tools such as Home assignments, Unit tests, presentation skills through seminar and projects are opted.

Internal examination marks of various subjects are filled and submitted through Online Portal of the University by the Login Id of the concerned subject teachers. Grievances of the students such as online examination form, incorrect entry of marks, queries related to subject codes/programs, wrong entries in names, hall tickets, absenteeism etc. are addressed in stipulated time by the college in co-ordination with the university. For holistic development of students college has adapted different modes of internal evaluation such as Tutorials, Home assignments, class tests, Group Discussion and Seminars.

- **Transparency:**

Internal Evaluation Committee designs an **Examination Calendar** for the year and also communicates with the students through **College website, WhatsApp groups and notice board**. Internal exams are conducted as per University guidelines, with due seriousness. During the semester students are made aware about the syllabus, internal assessment process along with assessment tools that are used for the internal examination.

Minimum two unit tests/assignments are conducted in each semester. The results of all the internal examinations are declared within assigned time and mark list is maintained with the department. Students are encouraged to discuss their doubts and grievances are heard by the internal evaluation committee. QPs are prepared in standardized format considering the University pattern and the process is monitored by

Heads and the **College Examination Committee**. The college appoints the Internal Squad to prevent malpractices in the examination hall at the time of examinations.

Students can put their examination related queries in front of the subject teachers and Examination committee. It is heard by the respective committee.

- **Robustness in terms of Frequency and Mode:**

Internal exams are conducted according to Departmental Academic Calendar. The Exam committee adheres and strictly follows the schedule of internal exams planned in college academic calendar. All departments are given freedom to select an appropriate method such as **Seminars, Assignments, Projects, Multiple Choice Question tests, Google class** for internal examination and evaluation. Evaluation process is valid, fair, flexible, practicable and impartial for all students. The assessment is done with flexibility considering students problems. Students who are unable to give an internal exam in scheduled time due to their engagements in sports, other activities or due to personal valid reason; they are given an opportunity to **reappear for internal tests**.

The **IQAC monitors the whole process of CIE**. The grievances are heard by the Exam committee, Principal and at University level. The copy cases are kept before exam grievance committee and action is taken through proper channel.

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

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

Response:

As the student's academic progress is the central part of education system, lots of efforts are taken by the college to bring transparency in all the examination related activities at different stages. In this consideration the college deals with examination related grievances transparently, efficiently and in appropriate manners. The examination related grievances of the students are considered and scrutinized at the Departmental, College and University level depending upon the level of the grievances.

To make the procedure transparent and just, University provides facility for getting the photo copies of answer papers. The student can apply for the copy within fifteen days after the results. If there is discrepancy in evaluation he can apply for the revaluation within seven days. After revaluation his mark list is corrected and provided. The malpractice and copy case during the exams are reported by the supervisor through senior supervisor to the exam department of University. The lapses committee of University organizes separate hearing for these cases. A fair chance is given to the student to defend and appropriate action is taken.

The examination details are made available on the college **website**. The same is displayed on the **notice board** and **WhatsApp group** for the students in advance and strictly followed at different levels. All exams are conducted under the **strict vigilance of Internal/External supervisor and Internal/External Squad** to prevent malpractices and bring the transparency. **Central Assessment Programme (CAP) is undertaken by the college** as per the rules and regulations of the University. The college pursue the following levels to bring the transparency and efficiency in internal/external examination in due time.

Departmental Level: At departmental level Head of the Department as a Chairman, Faculty as in charge members evaluate internal examination process, distribute the answers sheets among the students, discuss with them and clear the doubts during the lectures. The grievances regarding internal practical examinations are resolved immediately by the concerned teachers and HoD's of the related departments. It ensures the transparency in the internal evaluation. Departments hears the grievances (if any) through **Application Form** submitted by the student. In such cases answer sheet of the students is reevaluated in the presence of the complainant student. If there is difference in the marks, corrections are made in the mark sheets.

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

University Level:

College is efficient and time bound about sending grievances within time regarding external assessment to Shivaji University for redressed through the **Students Grievances Portal** and takes follow-up continually.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The fundamental purpose of the institution is to offer education to the students to promote them with subject knowledge, make them aware about needs of the society and to utilize their knowledge for the welfare of the community. The goals, vision and mission of the institute adheres POs and Cos offered by the University. As our college is affiliated to Shivaji University, we have accepted all the programmes offered for UG and PG. In addition college has started **B. Voc. in Printing, Automobile and Food Science**. The POs and COs encompass the objectives of the university programmes and courses are mentioned in the syllabi which are displayed on the **University and College website**. Faculty members of

college are working in BOS and sub committees. Along with regular courses, for widening competence of students and imparting the various skills in them college has started “Karmaveer koushalya Kendra” under which Skill based and Value based Certificate courses are offered. The courses are specially and skilfully designed by our faculty members to embed the certain skills amongst the students. The PSOs and Cos of these courses are designed in such a way that they will get maximum hands on training which provide them a lot of job oriented proficiency for their livelihood.

Communication with the Teacher:

- The **Departmental / CDC/ Faculty Meeting** from each department prepares POs and Cos considering the learning objectives recommended by the University.
- POs have a great relevance with Constitutional rights, value system, national, Scientific temper, justice and equality. These values are reflected in the POs and COs and further they are percolated at the University level and then adopted by the college.
- The syllabus of these courses is framed by active participation of our faculty in University BOS committee. Regularly they suggest the Changes to BOS members to cope up the syllabus for industry needs.
- The IQAC cell of the college motivates and supports every department to conduct revised syllabus workshops proposed by the university. All the teachers participate in revised syllabus **workshops** and communicate change, correction or revision if any in the curriculum to respective BOS.

Communication with the Students:

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

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

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

Response:

The attainment of POs and COs are evaluated by the institution at different level like Cognitive, Affirmative and Psychomotor. Cognitive outcomes are evaluated through Group Discussion, Seminars and Quiz. Affirmative outcomes are evaluated through written exams. Psychomotor outcomes are evaluated with the help of practical exams, projects, field study and case study. Faculty discusses and illustrates the minimum levels of attainment of Course Outcomes (COs) and Program Outcomes (POs) in the class. These attainments are evaluated at department, college and University level.

The procedure of assessing the attainment of outcomes begins with defining the program outcomes discussing with the students. After the internal exams, faculty discusses the question paper with model answers. Questions papers of University are analyzed and discussed with the students. POs and COs are displayed in college campus. The college provides subject related Add on, Value added and Vocational Courses to the students. Various online teaching tools are used by the faculty such as Google forms, Online Quiz, MCQs which help the college to evaluate the attainment of the outcomes. Course outcomes are measured according to the performance of the students in the class, practical, internal evaluations and external evaluations.

Direct attainment of program outcomes and course outcomes are based on the attainment of levels of course outcomes with program outcomes.

Indirect attainment of program outcomes and course outcomes are mainly based on Course Alumni, Placements and the success of the students in the various competitive exams Such as MPSC, UPSC, NET/SET and GATE exams. Feedback is collected from the students in which the overall program is analysed and corrective measures are proposed. In Alumni Survey, feedback is collected during Alumni meets regarding course and programme outcomes. Employer Survey is done in the industry which offers employment to the students of our institute. The requirements and future expectations of the industry from our students are analysed and suitable actions are taken. Overall Attainment (POs & COs): The final program outcomes and course outcomes attainment values are computed.

The Attainment of course outcome is calculated by using the following formula;

Attainment of Course at PG level:

Attainment of Course = 80% (Attainment level in university examination) + 20% (Attainment level in internal examination)

Considering students internal marks and University examinations marks the attainment of CO's are calculated.

Attainment of Course at UG level:

Attainment of Course = 80% (Attainment level in university examination marks) + 20% (Attainment level in internal examination marks)

The attainment level for course outcome is defined as follows:

Level 1: 40% of students scored more than university average.

Level 2: 60% of students scored more than university average.

Level 3: 80 % of students scored more than university average.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 90.66

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 595 | 464 | 578 | 641 | 518 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 626 | 559 | 643 | 694 | 557 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

NAAC

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: 79.66

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|----------|----------|
| 1.20000 | 3.83501 | 3.78200 | 56.71843 | 14.12843 |

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: 36.36

3.1.2.1 Number of teachers recognized as research guides

Response: 12

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: 13.68

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 5 | 4 | 1 | 1 | 2 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 19 | 19 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Paste link to funding agency website | View Document |

3.2 Innovation Ecosystem

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

Response:

The ideas change the world, but it requires inspiration, incubation, mental and knowledge support, which are irrespective of education, age, caste, creed, or gender. Therefore, we have designed an Innovation and Incubation Center (IIC) along with a R&D laboratory. We believe in the saying, 'Let the thousand flowers blossom'. The Principal appeals to the students to come with ideas which are followed by brainstorming sessions and informal discussions to, 'ignite the brains and activate the hands'. The ideas processed in the minds, create the knowledge and it is further translated into action to form the startups. The students are continuously pursued to come with their ideas. The Innovation and Incubation cell provides a suitable mentor to work on the innovative ideas. The selected and feasible ideas are further supported by incubation. The ideas are given technical support along with business knowledge like market survey, financial arrangements and business communication skills.

The principal motivates the students to do research along with academic work in his inaugural speech. He inspires the student to think innovatively. A Student-Teacher Research Cell (STRC) helps the students to share their new ideas with teachers. Teachers take brainstorming sessions; as a result, students come with desire to undertake projects. The institution has prepared a project bank. Ideas from students are addressed in the STRC. In IIC the required knowledge is transferred and ideas are shaped. Further, the ideas are practically implemented under the supervision of mentors. The scalability of the implemented idea is

checked for a further startup. The bank officers guide about different loan schemes under startup India program. As a result of this ecosystem, few students have started their startup businesses. A team of teachers helps the students/faculty to incubate their ideas. To preserve the knowledge and protect the rights, the IPR awareness programs are organized. The IIC is presently working on several ideas; some of them are at different stages like innovation, incubation or startups.

