



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

YASHWANTRAO CHAVAN WARANA MAHAVIDYALAYA

**YASHWANTRAO CHAVAN WARANA MAHAVIDYALAYA, WARANANAGAR
TAL - PANHALA, DIST - KOLHAPUR PIN - 416113**

416113

www.ycwm.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Warana Cooperative Movement: The institute is run by the education society 'Shree Warana Vibhag Shikshan Mandal, Warananagar'. It is one of the units of 'The Warana Industrial and Educational Complex' that is well-known as a model of the Cooperative movement. 'WARANA' is a BRAND that is distinctively associated with quality products namely sugar, milk, malted food, paper, banking, education, and consumer store. It is well known for innovative practices like the Warana Wired Village project- the first of its kind in Asia, colored sugar, tetra-packed sugarcane juice, etc.

The foundation of the Institute, and Education Society:

Yashwantrao Chavan Warana Mahavidyalaya, Warananagar established in the year 1964 by the great visionary Late Hon. Tatyasaheb alias Vishwanath Kore with the motto '*Nav Manava Sakaru, Hach Shikshanacha Mahameru*' means 'Creation of the New Man is the highest manifestation of education'.

The education society provides quality education from KG to PG and also research education in Warananagar. It includes Gurukul Pattern, English Academy, Military Academy, UG and PG in Traditional Faculties, Technical Education in Pharmacy, Engineering, ITI, Science Center, and Women's College, etc.

PHILOSOPHY OF THE FOUNDER: Late Hon'bleTatyasaheb believed "Education alone can revolutionize, create awareness and transform the lives and make the masses march ahead". He rightly realized the need of providing education to the kit and kin of the farmers and peasants in rural areas.

Location of the Institute:

Warananagar is a region of Kodoli village situated in the Hilly Panhala tehsil, about 35 Km northwest of Kolhapur City. The students come from economically average families of farmers in nearby villages. With the philosophy of the founder, the institute is working towards the upliftment of society through education.

Courses and facilities offered:

The college has been imparting quality education in rural and hilly areas. It offers 16 UG programs under the Faculty of Arts, Commerce, and Science. There are 6 PG programs, COC, Skill-Oriented Certificate Courses, and two Research Laboratories recognized by Shivaji University, Kolhapur. The college has a well-developed VKCA - a career guidance center, Vinay Kore Sports and Cultural Development Center, eco-friendly campus with internet facilities in all departments.

Vision

"To Become an Academy of Excellence in Higher Education and Human Resource Development in Rural Areas"

Values

- Academic Excellence and Integrity
- Commitment to provide exceptional teaching learning and other student services
- Integration of teaching, research, and service
- Professional Leadership
- Individual and Collective Excellence
- Collegiality and Collaboration

Aims and Objectives:

- To provide Higher Education opportunities to the students of this rural area, coming from modest family backgrounds.
- To make them competent enough to face the challenges of the 21st century.
- To promote Women's Education by providing hostel facilities at concessional rates.
- To encourage the students to pursue Higher Education by providing them financial assistance in the form of freeships.
- To encourage Meritorious Students by giving them Scholarships and Prizes for academic achievements.
- To promote Indoor and Outdoor Sports through the creation of a spacious ground, an indoor stadium, and necessary equipment.
- To offer opportunities to the students to escape their Latent Talents and promote their Socio-cultural Growth and National Integration.
- To provide the facility of Post-Graduate education and research to the students of the Warana region.

Mission

“We Stand United and Determined for the Total Transformation of Rural Youth of Warana Region Towards Self-reliance, Confidence and Enlightenment through Higher Education”

Quality Statement:

‘To Contribute to Nation-Building by Pursuing Standards of Excellence in the Academic, Social, and Personal Development of Students through Self-Evaluation and Continuous Improvement’

Goals:

- The total transformation of rural youth towards overall development through quality education.
- To become an academy of excellence in higher education through quality education, commitment, devotion, and hard work.
- To develop skilled human resources.
- To provide access to women to higher education.
- To inculcate scientific temperament among the rural masses.
- To make the students better citizens through the inculcation of culture, values, and vision.
- To enhance values like truthfulness, quality, and sacrifice among the students through Higher Education.
- To develop the overall personality of the student through co-curricular and extracurricular activities.
- The institute has received awards and recognition for Academic as well as Extension activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Trust in society regarding the quality of education in the Institute.
- Visionary and Dynamic management continuously strive for the upliftment of society.
- Excellent potential to develop skilled manpower for adjoining and nearby industries.
- Caters to the socio-economically deprived, and supports them morally and financially.
- The eco-friendly, green campus spread over 17 acres, is located at the corridor of the Sahyadri ranges.
- Quality infrastructure and multi-faculty campus with all amenities like canteen, hostel, bank extension, and indoor and outdoor sports facilities.
- Full-fledged Vinay Kore Career Academy for competitive guidance.
- Good potential for modifying educational programs relevant to local, national, and global needs.
- Safe and Secure Girls' and Boys' Hostels facilities.
- Multi-purpose Community Hall.
- Excellent sports facilities and incentives to sports persons and scholars.
- Two research laboratories recognized by Shivaji University, Kolhapur.
- Training and Placement Cell with Government approved Career Katta, Intershala, and Incubation Center.
- Highly qualified teaching faculty with recognized research guide.
- Unique Botanical Garden on an acre of land having more than 100 medicinal plants.
- A 6-lane Semi-Olympic grade swimming pool.
- NCC facilities for boys and girls.