1. Production of Bio-fertilizers (startup)
2. The production of *sari* bags under 'Ban carry bags use *sari* bag' (startup)
3. 'Ask me' service industry in the construction business- providing online services of a carpenter, plumbers, masons, and electricians (startup)
4. Eco-friendly paper bags with screen printing business (startup)
5. Organic cotton dyed and printed using natural dyes with designs from Indian cultures (Incubation)
6. Golden syrup bread spread from sugarcane (Incubation)
7. Conversion of bicycles to e-bicycle (Innovation)
8. Skin-friendly sanitizer without alcoholic smell (Innovation)
9. Eco-friendly Paper furniture from waste (Innovation)
10. Vegetarian protein biscuits from leaf protein (Innovation)
11. Solar vegetable dryer (Innovations)
12. Organic vertical farming (Innovation)

Besides this college has created an ecosystem preservation environment through sericulture, Vermicomposting, NADEP composting, apiculture and medicinal plant museum, so that students may inspire to create new ideas of production, processing and distribution of agro products. The IIC provides open access to society and a state of art instrumentation laboratory along with the food-science department to support the ideas technologically through the R&D lab.

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

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

Response: 19

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 0 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |

3.3 Research Publications and Awards

| 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years | |
|--|-------------------------------|
| Response: 9.67 | |
| 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years | |
| Response: 29 | |
| 3.3.1.2 Number of teachers recognized as guides during the last five years | |
| Response: 3 | |
| File Description | Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

| 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years | | | | | | | | | | | |
|--|-------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|
| Response: 5.54 | | | | | | | | | | | |
| 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years. | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>31</td> <td>30</td> <td>27</td> <td>39</td> </tr> </tbody> </table> | | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 28 | 31 | 30 | 27 | 39 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | |
| 28 | 31 | 30 | 27 | 39 | | | | | | | |
| File Description | Document | | | | | | | | | | |
| List of research papers by title, author, department, name and year of publication | View Document | | | | | | | | | | |

| |
|---|
| 3.3.3 Number of books and chapters in edited volumes/books published and papers published in |
|---|

national/ international conference proceedings per teacher during last five years**Response:** 3.18**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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22 | 14 | 18 | 17 | 18 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | View Document |

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

The development of an enlightened and humane society is the constitutional duty of HEIs. Therefore we have developed a well-designed policy for extension activities. The policy has three arms of action viz environmental awareness, knowledge dissemination and social responsibility. It helps to empower Society as well as inculcates emotional intelligence among the students.

Environmental Awareness:

The college has developed a Biodiversity museum and Bio-information center including demo plants of vermi-composting, sericulture, apiculture NADEP composting to build awareness among farmers and students. It leads to organic farming and may decrease the dependence on chemical fertilizers and provide a side business. We organized a bicycle rally of 82Km for saving the Panchaganga River from pollution; street plays, corner meetings and discussion with the people were the salient features. The environmental-related projects are undertaken by all second-year students. Reduce, Reuse and Recycle is our slogan. The college campus is made plastic-free. An innovative activity 'Ban carry bag use sari bag' under this student prepared the sari bags and distributed them in various conferences as well as in the city. The out-of-use computers are dismantled and the useful components were separated and reused.

Academic Extension:

To enhance the emotional intelligence and culture among children, college organized a series of literary meets in nearby schools. More than 50 poets, writers and artists participated. As an outcome, 180 children performers were discovered and they performed in the meets. To inculcate scientific temper, the college organizes a 'college-school complex' program. The high school students in the neighborhood visit the college laboratories and teachers demonstrate the experiments. The principal of the college delivered several public lectures and lectures in schools and colleges to build scientific temper, educational awareness and social responsibility; some are available on YouTube. To hold the social responsibility 'Mahatma Phule School of farmers' is established. Some capsule courses like vermi-composting, Jivaamrut, Bio-pesticides, organic farming, etc are designed and implemented.

Social Extension:

Man is a social animal, lives in a group and helps others in disasters, pandemics and other crises. At the flood calamities in Kerala, our students and teachers organized a rally in the city and collected more than 70 thousand rupees. A group of students and teachers visited the affected area and participated in relief and rehabilitation work. The work was appreciated by the District Collector of Pathanamthitta. These activities resulted in developing social empathy and responsibility among the students. Unfortunately, in the following year, our district also experienced a heavy flood. The college students and faculty played a leadership role in relief work. The college turned into a relief camp; teachers, students and alumni took care of more than 450 flood victims. NSS and NCC students helped to clean and rebuilt the damaged houses. The NSS and NCC organize blood donation camps along with Swachatha Abhiyan, Awareness lectures, Street Plays on social issues and the removal of Blind Beliefs. During Covid, students distributed the food, worked as volunteers and organized telemedical consultation with IMA. Health awareness videos are published on social media.

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

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

Response: 9

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.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 7 | 0 | 1 | 0 |

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 89

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 21 | 19 | 19 | 19 | 11 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |

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

Response: 66.55

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1599 | 1825 | 1656 | 1778 | 1166 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

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

Response: 26

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 4 | 3 | 1 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

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

Response: 16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 1 | 3 | 2 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

NAAC

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 has augmented its infrastructure systematically and continuously over the years. The college has state of the art infrastructural facilities like adequate classrooms, laboratories, computing equipments, staff rooms, conference hall, seminar halls, reading room and ramps. The college has excellent and sufficient number of classrooms to conduct regular classes. To ensure its optimal utilization, besides conducting regular classes, the classrooms are used for conducting certificate courses, examinations, mentoring sessions, competitions, Parent-Teacher meet, training programs and competitive examination center. College has good health center, ladies rooms, staff room and 'innovation and incubation center'.

The sports and cultural activities are equally important in the learning process. We have good quality Swimming tank, AC Gymnasium, Synthetic badminton court, Gymkhana and ground with 400 meters athletics track.

The gardens are converted into learning center with butterfly garden, medicinal plant museum, biodiversity park, model museum, sericulture unit and vermi-composting demo unit. To know about plants a beautiful 'Nakshatra Garden' has been developed. We have Amphitheater, where students self learning occurs through readers platform, poet's corner and open group discussions. It is surrounded by display boards where the periodic wall papers are displayed. Canteen too works as learning center and helps the students to know about national values, human rights, preamble of the constitution and constitutional duties.

Library:

The college has a spacious and well-ventilated library with a collection of 55773 books, e-books, e-journals through N-LIST and 65 periodicals along with digital database and 302 CD's/Videos. Library having 13 computers .The reading hall has a capacity for **150** users. The library provides INFLIBNET service. A separate e-library with head phones is provided where students can read, listen or view e-books and videos of educational importance. The same infrastructure is used as language laboratory. Library has provided a farmers section and a section for Jain literature. We have started a center for Indian and foreign languages where Russian, Kannada and Modi Script are taught as add-on course.

Laboratories:

College has sufficient number of Laboratories with required number of instruments, equipments, chemicals models and charts. A state of art DST-FIST instrumentation lab is our pride which serves many colleges and universities with subsidized testing facilities. All the departments have computing facilities with the latest software. College provides the infrastructure and computation facilities to student and teacher researchers.

College has established government recognized and well equipped soil and water testing lab. The lab provides training to the students and soil analysis with soil health card to farmers. More than 8000 farmers

in the tehsil are benefited from this laboratory.

An Innovation and incubation centre is supporting young innovators through research, development and training to incubate their ideas and go for the start-ups. Till date four ideas have been converted in to start-up and few more in the phase of incubation.

The college has 186 computers in departments and labs, four smart classrooms. We have a strong internet network with 200 mbps bandwidth. We have developed a recording studio for production of e-content.

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

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

Response:

The Gymkhana was established in 1964 for the development of sports and games culture among the students. It provides excellent infrastructure and sufficient sports facilities. A 400-meter athletics track, huge ground for outdoor games for football, cricket, Kabaddi, Kho-Kho, Short put, Discus throw, soft ball, javelin throw, hammer throw and volley-ball is available. We have fully equipped Gymnasium, synthetic badminton court, yoga hall, Zumba hall and facility for carom, chess and table tennis. For overall fitness we have single bar, double bars, Weighing Machine, Power Lifting, and Weight Lifting Sets, Recumbent exercise Bicycles, Multipurpose Bench, multi Station Exercise Machine, Gym Mirrors and bumbles etc. are in the AC Gym. The indoor stadium and Olympic size swimming tank are built through UGC grant. The gym is open to all citizens, students and staff from 6 am to 9 pm. The students are subsidized and the college players participating at zone, inter-zone, state and national games can use all the facilities in the gym, tank and court free of cost. The gym and tank are at subsidized for staff. The physical director of the college provides coaching and conducts regular practice for all types of games and sport activities.

The gymkhana is equipped with archery set with feta bow, aluminium arrows and required accessories. The complete sets of accessories for cricket, football, volley-ball, soft ball carom, chess, Short put, Discus throw, javelin throw, hammer throw, gymnasium power lifting and weight lifting are available.

The institution has constructed a big auditorium and recreation hall in the name of Dr. Bhirdi where annual cultural festival and lectures with many cultural functions are organized. We have an open airamphitheater as student platform to perform street plays, poets corner, readers platform and group discussions. A conference hall with recording studio is also available. A cultural committee takes care of organization and practice of various cultural events in college and for university level youth festival. College runs add-on courses like Tabla, Harmonium, Dholaki, Folk and traditional music through Karmveer-Koushal Kendra . All the instruments like Harmonium, Musical keyboards, Tabla, Dholki, Dhol, Lazim, Zanj etc. are available. A part time music teacher has been appointed by the college to train the

students in various cultural activities. An adequate no. of mikes, speakers, amplifiers along with digital and video cameras are available in the college. Various outdoor and indoor games played in college are as follows Long Jump, Running, Kabaddi, kho-kho, Football, Cricket, Volleyball soft ball and badminton, Table tennis, Taekwondo, boxing and chess boards respectively

Infrastructure for Yoga and cultural activities

A separate hall is provided for Yoga. Sufficient infrastructure is provided for students.