Institutional Weakness

- Restriction on recruitment of staff due to government policies.
- Casual approach amongst the students regarding attendance in a classroom in a post-COVID period.
- Diverse backgrounds and diverse needs of the students.
- Limited exposure and communication skills among students admitted to the institute from hilly rural areas.

Institutional Opportunity

- To increase the number of skill-oriented and value-added courses.
- To start interdisciplinary as well as multi-disciplinary education programs as per NEP 2020.
- To increase the number of MoUs and Linkages to carry out collaborative teaching-learning practices, research activities, and publications.
- To rise as a reputed vocational institute.
- To facilitate advanced sport culture with the help of indoor and outdoor sports facilities.
- To establish a preparatory training center for defense services like armed forces, police, etc.

Institutional Challenge

- To maintain an appropriate student: teacher ratio.

- To generate employability for graduate students.
- To attract students towards traditional programs in post-covid scenarios.
- Limited public transportation facilities for students from rural catchment areas.
- Shrinking financial aids for HE from the government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college is affiliated to Shivaji University Kolhapur.
- It runs 16 UG programs- in Arts, Commerce, and Science. and 06 PG programs namely M.A. (in 3 subjects) and M.Sc. (in 3 subjects).
- Two research laboratories are approved by the affiliating University.
- All the UG and PG programs have a Choice-Based Credit System, and the institute is prepared for the implementation of NEP 2020.
- Being members of BOS and syllabus-setting subcommittees of an affiliating university, 6 teachers actively participated in curriculum design. The institute designed the syllabi of skill development certificate courses and contributed to the revision of career-oriented courses offered by our college.
- The academic calendar for the delivery of the curriculum is prepared by keeping the COs, POs, and PSOs in mind.
- The institute follows the academic calendar by maintaining a timetable, workload distribution, teaching plan, academic diary, and synoptic notes.
- The college follows a continuous internal evaluation (CIE) calendar and keeps students in an educational environment.
- To cater to the need for diverse employment skills, the institution runs 9 carrier-oriented courses.
- The college has introduced 3 UG, 2 PG programs, and 16 certificate courses during the last 5 years.
- Institute promotes experiential learning by assigning project work, fieldwork, industrial visits, and study tours.
- For the effective translation of curriculum, college is facilitated with well-equipped ICT-enabled classrooms, laboratories, a full-fledged resourceful library, a computer lab, and a language lab. The campus is connected with internet.
- Teachers are involved in conducting academic tours, project works, industrial visits, and the organization of workshops, seminars, and conferences.
- As a part of the curriculum enrichment, the college incorporates cross-cutting issues by celebrating various days like Ocean Day, World Population Day, and Environment Day and conducting training programs on Digital Literacy, and Women Centric Employability Enhancement.
- The institute collects, analyzes, and uses feedback from students, parents, alumni, and faculty for decision-making and quality improvement.
- IQAC monitors planning and implementation of the curricula.

Teaching-learning and Evaluation

- The institute strictly follows the guidelines provided by the state government and university for student enrolment.
- The average percentage of enrolment is 80.52 % against sanctioned strength during the last five years. The admissions are given on a merit basis following all the rules of reservations.

- The student and full-time teacher ratio is 27.83 : 1
- All the faculty extensively use a variety of student-centric activities such as surveys, field visits, case studies, problem-solving practicals, and inventive activities to enhance the critical and creative thinking abilities of the students.
- Development of e-content: The institute has produced e-content in the form of **397 YouTube and Facebook videos of more than 6,500 minutes**, e-text, ppts, and quizzes and shared them with the students through various platforms.
- The management has appointed qualified full-time teachers. The percentage of full-time teachers against sanctioned posts during the last 5 years is 88.19%. There are 79.5 % of full-time teachers with Ph.D./NET/SET qualifications.
- The management has appointed separate contributory teachers for un-aided courses.
- Evaluation Process and Reforms: The students are assessed for the attainment of COs, POs, and PSOs through the CIE schedule prepared by the Examination Committee under the guidance of IQAC.
- Grievances related to examinations are promptly solved within a stipulated period.
- Student Performance and Learning Outcomes: The institute provides outcome-based education. Course-wise and program-wise learning outcomes are identified and assessed in terms of knowledge, skills, and attitudes.
- COs, POs, and PSOs are defined and communicated to the students through the website, departmental notice boards, class orientation, and induction programs. The attainment level of the POs, PSOs, and COs are used for improvement. During the last five years, 23 students received Shivaji University Merit Scholarship and the average pass percentage is 91.41%.