To inculcate the cultural and traditional values amongst the students the events such as Youth festival, Traditional days, Inter-college cultural events/competition are organized in multipurpose hall named as '**Bhirdi Hall**'. A cultural committee led by a senior faculty looks after the needs of infrastructure.

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

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

Response: 68.97

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 20

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |

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

Response: 34.5

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

| | | | | |
|----------|----------|----------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 61.71762 | 24.55671 | 26.77448 | 7.96379 | 8.34619 |

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

4.2 Library as a Learning Resource

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

Response:

The library is the prime learning resource of the college and is partially automated through integrated library Management System Known as Purna Library Management Software. This Software consists of Modules such as Masters, Book Management, Barcode Facility, Book Accession, Membership, Circulation, OPAC, Catalogues, and Administration. Book reservation facility, the status of a book such as withdrawn / write-off/damaged/lost and paid is easily located. Facilities like database backup, facility and book bank facilities for the college libraries is made available.

| Sr. No. | Physical description | Remark |
|---------|---|-----------------------------------|
| 1 | Name of the ILM Software | Purna Library Management Software |
| 2 | Nature of automation(fully or Partially) | Partially automated |
| 3 | Version | 2.0 |
| 4 | Year of Automation | 2008-09 |
| 5 | AMC for Software | Rs.12000 From 2016 |

In the library 09 computers with broadband connection, Wi-Fi and Power backup facilities are available. The details of computers are as follow:

| Sr. No. | Particulars of work | Number of Computers |
|---------|-------------------------|---------------------|
| 1 | Library OPAC for Reader | 02 |
| 2 | Circulation of Books | 03 |

| | | |
|-------|-----------------------------------|----|
| 3 | Library Administrative Works | 01 |
| 4 | e-library and language laboratory | 06 |
| 5 | Bar coding | 01 |
| Total | | 13 |

The library is a knowledge source of college and provides adequate services to its user. Library has collection of 55773 books (Senior College 54578 + Senior Book Bank 975 + Competitive Exam 220).

Library 302 (CD/DVD) and 65 periodicals. Library fulfils the need of researchers, teachers, students, administrative staff college LMC members of the college community. Library also serves to the outsider users through Library for Society Scheme. The central library has sections like; book stacking, periodicals, reference, reprography, technical processing, circulation, and digital library. Central library and reading hall have a capacity of around 150+users. All the books have been classified with the Colon Classification System. Circulation of books is done by using “**Purna Library Software**”. OPAC and Web OPAC facility is made available to the users. The central library is having the membership of INFLIBNET N-LIST programme. The N-list provides access 3828 e-Journals to and back files from last 10 year and 80409 e-Books. The library has an independent aneroid application having JCJ Digital Library <https://jcjdigitallibrary.in/> The library offers various services to its users like automated circulation, book bank service online public access catalogue, reprography, internet browsing inter-library loan facility, book bank facility, newspaper clipping, rare book and selective dissemination of information etc.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 4.22

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3.20480 | 3.55474 | 4.51982 | 2.92409 | 6.88459 |

| File Description | Document |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

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

Response: 2.97

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

Response: 75

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

College is very keen in upgrading the IT facility, Internet connection and Wi-Fi areas. Frequently as per the needs and requirements in the last five years. The college has recently upgraded the internet connection bandwidth from 10 Mbps to 200 Mbps with a campus Wi-Fi facility. The college has updated its IT facilities with increasing the number of computers, printers, scanners, smart boards, LCD projectors, Xerox machines, online admission process, dynamic website, and various software's. The teaching and learning process is enhanced through incorporating ICT tools and e-resources. INFLIBNET, online courses, CD's, Video lectures, are exclusively made available to the learners to enhance learning capabilities. The students, teachers and non-teaching staff are also encouraged to use various academic and administrative software's.

Chart showing updates of ICT facilities in the college

| Sr. No. | Facilities | Description |
|---------|------------------------------------|---|
| 1 | Total Computers | 186 |
| 2 | Campus Network | Broadband connection with LAN in office, Library, Laboratory, and campus Wi-Fi facility |
| 3 | Internet Facility | 200 Mbps high speed leased line internet connection |
| 4 | Computer laboratory/centres | Total Six Computer Lab (Chemistry, Math's, Geography, Commerce, B.C.A. and B.B.A., |
| 5 | E-learning classrooms | Total 20 departments are fulfilled with different ICT facilities. Out of which |
| 6 | Smart boards | 02 (Chemistry, Commerce) |
| 7 | e-Journals | N-LIST |
| 8 | e-Books | 25221 e-books |
| 9 | Language Laboratory | Interactive digital language laboratory |
| 10 | Number of Books in Central Library | 60694 |
| 11 | Number of LCD Projectors | 13 |

| Sr.No | Room number or Name of classrooms/Seminar Hall with LCD / wifi/LAN facilities with room numbers | Type of ICT facility | |
|-------|---|---|------|
| 1 | M.Sc. Chemistry Classroom | LCD Projector + Smart Board | |
| 2 | Conference Hall | LCD Projector, Computer with internet connection | |
| 3 | Mathematics Department | LCD Projector, Computer with internet connection+ | WiFi |
| 4 | B.C.A. Department | LCD Projector, Computer with internet connection+ | WiFi |
| 5 | Psychology Department | LCD Projector, Computer with internet connection | |
| 6 | Commerce Department | LCD Projector + Smart Board + Computer with internet connection | |
| 7 | Geography Department | LCD Projector, Computer with internet connection+ | WiFi |
| 8 | English Department | LCD Projector, Computer with internet connection | |
| 9 | Zoology Department | LCD Projector, Computer with internet connection | |
| 10 | Physics Department | LCD Projector, Computer with internet connection | |
| 11 | Food Science Department | LCD Projector, Computer with internet connection | |
| 12 | B.Voc. Automobile Department | LCD Projector, Computer with internet connection | |
| 13 | ASIIC / Seminar room | LCD Projector + Internet+ Wi-Fi | |
| 14 | Marathi Department | Computer with internet connection | |
| 15 | Hindi Department | Computer with internet connection | |
| 16 | Economics Department | Computer with internet connection | |
| 17 | Botany Department | Computer with internet connection | |
| 18 | B.Voc Printing & Publishing Technology Department | Computer with internet connection | |
| 19 | B.C.S Department | Computer with internet connection | |
| 20 | NAAC room/Meeting room | 50 inch TV, Computer with internet connection | |

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 13:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 65.5

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------|----------|----------|----------|----------|
| 40.29582 | 35.37965 | 38.34228 | 47.48175 | 45.32172 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The college has well defined plan and procedure for maintenance and utilization of physical, academic and

support facilities like laboratory, garden, sports facilities, hostels, classrooms and canteen. College has been established in nearly 25 acres of area and the facilities in the college need keen and regular maintenance of laboratories, library, sports complex, computers and computer labs, classrooms, verandas, hostels, gardens and toilet blocks. College has well defined system for the monitoring and maintenance. The various agencies are fixed through annual maintenance contract to look after the work. To look after the maintenance, college has developed three tier systems, College has CDC which periodically monitors and hears grievances from different stakeholders about the maintenance and cleanliness. CDC discusses and asks about the status, the committees like library committee, campus beautification committee, grievances committee, student council, building maintenance committee, Biodiversity museum and bio-informatics centre committee, classroom maintenance committee. These committees work in coordination with Principal, office Superintendent and various HODs. The different agencies or persons are fixed for garden maintenance, housekeeping, electrical and plumbing maintenance; furniture and building maintenance computer hardware maintenance are tabulated as below. The annual maintenance contract are signed by concerned agencies and renewed time to time. The Physical Director and Gymkhana committee take care of the maintenance of sports facilities while the sports complex (Indoor stadium) and swimming pool is maintained by separate agencies. Student under earn and learn scheme help to maintain campus, gardens and library. The classrooms are taken care by permanent staff and day today cleaning and maintenance of laboratories taken care by Lab attendants and Lab assistants under the supervision of HODs. The hostels have rector and hostel committee supervises their work. The maintenance of toilet blocks, fire extinguishers, water tanks, drinking water facility are maintained by contract service.

| Sr. No | Facility | Responsible Agency | Co |
|--------|---|--|-----|
| 1 | Garden Maintenance | Mr. Sunil Kanase | 963 |
| 2 | Plumbing | Mr. Baburao Koli | 992 |
| 3 | Electrical maintenance | Mr. Raju Patil | 959 |
| 4 | House Keeping | Mr. Suraj Chavan | 976 |
| 5 | Computer hardware and ICT maintenance | Mr. Shital Nandre | 842 |
| 6 | Pest control | Mr. Sunil Khorate (Global Pest control Agency) | 989 |
| 7 | Laboratory Equipment and instruments | Dr. S. R. Sabale | 937 |
| 8 | Security | Mr. Anil Patil (Sanmati Security Agency) | 842 |
| 9 | Furniture maintenance | Mr. Salim Nadaf | 922 |
| 10 | Building Maintenance | Khade Associates (Er.Vinesh Khade) | 955 |
| 11 | Gents Hostel | Dr. R. D. Mane | 758 |
| 12 | Ladies Hostel | Mrs. Sanjay Dinde | 800 |
| 13 | Gym | Mr. Pankaj Kamble (Fitness Junction) | 960 |
| 14 | Swimming tank | Kiran Saspade | 976 |
| 15 | Campus beautification including Botanical Garden etc. | Dr. M. V. Kale | 973 |
| 16 | Biodiversity museum and Bio-informatics centre | Dr. S. A. Manjare | 982 |
| 17 | Ground and sports facility | Mr. Suryavanshi M. S. | 992 |
| 18 | Galaxy College Management System | M/S. Biyani Softwares | 992 |
| 19 | Library Management System | Techno Aarv Solutions | 913 |
| 20 | College Website domain | Happy Visitors dot com (Amol Mirje) | 996 |
| 21 | Soil Laboratory | Archana Analytical Services | 940 |

| | | | |
|---------------------------------------|-----------------|-------------------------------|----|
| 22 | Solar PV system | Rushikesh Todkar | 79 |
| File Description | | Document | |
| Upload any additional information | | View Document | |
| Paste link for additional information | | View Document | |

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: 42.81

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1308 | 1301 | 784 | 1039 | 736 |

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 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

following

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

Response: 48.29

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1671 | 1470 | 1254 | 1041 | 438 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

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

Response: 9.41

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 43 | 81 | 80 | 67 | 20 |

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

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

Response: 117.89

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

Response: 738

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

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

Response: 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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

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

Response: 36

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.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 10 | 5 | 7 | 10 |

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

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:

Student council

The college constitutes Student Council in every academic year. After the commencement of every academic year, the college Student Council is constituted as per the rules and regulations laid down by Shivaji University, Kolhapur. Class Representatives are selected based upon their previous year's academic performances from each class, special representatives nominated by NSS, NCC, Sports and cultural chairman/director. The principal nominates two girl representatives on their behaviour and performance. The NSS, NCC, sports and cultural directors along with a senior teacher are ex-officio members and the principal is chairman of the student council. The members of the student council actively participate in academic and administrative development activities of the college. The members of student council conduct various co-curricular and extra-curricular activities under the guidance of the respective committee chairmen and staff in-charges. Student council managing cultural, literary and sports activities organized in the college. All the faculty members supporting the student council to organise various activities in the campus

The objectives of student's council are,

- 1.To ensure the student participation in quality enhancement of the college.
- 2.To cultivate the team spirit and confidence of working with senior professors.
- 3.To inculcate the democratic spirit and to promote their leadership abilities.
- 4.To enhance the participation of students in administration
- 5.To provide a common platform to students for co-curricular and extra-curricular activities.
- 6.Student council should work as bridge between college administration and student community.
- 7.To accelerate the flow of information and grievances from the students to institute and vice versa
- 8.To convey the rights, duties and the code of conduct to the students.

Student representatives on various academic and administrative bodies:

The participatory mechanism facilitates the student's representation in following academic and administrative bodies/committees. It's an opportunity for them to give back something to their institute

and society by developing their personality. NSS camp planning and execution can be the best example of student's involvement in our college. Simultaneously, NCC unit is one more model of student's representation in our college where so much productive work can be done in the disciplined programmes. NSS and NCC students along with student representatives govern the discipline in the college. Cultural representatives organise the cultural events in college with the help of teachers.

A student representative is an integral part of IQAC and their views and suggestions are duly considered in assuring quality enhancement of the college. The Anti-Ragging Cell has student representative to restrict ragging and to maintain cooperation among the students. Girl representative is included in prevention of sexual harassment committee so if such cases are occurred it can be redressed in time. Student representative actively participated in the Library Committee for best service. Canteen committee is functioning with student representatives to ensure quality service with minimum rates. The committee convenes periodical meetings to monitor and evaluate the functioning of canteen in the campus. The members of student council actively participated to make campus clean and green.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: 64.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 84 | 77 | 64 | 57 | 40 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

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

Response:

Yes, College has alumni association registered under the Society **Registration Act 1860/21 (Registration No. Kolhapur 23/2020 dated 06/07/2020)**. However the alumni association has been working since 2010. Any student studied in the college in any of the past years is eligible to be the member of alumni association after applying to the managing council in the prescribed format after sanction by committee. Prof. Aappasaheb A Pujari (Geography) chairs the alumni association, the well known businessman Shri.Kanak Shah is vice President, Dr. Prabhakar Mane is Secretary and Dr. Mahaveer Burase is treasurer of the association and Principal of the college is Ex- officio member of association.

Non- Financial Contributions

The Alumni Association has regular interaction with the Principal, staff members and the management of college regarding the overall development of the college. The Alumni Association has contributed in the development / creation of certain facilities, curricular support through occasional interactions with the students within the campus. The alumni of the college are holding positions of public importance. They are contributing immensely for the development of the college through their guidance and support. The alumni who are having administrative positions are associated with extension activities. Some of the alumni are elected as public representatives; they help us whenever there are some local problems, they also participate in the governance of the college. Their feed-back is valuable for the administration of the college. The Alumni Association also helps the students and alumni of the college by creating placement opportunities through on the campus and off the campus placement drives. Alumni students who joined the government services or successful entrepreneurs are invited to guide the existing students. The Alumni members register their online feedback on curriculum through college website. The alumni of college helped in organisation of residential NSS camps in their villages. Several members of alumni trusted in college and the college was made the centre of flood relief work. The food, fodder, cloths and educational kits were collected in the college and distributed by NSS and NCC volunteers in planned manner. Alumni Mr. Sanjay Chavare, Shri Mahaveer Patil, Shri Balgonda Patil, Dr. Mahveer Burase, Dr Prabhakar Mane, Sau Asawari Adake and others administrared flood relief camp in the college. Alumni staff of the college donated 200 uniforms to the flood affected students.

Financial Contributions:

College has an organic association with the alumnus. Many past students visit the college on one or the other occasions. They contribute to the development of college in terms of cash, kind or knowledge. Alumni Association has been extending their financial support in the development of infrastructure facilities of the institution. Financial contribution of the Alumni Association for the development of the college is very notable. Some of the association members have donated Rs. 9,65,500/- . Some of the alumni have contributed to the college in kind of articles, instruments, furniture and reference books. Some distinguished alumni visit the college and enlighten the students by motivational lectures.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** A. ? 5 Lakhs

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

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:

To construct the enlightened and humane society through meaningful, value-based and quality education.

Mission

- To create and disseminate the knowledge amongst the students and society through continuous efforts by teaching, learning and research practices at par with the global standards.
- To inculcate the national values of socialism, secularism and democracy so as to build a society striving for social and economic justice.
- To build a scientific society based on rational values and freedom of expression.
- To empower the students with the modern technology of learning and research to address new challenges in the world.
- To enhance the employability of the students through use of ICT and various programs of personality development.
- To inculcate emotional intelligence, intellectual competence and creative abilities among the students.

Objectives

- To provide education to build classless and casteless society.
- To develop learner centred pedagogy using STEM.
- To develop all round personality of the students through co-curricular and extracurricular activities.
- To provide a platform to the students by giving them an opportunity to face the challenges of the competitive world, with utmost utilization of their potential in academic programmes, sports, and other events.
- To make the students vigilant of practical knowledge and to apply it professionally with due consideration for ethical, ecological and economic issues.

Vision and mission of the institute are well in tune with the objectives of higher education. It is reflected through the following programmes and activities:

The vision and mission is dream of an institute created in the minds of principal and faculty and

crystallized in curriculum and pedagogy. It reflects in every meaningful program and activity organized in campus or in the society.

- Jaysingpur city is the centre of industry, commerce and agriculture. The College imparts education accordingly to all classes of society, irrespective of caste, creed, sex, religion and socio-economic status.
- To promote research the college provides financial assistance to the faculty to attend national and international seminars and conferences as well as IQAC cell arranges workshops, seminars and conferences.
- Career and personality development of student through competitive examination guidance centre, courses, virtual learning centre, and soft-skills development program, activities like N.S.S and N.C.C.
- Functioning Earn and Learn Scheme to enable the students to empower the students and to take the education through self-help.
- To make the students globally competent, the College makes available the self-financing courses at UG level such as BCA, BCS, B.Voc, and Karmaveer Koushalya Kendra.
- The College provides value education by celebrating birth and death anniversaries of social reformers, scientists, and other celebrities.
- College is keen of ethnic, caste, religious diversity, gender sensitivity. All the norms of reservations are followed.

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

Response:

Functional autonomy is granted to all departments and units in the college. Thus, a participative culture is evolved in the institution. At each level and sphere of activity, the teachers and students cooperate with each other for the successful implementation of the prospective plans. This work culture generates goodwill among the entire college community and motivates all to work in unison to achieve the different objectives set by the authorities in consultation with the stakeholders. Recommendations and suggestions are invited from the stakeholders before the policy formulations. Staff Meetings, Council Meetings, IQAC Meetings and Alumni Meetings are conducted to pool opinions and proposals.

· The academic activities are discussed with the faculty heads and teachers regarding admission process, annual planning, teaching-learning process and evaluation program in IQAC.

· As per the guidelines given by IQAC, the committees are formulated for effective management of the academic activities.

- Admission committee governs the entire process of admission and grievances are heard by grievance committee.
- The office superintendent distributes the responsibilities to the administrative staff.

Case Study: Teaching, Learning and Evaluation (TLE) Process

The TLE process is heart of HEI quality. IQAC has planned decentralized structure for this process by delivering the powers to the faculty, heads of the departments and vice principals.

At the beginning of the year the HOD prepare the academic calendar of the department in consultation with the faculty. The curriculum is distributed among the faculty. The annual budget is prepared in the departmental meeting. Various departmental committees are prepared for smooth implementation of curricular, co-curricular activities and student adoption program. The autonomy is given about implementation of teaching and evaluation modes.

The monitoring of teaching, learning and evaluation is done by HOD and principal through the academic diary, attendance and evaluation of internal exams.

The budget prepared by the HODs is rationalized in the budget committee meeting and consolidated to prepare college budget. The purchase is decided in purchase committee meeting through comparative chart. The final decision of expenditure is sanctioned in CDC meeting.

Various committees' chair persons are given powers and autonomy to plan the annual events. The reports are submitted in staff meeting.

The OS distributes the work and provides required man power to the departments and examination committee.

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

The outcome of this decentralization is visible in development of the students and results of the university examinations.

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6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

College has prepared its Perspective Plan for five years. The extensive goals of perspective plan 2015-2020 are to promote research and provide skill based programme, quality education.

Curricular Aspects of Perspective Plan

- To introduce new undergraduate, post graduate degree programs and research programs.
- To introduce career oriented courses, value added courses, diploma courses, skill based education
- To promote the faculty members to participate in curriculum design and review at university level
- To make improvement in infrastructure facilities like construction of more class rooms and laboratories
- To conduct academic and other quality related audits
- To acceleration of e-resources strategies in TLP and to adopt and use the online learning methods
- To establish the well-structured feedback system on curriculum from all the stakeholders
- Provision of good academic flexibility at UG, PG and research levels

Case study: Digitization in Administration and Academics

College Development Committee calls meeting at the commencement of the financial year to discuss about the various needs of the entire system. The feedbacks from all departments are brought to the notice of CDC by IQAC. After discussion, the new planning for improvement is finalised and the final budget is prepared. The local committee of the institution approves the final budget and the provision for expenditure is sanctioned. Academic planning is carried out by the principal and the IQAC coordinator.

1. Administration: As we are running partial management information system (MIS), most of the administrative work is circulated through paper media. In addition, we have been using e-medias like **SMS, whatsapp and e-mails** for information exchange to the staffs and the students. The staff attendance is maintained through **biometric system**. LAN and fibre optics system is used for internal and external information sharing. **Tally** and “**Biyani technology software**” are used for effective and accurate functioning of financial matters. UGC and DST funds are utilized by the college through **PFMS**.

Academic: As the college has adopted partial MIS, the entire admission process is carried out offline through **internal ICT support system**. This information is separated as per faculty and circulated through **email** and hard copies to the faculty. The administrative office maintains the complete record of the students for their academic procedure. Transfer certificate and migration certificates are sent to the concerned institutes. The student’s online forms for freship, scholarship, fellowship, examination and eligibility forms are filled by the college. The students have open access to see their result at facility centre. The affiliated university governs the entire examination process. All the examination forms are filled at the facility centre by using college **ICT facilities**. Exam hall tickets are downloaded and forwarded to the students before the exam schedules. **SRPD procedure** is adopted by the college for question paper. After the evaluation of answer sheets, the marks of the students are sent to the affiliated university through **SUK portal**. Students take advantage of library facility which includes **OPAC, INFLIBNET, Techno-Arv, Shodhganga, NLIST** program. The college has own you tube channel

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| strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

The college is permanently affiliated to Shivaji University, Kolhapur and is governed by Anekant Education Society. The Governing Council takes major decisions in respect to the institution. In support with the Governing Council, the Local Committee along with IQAC, College Development Committee, the college administration as well as various faculty heads work with mutual consent for effective implementation of academic progress

Governing body and administrative setup:

- Governing body consist of governing council followed by local managing committee.
- Administrative setup consists of the Principal followed by the IQAC, CDC, and Vice-Principals, faculty in charge, Physical director, Librarian, Office Superintendent, senior clerk, Junior Clerks, Accountant, Attendants and peon.

Procedures for Recruitment:

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

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

Procedures for Promotion:

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

Grievance Redressal Mechanism:

The college has a Sexual Harassment Committee, Anti-ragging Committee, Internal Complaint Committee (ICC) and Disciplinary Committee for timely redressal of the student and the faculty grievances.

Mechanisms for grievance redressal:

a) Students' direct access to authorities – Students can directly approach to the Principal, Vice-Principals, head of the departments, and administrative staff to put up their grievances.

b) Students' suggestion Box – The student can put their complaints in the suggestion boxes kept at different locations on the campus. The boxes are opened periodically and the authorities take cognizance of the grievances and suggest appropriate measures.

c) Student Council - The grievances of students are received through the members of the student council, and the appropriate measures are taken.

d) Open Discussion with employees - The Principal, Vice-principals and office superintendent resolve the grievances of employees through open discussions and interactions.

e) Online complaint and suggestion.

Placement Cell

Placement Cell helps and guides the students to seek job opportunities through placement drives conducted on and off the campus.

The Alumni Association

The college has registered Alumni Association which actively contributes to better functioning of the college with all its expertise and representation from different fields.

College Committees

Different committees play an important role in the execution of responsibilities and activities on the campus.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The management of Anekant Education Society and the college provide numerous welfare measures for teaching, non-teaching staff and students which are as follows:

FOR TEACHING AND NON-TEACHING STAFF

- Anekant Nagari Sahakari Patsanstha Facility:

1. Personal Loan
2. Emergency Loan
3. Educational Loan
4. Housing Loan
5. Vehicle Loan
6. Gold Mortgage Loan
7. Fix Deposit
8. Recurring Deposit
9. Loan on basis of Principal undertaking

- Study Leave: For Research work/FDP etc.
- Duty Leave: For Participation of teachers in Seminars, Conferences, and Workshops
- Employee Provident Fund Scheme for non-teaching staff
- Seed Money: Financial assistance for teachers research projects
- Residential Quarters: The College has provided residential quarters for the Principal and some of the nonteaching staff in the campus.
- Medical Reimbursement: The teaching and non-teaching staff receives the medical expenses incurred from the state government. Such proposals are forwarded through the college.
- Gymnasium, Sports, Yoga facilities, swimming tank facility are available for the teaching and the non-teaching staffs for free of cost.
- Advance salary for CHB staff
- Felicitation of Staff
- Health centre and health check up facility

FOR STUDENTS

- Gymnasium, Sports and Yoga facilities, swimming tank facility are available for students
- Student aid fund
- Earn and learn scheme
- Government scholarship scheme for SC,ST students
- Freeships for OBC, NT, VJ, SBC and minority students.
- Freeship for economically backward class students
- Financial help given by faculty to needy students
- Uniforms to flood affected students
- Freeship for zonal, inter-zonal, states and national players.
- Internship, industrial visit, projects are supported by college.
- Library, e-library. periodical facility, reading rooms and reference facility is available for the students
- Advance learners are given free access to stack room and they are provided with extra borrowing facility.
- Each department has its own departmental library with ready references.
- The state of art instrumentation laboratory supported by department of science and technology is available for the students and facility on subsidized rate or free of cost for curricular projects.
- Spacious innovative and hygienic canteen is available.
- Provision of RO purified water is available for the students.
- An open air amphitheatre is established as student's platform where the poet corner, reader platform, birthday program and group meetings are organised by the students. This also plays a place for conference and poster presentation.
- Students are inspired to organise food festival, business fair and literary meets

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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: 31.31**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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 21 | 0 | 0 | 0 |

| File Description | Document |
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| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 8.6**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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 14 | 1 | 3 | 2 |

| File Description | Document |
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| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 47.96**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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 48 | 17 | 1 | 1 | 6 |

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| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

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

The college has a Performance Based Appraisal System (PBAS) for the teaching staff following UGC regulations, 2010. Now a day, the college follows the guidelines of UGC regulation, 2018. These Regulations may be called the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018. Every academic year IQAC collects the API-PBAS forms from all the faculty members. The faculty performance is assessed by the HODs, IQAC Co-ordinator, and the Principal on the basis of API and PBAS forms and necessary action is taken for the improvement.

The teachers' performance appraisal forms consist of:

Category I: Teaching, Learning, and Evaluation Related Activities

Category: II: Professional Development, Co-curricular and Extension activities

Category: III: Research and Academic Contributions

Evaluation by students –

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

Performance Appraisal System for non-teaching staff:

Confidential reports – The overall performance of the non-teaching staff within the campus is evaluated by the Office Superintendent, Heads of the concerned departments, and the confidential report is submitted to the Principal for the final evaluation.

Other informal means - Students suggestion box is another mechanism that is instrumental in collecting information about the level of satisfaction they get from the services provided by the staff.

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6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college conducts internal and external financial audits regularly. The college has a three-tier financial audit system.

Internal Audit- It is conducted once a year by the audit department of institution. The audit is carried out by C.A. Pranil Patil.

External Audit- In the second stage, the audit is carried out by V.A.Dudhedia, C.A.,Pune.

Government Audit- It is conducted by the Administrative Officer, Senior Auditor (Higher EducationPune Region, Pune) and Accountant General, Mumbai.

- Internal and External Audits has been done yearly.
- Internal audits has been done on 30/06/2017,31/05/2018, 31/05/2019 in academic year 2016-17,2017-18,2018-19 respectively.
- External audits has been done on 28/07/2017, 26/07/2018, 23/07/2019, 16/12/2020 in academic year 2016-17, 2017-18, 2018-19, 2019-20 respectively.

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

Response: 7301630

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5409140 | 1892490 | 0 | 0 | 0 |

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

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

Response:

The College is permanently affiliated to Shivaji University, Kolhapur and following the rules and regulations laid down by the Govt. of Maharashtra. The College receives the funds from **UGC, DST and other funding agencies** for academic and infrastructural development. Apart from this, the College mobilizes funds through **alumni contribution/donation, individuals, and self-financed, skill based and value based courses** and from other sources and tuition fee, salary grant for add on courses, college development fund, lab fee, gymkhana fee.

Policy for funds:

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

The financial sources of the College are:

- The budgetary resources of the College include plan and non-plan grants received from UGC.
- Salary grant is received from Government of Maharashtra.
- Grants received from DST.
- Matching Grants are received from Shivaji University, Kolhapur (Student Development Board) for implementing N. S. S.
- Research Project grants received from University Grants Commission and research grant from the Jaysingpur College, Jaysingpur (Seed money).

- Examination grant is received from the Parent University, EBC and BC scholarship grants are received from Government of Maharashtra.
- Admission, tuition and other fees are collected by the College from students and other grants (Bank Interest, Fines, Breakages, Common dues, a fee charged for issue of certificates)
- Fees from skill based and value based courses
- Alumni Contribution for the College development

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6.5 Internal Quality Assurance System

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

Response:

IQAC has taken following initiatives for the institutionalization of the quality culture in the college

IQAC forms the policy for holistic development and optimal utilization the college resources. Perspective plan of 5 years is prepared in every department by Head of the department with the help of faculties and submitted to IQAC. Consulting with the Principal the IQAC finalize the same. The plan is implemented by all the departments.

Department wise Academic Calendars are prepared which consists all the events, programmes, guest lectures, conferences, workshops, seminars, poster presentation, , internal, midterm and final exams etc.

IQAC works on 5 points programmes viz., Guide, Plan, Implement, Review and Modify. College committees are formed which includes Statutory and Non-statutory Committees. These committees conduct periodical meetings and implement their function according to the objectives.

IQAC conducts quarterly meetings to plan, midterm review, half yearly review, annual analysis and outcome. The Compliance report of each committee is submitted to IQAC, Principal and Annual Magazine committee.

The IQAC takes review of every committee and AQAR is timely submitted to NAAC. IQAC collects the feedback from all the stakeholders and analyses the same. IQAC organizes various conferences, workshops, seminars, and webinars for the students, teaching staff and non-teaching staff.

Quality initiatives of IQAC

- Academic and Administrative Audits
- Green Audit
- Gender Audit
- Energy Audit

- Environment Audit
- Submission of AQARs to NAAC
- Best practices implemented

Strengthen Research Culture in the College

- Student teacher research cell is established to undertake the research projects
- Anekant Startup Innovation and Incubation Centre is established in which four startup and three incubation ideas are in progress
- The IQAC has implemented eight best practices
- **Seed money-** To promote research culture, financial support is provided to the teachers.
- Providing material characterization facilities to students, research scholars and teachers of our college as well 50 other colleges and universities through DST-FIST instrumentation laboratory
- IQAC organised Research methodology workshop, conferences and seminars to inculcate the research culture among the students and teachers.

By accounting all these qualitative initiatives, outcome in last 5 years is as follows:

- There are **155** research papers published in national and international journals of repute.
- There are 89 chapters/ books/ conference proceeding published.
- About 39 professional development and administrative training programs organised by IQAC.
- The college has 16 functional MoUs and collaborations
- College has 12 permanent recognised research guides affiliated to Shivaji University, Kolhapur for Ph.D. course and are engaged with research work.
- A total 31 students enrolled for Ph.D.
- Total number of Ph.D. students awarded in the college is 7.
- Total number of Ph.D. thesis submitted in the college is 2.

Karmaveer Koushalya Kendra

The IQAC institutionalize the skill based and value added course through Karmaveer Koushalya Kendra. There are 25 certificate courses including skill based, value added and NSQF are offered

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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 Jaysingpur College Jaysingpur is continuously flourishing and developing through well designed perspective plan prepared by IQAC. The plan defines the developments of various facilities, methodologies, pedagogies, and supporting activities. The development of the college can be understood through the development of infrastructure, learning resources, ICT facilities, introduction of new courses, setting of new laboratories and enrichment of sports facilities. A 60 KV on grid solar PV system has been installed on the roof top which has decreased the electricity cost by 90%.

The perspective plan prepared for 2015-16 to 2019-20 had many innovative ideas crystallized on ground. The establishment of indoor stadium, converting the garden in to learning resource through establishment of bioinformatics centre, medicinal plant museum, butterfly garden, sericulture unit, Vermicomposting and farmers classrooms.

An amphitheatre as students platform for the activities like readers corner, poets dias, street plays and publication of students wallpaper is developed for holistic development of the students. An innovation and incubation centre is established to nurture the ideas of the student and faculty may be incubated to take the shape of successful start-up. Two of the ideas have been converted in to successful start-ups and some ideas are in the incubation stage.

Considering the expansion of courses new laboratories have been established. Taking in to consideration the new era of digital world IQAC decided to establish e-library for online learning, repetitive learning, digital reading and acquiring the language skills.

A state of art administrative block has been constructed. e-MIS is established to new generation software's. A modern tissue culture lab and sericulture unit is in working. To increase the horizontal and vertical mobility of the student the college has started statistics at B.Sc. II level and M.Sc. Organic chemistry programs. As university curriculum is not sufficient to develop life skills, emotional intelligence and human values among the students, The IQAC plan a special Karmaveer Kaushalya Kendra to provide 25 skill based and value based courses and students are allowed to complete these courses along within their degree course.

To monitor students behaviour and to address their problems empathetically, IQAC recommended a student adoption program. A new earn and learn scheme has been started in last five years. Many students could continue their education in spite of their economic conditions. Two new smart classes using cybernetics have been established. To start learner cantered teaching process college has established a media centre cum recording room. IQAC inspires the faculty to prepare the learning material in e form like Youtube lectures, PPT, Google classrooms etc.

IQAC has constructed a robust monitoring evaluation and review mechanism which take cares of timely completion of various active developments. The work of various statutory and academic committees is reviewed periodically. The meeting of IQAC, CDC, Management Committee, Faculty and administrative staff along with students meet enables IQAC to take a review of the process.

At the end of last cycle college had only 32 classrooms and 16 laboratories. Through the efforts made during 2015-16 to 2019-20 the number of classrooms is increased to 45 and laboratories are 29. A new indoor stadium with synthetic badminton court and modern gymnasium has been established. Mahatma Phule School of farmers with bamboo classrooms is developed. The numbers of books are increased by 10915. The computer facility and bandwidth has been increased from 135 to 186 and 10 MBPS to 200 MBPS respectively. The student is increasing due to quality of the college.

The IQAC plays the vital role in the institute by establishing review processes, structures, methodologies of operations and learning outcomes. It has developed operational methodology through its plans and strategies.

1. IQAC review mechanism on ICT application in TLP:

Functioning of IQAC is from planning to outcomes and looking for possibilities of new avenues in the area or activity. It has developed itself in this review mechanism in the course of time. It always takes teaching-learning processes first in this regard: it executes periodical meetings with the departments, reviews on ICT events share with the heads. Issues related to teaching learning processes are decided. Internet connection was upgraded periodically. Recently, it encouraged faculties to create Google classroom for students and sharing of knowledge at distant mode. In the second phase, the IQAC emphasized students to visit institutional depository containing the contents related to study material. This depository has been maintained in the library by E-learning Committee of the college. Further, teachers were asked to develop their own e-contents such as ppts, video clips etc. for this depository. The content of depository is made available freely through YouTube and Google classroom. Lectures in pandemic situations like Covid-19 has been conducted with the help of zoom app, Google meet, WebEx. As a part of the review mechanism, the IQAC visits and makes informal dialogues with the departments on various departmental activities.

Feedback and Review of learning outcomes:

Feedback has a vital role of the teaching-learning process. The analysis of the effectiveness of teaching learning is made through the stakeholder's feedback mechanism. It helps the mentor to recognize that how the students know his or her subject being taught. The collection and analysis of feedback from different stakeholder assist the institution to understand the need of society and what other stakeholders foresee from the college.

Keeping this view in the centre, IQAC has developed well-structured feedback systems. IQAC prepares various feedback forms and collects structured feedback on design and review of syllabus and students' feedback on teachers. Each department analyzes the feedback, discusses in the departmental meetings and submits a consolidated report to IQAC. IQAC prepares an inclusive feedback report of the college and communicates to Principal for implementation.

From the academic year, 2017-18 the college has developed an online feedback system. Student learning outcomes are reviewed through class tests, assignments, class seminars, field projects, review of research papers/books, internal assessment tests, and university examinations. University result analysis is made for each semester at the department level and is discussed in IQAC/CDC meetings for further improvement and implementation.

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6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

| File Description | Document |
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| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The good gender equity is the characteristic of quality institute. Our college strives to enhance the equity and ensure the equality of women in all activities through well planned policy. The male female ratio in the college is about 60:40; the percentage of girls in arts faculty is due to Girl College for arts in vicinity. Due to continuous efforts the male female ratio in science wing is increased. The equity of girl students is enhanced through special counseling, sensitization programs, free ships and providing partial economic support through 'Earn and Learn scheme'. The NSS troop had 115 boys and 85 girls, now the number of girl students has increased to 110 from 85. In NCC 35 % of girls were admitted. To improve this number the college tried for sanction of separate girls unit and we got it from 2020-21. This will enhance the equity of girl students in NCC. The participation of girls is encouraged through motivational talks and continuous inspiration by the teachers. Girls are motivated to participate in cultural, sports, quiz and wall posters. To enhance the employability of the girls, number of skill-based courses such as, Tissue culture, Tally, GST consultant, beauty parlor, personality development etc. have been started.

Institute forms various committees to ensure the equality, enhance the equity, inculcate the confidence, self-respect and courage in the girls. The ice breaking is important hence we organize the cultural programs like Zimma fugadi, hadga, folklores and group discussions. The Women's Internal Grievance Redressal Committee, Anti sexual harassment cell, Sachetana mandal are working for women equality, promotion of gender and protection of women rights. For psychological and economical problems, a counseling cell organizes periodic sessions. The girls are encouraged to participate in traditional day, cultural fest, food festivals, exhibitions etc. International Women's Day is celebrated by organizing lectures on women rights and laws. Balika din, Savitribai Fule, Shahu Maharaj birth anniversary was celebrated through the programs like streetplays, songs and lecture about the laws regarding domestic violence. The college is keen about the promotion of gender. A special program, 'Yuvatino Nirbhay Bana' is organized each year. Gender promotion lectures, constitutional and legal rights of women, self defense training, confidence building, personality development, felicitation of women achievers and couples with only girl children are salient features of the program. The college has started special free training of swimming for girls. Special concession is provided in state of art gym of the college. Yoga, Zumba and badminton training is available in indoor stadium.

For the safety and security of girls following facilities are available in the campus. The college has separate girls hostel with watchmen, pure drinking water, CCTV, ladies room, health center, sanitary pad dispensing and disposal machines. A Sufficient number of washrooms and toilet blocks are constructed. The grievances are listened by redressal cell, Sachetna mandal and the principal. The canteen has separate sitting arrangement for girls. A police vigilance squad visits college under 'Nirbhaya program'.

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

The college has well designed policy for solid liquid and e-waste management. The college has environment friendly culture and we believe in 'reduce, reuse and recycle (3R)'. The policy covers information education and communication program. Not only the college but also the society's cleanliness, public health and personal hygiene are our concern. The solid waste management is classified as degradable, non-degradable and hazardous waste.

For the degradable solid waste management, we have, composting, vermicomposting and NADEP composting units. The litterfall and waste food is subjected to composting units and the manure formed is

utilised for garden and sold. The units are part of RDDT (Research, Development, Demonstration and Training). The students and the farmers are benefitted by this project. The waste food from the canteen and tiffin of students and staff are collected, crushed and subjected to domestic biogas plant constructed from fibre tanks. For the disposal of biomedical waste (Sanatory pads) college has installed incinerator in ladies room, ladies hostel and ladies staff room.

The non-degradable waste contains building debris, single use plastic, recyclable plastic, glass and metal scrap. The recyclable plastic, glass and metal scrap is sold to the scrap merchant. The single use plastic is burnt in incinerator while the debris is used for landfill in the campus. The used old answer sheets are sold to licensed vendor.

There are three types of waste waters generated in the college campus. The water from laboratories, from canteen, from washroom and toilets forms the liquid waste. The waste water from chemistry lab is subjected to adsorption ETP plant designed and constructed in house. The water thus filtered is sent to municipal drainage. The waste water from chemistry lab and toilets is filtered through rapid and slow sand filter and a patch of plantation is developed on that through subsoil irrigation

The source of e-waste is out of use computers, printers, cables etc. The electronic appliances content many electronic components and all of them are not out of order. Therefore, under the project 3R the department of physics work on E-waste management. The students of Physics department dismantled the instrument and resistors, transistors, capacitors, PCBs, wires, fans and speakers are separated and used for practical or projects. The cabinets, screens and fixers sold to scrap merchants.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Link for any other relevant information | View Document |

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

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (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 | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

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

Response:

India is a country with vast diversity of religions, cast, creeds, tribes, languages, economic conditions, foods, crops and beliefs. There are theists and atheists in country and the constitution of the country ensures the freedom of a religion, languages, beliefs, culture, speech, employment, business and worship. To preserve the soul of Indian democratic republic, the HEI must inculcate the zeal of tolerance and inclusiveness among the students and wider society.

To create an inclusive environment the college takes actions to keep the cast and creed diversity. All students from SC, ST, OBC and religious minorities seeking admission are admitted in the college. College takes care of maintaining gender equity through admission. The college has full religious, cast and gender diversity. The special programs are organized to increases the religious and the ethnic diversities as the festivals like Hadga, Makar Sankranti along with visits to mosque and church are arranged. To inculcate the equality among diverse cast students' lectures are arranged about the biography and philosophy and social reforms like Dr. Babasaheb Ambedkar, Mahatma Gandhi, Savitribai Phule, Ch. Shivaji Maharaj, Rajshri Ch. Shahu Maharaj. The curriculum of B.A. degree has included the history of social reforms in Maharashtra as a separate paper. College has started value added courses in democracy, elections and good governance, constitutional values, rights and duties. The college provides special

scholarships from governments for SC and ST students and free ships for OBC, NT, SBC, VJ, and Minority students. To address the economic disparity government provides free ship for economical backward class students. College has started an innovative program earn and learn where the students get an opportunity to work and support economically to their learning. Faculty of the college helps the needy students by providing uniforms, books and exams fees. To address the local needs of farmers we have started mahatma Phule School of farmers to organize nonformal courses in sericulture, apiculture, vermicomposting and sustainable agriculture as an inclusive policy. More than eight thousand soil samples from various villages of Shirol tehsil are analyzed through our Government recognized Water and Soil Analysis Laboratory so that the farmers will know the health of their soil and they will think of rational use of fertilizers as well as micronutrients. This is a part of inclusive policy of the college to include society. A community college course 'diploma in food preservation' is open to the society.

In addition, we have a short term course in bakery and confectionary which helps the women for self-employment. The college library has rich collection of books on communal harmony, inclusiveness, constitutional values, social reforms and different philosophies. The books generate the tolerance about cultural, caste, religious, linguistic and regional differences. Many programs such as Hindi divas, Vishwa Hindi Diwas, Marathi Raj Bhasha din and English day to address the diversity are organized regularly.

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

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

Response:

The Indian constitution assures the citizens, the social, economic and political justice, liberty, equality and promotes the fraternity. The responsibility of making good citizen is thrown on shoulders of HEIs by UGC and Maharashtra University act 2016, article 4 and section 1-9. The students are sensitized about constitutional obligations, the rights and duties in principal's address. The college seriously pursues its responsibility through an add-on course 'Indian Constitution: Rights and Duties'. The university curriculum has made two papers mandatory for first- and third-year degree students viz. 'Democracy, Elections and Good Governance' and the introduction to Indian Constitution. College conducts state level examination in Indian Constitution organized by SatyashodhakChhatrapatiDnyanpeeth, Nashik. College organizes lectures by eminent social workers, writers and thinkers to inculcate the zeal of national responsibility among the students. The preamble of the constitution is displayed in the office of principal, canteen and students place in form of the poster. The principal of the college gives oath to NCC cadets, NSS students, faculty and non-teaching staff. Democracy is the pillar of a developing nation. Keeping in mind we conducted voter's awareness rally in the city to create awareness among the voters. It is the duty of every citizen of India to pay homage to martyred army soldiers. College organized one day workshop on Indian Constitution and Human Rights under lead college scheme. NCC and NSS cadets organize rally in

the city on the occasion of Savidaan Din to spread awareness about the importance of Indian constitution. To promote the scientific temper among the student and society, college runs 'Vivek Vahini' where various programs like lecturers, demos and street-plays regarding removal of blind belief, rational thinking were organized.

To inculcate the empathy and sense of responsibility among the student's college participates in various social, relief and rehabilitation activities. In the year 2017-2018 Kerala was affected by flood, NCC cadets and teachers were deputed to Kerala to participate in flood relief work. They worked in puttinpathana(Kerala) for 15 days. All the college students participated in Kerala flood relief rally in the city and collected more than 70,000 rupees. Efforts of our cadets were appreciated by Kerala Government. College organized the bicycle rally of 82 km for awareness of pollution in Panchganga river. In devastating flood in Kolhapur district college established a relief camp in the campus and supported more than 450 flood victims. The faculty, students and alumini fed and took care of them. The staff academy organizes various lectures about roll of HEI and youth in nation building and protection of constitutional rights.

| File Description | Document |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |
| Link for any other relevant information | View Document |

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

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

Response: A. All of the above

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

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

Response:

Taking into consideration the soul of core values of NAAC and for its implementation college celebrates various international and national days. The days like international population day (11th July), Youth day (14th August), Soil health day (5th December), Indian constitution day (23rd November) etc celebrated have the theme and their contribution towards the national development and integration. To make the students globally compatible and capable of resolving the issues by themselves and independently, the college celebrates days such as vachan prerana din (13th October), Vishv Hindi Divas (10th January) etc

To inculcate the ethical values and emotional intelligence college has prepared poster presentation regarding Mahatma 'Ghandi and his Thoughts'. The college conducts a special examination on 'Gandhian Thoughts' conducted by Gandhi Memorial Centre, Jalgaon. The social responsibilities are inculcated through a special paper namely 'Democracy, Election and Good governance'. The college runs add-on course as 'Indian Constitution Rights and Duties' The Savidaan Dnyan Gaurav exam and workshop is organised Indian republic day (26th January), Independence day (15th August), Birth anniversary of Mahatma Gandhi (2nd October), Children's day(14th November).

To promote the use of technology, various days such as World Wildlife Day (3rd March), Teachers Day (5th September) etc are celebrated. The quest for excellence for students is done by promoting them by giving various awards on occasion of celebration of days such as National Science Day (28th February), National Mathematics Day (22n December) etc. To make the students culturally sound institute organizes celebration of different festivals such as Hadga, Zimma-fugadi and Makar Sankranti, Kojagiri Purnima, Traditional days etc..

International Days

- 1) Yoga day- 21st June
- 2) International population day-11th July
- 3) World Vegetarian day-1st October
- 4) Food Day – 16th October
- 5) Soil health day- 5th December
- 6) Vishv Hindi Divas –10th January
- 7) World Wildlife Day-3rd March
- 8)International women's day-8th March

National Days

- 1) Independence Day-15th August

- 2) Teachers Day- 5th September
- 3) Hindi Divas-14th September.
- 4) Gandhi Jayanti-2nd October
- 5) Sardar Vallabhbhai Patel, Priyadarshini Indira Gandhi Jayanti-31st October
- 6) Nehru Jayanti-14th November
- 7) Bhartiya Savidaan Din-23rd November
- 8) Swami Vivekanand Youth Day -12th January
- 9) Makar Sankranti Din-14th January
- 10) Republic Day-26th January
- 11) Bharat Ratna Dr. Babasaheb Ambedkar Jayanti -14th April
- 12) National Science Day- 28th February

C) Other days

- 1) Shri. Chhatrapati Shivaji Maharaj-19th February
- 2) Shri. Chhatrapati Shahu Maharaj- 26th June
- 3) Karmveer Bhaurao Patil Jayanti- 22nd September
- 4) Vachan Prerana Din -13th October
- 5) Kranti Jyoti Savitribai Phule Jayanti-3rd January
- 6) Marathi Bhasha Gourav din- 27th February

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

7.2 Best Practices

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

Response:

Best Practice I

Title of the practice: The skill enrichment among the students through introduction of skill based and value-added courses under Karmaveer Koushalya Kendra.

Objective of the Practice: To develop the life, entrepreneurship and technical skills among students. The goals achieved by doing this activity are as follows:

- To develop infrastructure for “One skill One knowledge”.
- Side by side completion of one skill-based degree with regular degree.
- To develop knowledge about human values and ethics
- To addressing the problem of unemployment and skill scarcity.

The context: It has been observed that the curriculum in liberal education (B. A., B. Com. and B. Sc.) is unable to develop the life, entrepreneurship and technical skills among students. Therefore, in recent days the UGC is forming the policies regarding skill-based courses through vocational courses like B. VOC and Add-on courses in higher educational institutes.

The practice: In the year 2019-2020 a good response was received from the students. 15 skill based and 8 value-based courses were started. 615 students have completed the skill-based courses while 682 students have completed value-based courses. Values in Indian constitution to be most popular course and 150 students were appeared for state level competition on constitution.

Evidence of success: The college has published syllabus hand book for all the courses

Weblink-<https://www.jaysingpurcollege.edu.in/academic/karmveer-koushalya/skill-based-certificate-courses/>

Problems encountered and resources generated: Due to unexpected flood situation in the tahsil there were some hurdles in starting of some courses.

Best Practice II

Title of the practice: Providing research and characterization facility through DST-FIST sponsored analytical instrumentation laboratory for UG/ PG / Research Students and teachers.

Objective of the practice: The facility is intended to provide infrastructure and equipment's for promoting R&D activities and to promote the research amongst the students and teachers by providing

characterization facility and training within nominal charges. Following goals were achieved by doing this activity:

- To provide the characterization facility to UG/ PG / Research Students / teachers within nominal charges.
- To organise hands-on training programs to UG/ PG / Research Students and teachers.
- To promote the research amongst the students and teachers.

The context: The need of scientific research or data is required not only to add new findings to existing one but also for the better understanding of science for sake of society and environment. The authentications of findings are done by doing research or experiments and elaborate and tabulate them in scientific way. But to collect this scientific data or findings various costly instruments are required. So, there is need of a instrumentation facility which hold all such characterization instruments under the single roof. To overcome this hurdle of various researcher from different institution college has provided DST-FIST sponsored analytical instrumentation laboratory.

The practice: The established DST-FIST facility has various sophisticated and costly instruments due to which college is able to provide best scientific data required to authenticate the research experiment. Research students from near about 20 to 25 college and various universities get benefited due to this facility.

Evidence of success: Filled Requisition forms and fee receipts.

Problems Encountered and resources Required: There is no appointment of technical person for smooth running of this facility. This lack of technician can be overcome by our college staff from department of chemistry.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

College to Village: Farmers, Environment and Society

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

College has started add-on programs in vermi-composting, nursery development and tissue culture. The college works on principle 'Reduce, Reuse and Recycle'. Under this we implemented total waste management, rain water harvesting, water recycling, composting pit, biogas, lab water treatment plant, plastic free campus, sanitary pad disposal unit and incinerator. To get the clean energy, we have installed 60 kW solar power plant which suffices more than 90% electricity requirement of the college. All the traditional filament bulbs and fluorescent tubes are replaced by LED bulbs and tubes. Automatic ON-OFF switch is used at water lifting motors and 100% of the campus greenery is maintained with drip-irrigation to save water. The bore-well in the campus is recharged with rain water; the laboratories use pure water by rain water harvesting.

To minimise use of carry bags we planned 'Ban carry bag- use sari bag' program. The girl students prepared the cotton bag from old cloths screen printed. These bags are provided to the participants in conferences and workshops organised in the college. An innovative recycling mode is adopted by the college, the old computed monitors and CPU are dismantled by the physics students and the useful components like semiconductors, capacitors, resistors, speakers, fans are removed and used for practical and other purposes and remaining part is handed over to scrap merchants.

As our moral responsibility, we have started Mahatma Phule School of Farmers where knowledge about sericulture, bio-fertilizers, bio- pesticides is shared and sustainable developments are provided to them under 'College to Village program'. We have established demo plants in vermicomposting, pit composting NADEP composting and sericulture. We have converted the garden into learning centre were a state of art, medicinal plant museum; biodiversity park and animal kingdom model museum along with butterfly garden has been established. A government recognised soil and water testing lab is established in collaboration with 'Archana Analytical Services'. Many plant samples from 52 villages are analysed and soil health card are provided to the farmers. The Food Science department is working on innovative ideas of plant leaf protein and protein biscuits. The tissue culture lab works on banana and sugarcane saplings. It also provides appropriate training to the students to fulfil the need of skilled manpower for biotech labs. The plantation activity is regular feature of the college. Nearly 216 genera and 400 species are preserved in the college campus. 34 varieties of butterflies breed and complete their lifecycle in our garden. More than 70 medicinal plant species are exhibited. 25 varieties of mango and 6 varieties of bamboo are cultivated in Biodiversity Park.

Social, political and cultural pollution is equally important to soil, water and air pollution. A significant emotional intelligence and value system is required to control social, political and cultural pollution. College has started value-based courses like Introduction to Constitution, Indian Constitutional Rights and Duties, Human Rights, Democracy, Elections and Good governance, Yoga and wellbeing etc. Some of these courses are part of CBCS and student get 2 credits for that.

To enhance the emotional intelligence among the student and the society, college responds the call of the society in the disasters like flood or pandemic like corona. College students carried out rally to collect the donations for Kerala flood victims and a team of students and teachers participated in relief and rehabilitation work in Kerala. In the year 2018-19 the Kolhapur and Sangli districts faced worst flood conditions. 1000 of peoples suffered, animals died, farm and houses are destroyed. In these conditions the

Jaysingpur College worked 24 X 7 and helped the victims. The people in the town trusted the college and college was center for relief work throughout the Shirol tehsil. NSS and NCC cadets carried out the ground survey and distributed the drinking water, food and fodder among the needy victims. The gent's hostel and auditorium was converted into relief camp. The food was provided by the faculty and alumni of the college.

In collaboration with medical council and scientific society the health checkups and health awareness was established. The college prepared tele-advisory videos about health and hygiene and uploaded on you-tube channel in corona era. The NSS and NCC cadets distributed vegetables and food grains in slum area during the lockdown. The NCC cadets work shoulder to shoulder with police to keep law and order.

To increase the tolerance and enhance the national integration college organises seminars and motivational lectures for example seminar on 'History of the politics and politics of the history'. The principal of the college addressed several public meetings and lectures in various colleges. The street-play competition, Vivek-vahini and Science club organises various programs and poster presentation to remove blind belief and enhance scientific temper. We try to inculcate the constitutional values like equality, secularism, social justice and fraternity through NSS/NCC camps.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

College is keen to help the society in their needs. College students and teachers were engaged in relief work in Kerala flood, devastating flood in Kolhapur district as well as Corona Pandemic. Various institutes and local self-governments bodies have appreciated the work in several occasions. College wishes to inculcate the feeling of erasing carbon footprints in and off campus through ban carrybag use sari bag program, nursery, tree plantation, swachhata abhiyan, save the river campaign, environmental rallies and conferences are the salient features of the extension program of the college.

To pay the debt of the society college has started courses in organic farming and sustainable agriculture through Mahatma Phule School of Farmers. Besides above extension activity eight literary meets (Sahitya Sammelan) were organized in secondary schools to conserve the reading culture among school going children.

College has established government recognized Soil and Water Analysis Laboratory in collaboration with Archana Analytical Services, Kolhapur. So far in last 4 years we have analyzed more than 8000 soil sample from 54 villages in Shirol Tehsil and we are providing soil health cards to the farmers. More than 50 farmers are benefitted from vermi-composting and NEDAP composting demo plants. The department of zoology provides training in sericulture and apiculture. The department of botany is providing the training in nursery techniques and tissue culture. To build the awareness about biodiversity and medicinal plants college has established medicinal plant museum and butterfly garden. Some of the students are working on plant based dyes and bio-diesel to provide alternative for toxic chemical dyes and fossil fuel. To meet the energy needs of the college and to build the awareness about non conventional energy sources College has installed 60 KV on-grid Solar PV plants which fulfills the 90% electricity need.

Concluding Remarks :

The expectations of the society from the graduated youth have been changed in the modern times. The crisis of civilization, complex, needs of the industries and changing social values have shouldered bigger responsibility on the higher education institutes. The world demands a responsible citizen intellectually better, emotionally sensitive and equipped with human values, considering all these expectations the college has designed its vision as 'To construct the enlightened and humane society through meaningful, value-based and quality education'. Adhering to the *moto* of the institute, vision and mission of the college, we are striving to produce the graduates with scientific brain and human face. Modern ICT skills, soft skills and life-skills are needed for a graduate to survive in the society. As university curriculum is not sufficient to address the changing needs we have supported the curriculum by add-on courses, co-curricular activities and extension programs. We tried to provide best infrastructure, best knowledge and information by the experienced faculty, good research culture and vast support activities during last five years. For all above things the IQAC and CDC in the leadership of principal and management planned for quality practices and worked hard to implement them. This SSR is the outcome of all those combined efforts and quality practices of the college. We are happy to submit this SSR in time to NAAC Bangalore for further assessment and accreditation.