Research, Innovations and Extension

- The institute promotes research activities through the Research and Development Committee. The committee organizes workshops and provides guidance to students and teachers to submit the research proposals to funding agencies namely ICSSR, SUK, DST, etc.
- The Committee organizes collaborative activities such as webinars/ seminars on research methodology, IPR, and entrepreneurship.
- The institute has an incubation center registered under the Government of Maharashtra scheme. It provides required guidance to young aspirants for creating business ideas and converting them into reality.
- The college has received research grants of Rs. 29.73 Lakh from government and non-governmental agencies. We have 2 research laboratories and 10 research guides recognized by Shivaji University. The faculty members have published 86 research papers in PEER-reviewed research journals (with ISSN) and 127 books, chapters in the books with ISBN, and 45 e-books during the last 5 years.
- The college promotes students to present their research work in the Avishkar and other Research competitions by Shivaji University, Kolhapur.
- Two NCC units provide military training and groom leadership among the girls and boys students. As a result, 26 cadets opted for careers in the armed forces and joined services as AGNIVEER and other defense personnel.
- Students and faculty members have been rewarded for their valuable contribution to participation in various extension activities.
- The institutional-social responsibility is shouldered by NSS and NCC cadets through the extension activities viz., AIDS Awareness Rallies, Pulse Polio Vaccination Campaigns, Blood Donation Camps, Tree Plantation Drives, etc. It actively participates in government-organized campaigns namely, Swatchh Bharat Campaign, Sanitization and Cleanliness Drives, Mission Life, Kamdhenu, Vocal for

Local, Voter Awareness Programs, etc.

- The institute received appreciation and recognition from many governmental and non-governmental organizations for the extension work.
- The institute proactively participated in the flood relief work during the natural calamity. It generously raised funds and other life-supporting kits, medicines, drinking water, fodder, etc during 2019 for flood-affected people worth Rs. 18 Lakh.
- The institute has established 24 functional MoUs and Linkages for teaching-learning, research, and extension activities.

Infrastructure and Learning Resources

- The college has 8690 sq.m. build-up area, spread over 17 acres of land in an eco-friendly campus beautified by gardening and landscaping.
- The college comprises an administrative building, 38 Classrooms, 19 Well-Equipped Laboratories, a Language Lab, Research Laboratories, Computer Laboratories, HoD Cabins, Staff Rooms, 3 Seminar Halls, Sanitary Blocks, a Library Building, Vinay Kore Career Academy, a Meeting Hall, Girls' and Boys' Hostels, an Indoor Sports Facility, Canteen, Bank Extension Counter, ATM, Parking, Staff Quarters, Guest House, Office and Storerooms for NCC, NSS Unit, One-acre Botanical Garden, Filtered Drinking Water Facility, Gymnasium, Ppen Air Theator, Ladies Room, etc.
- The institute uses solar energy as an alternate energy source, energy efficient instrument, water harvesting, and recycling system.
- Wheelchairs and ramps for divyang-jans are available on the campus.
- The college has well established central library with a stack section, periodicals, a reading room, a reference section, a reprographics service, and other essential services. The library is automated using the OPAC system. It has a subscription to INFLIBNET, N-LIST for sharing e-resources.
- The central library has a separate building with a 677.48 sq.m. built-up area. There are 44325 books (Textbooks + Reference Books), 1660 gifted books, and 34 Journals/ Periodicals in the library.
- The college campus has 215 internet-connected computers with sufficient printers, scanners, photocopier machines, and LCD projectors. Every department is equipped with a computer having hardwired internet connectivity of 60 Mbps bandwidth.
- Learning Management System software (LMS) is available to manage academics in a systematic manner.
- The institute's Expenditure is Rs. 73.1 lakhs for augmentation and Rs. 45.77 Lakhs on maintenance of the academic and physical facilities during the last five years.

Student Support and Progression

- The institute facilitates financial assistance to students in the form of scholarships from the state and central governments.
- The college avails various types of institutional scholarships to the meritorious, and needy students from Students' Aid Funds.
- The percentage of students who benefited from guidance for competitive examinations and career counseling offered by the institution is 68.66%.
- The institute distributed financial assistance of a total of Rs. 2.56 crore under various schemes during the last 5 years.
- Various activities conferring soft skills, language and communication skills, life skills, and ICT/

computing skills on the students are conducted regularly.

- Guidance for competitive examinations and career counseling is provided through the Vinay Kore Career Academy (full-time devoted to guidance for competitive examinations), Career Katta, and Training and Placement Cell. The students are placed in state government services and private companies through the campus drives organized on the campus and off the campus. On average, about 36.96% of students progressed to higher education during the last 5 years.
- The college has a transparent mechanism for the timely redressal of student grievances through statutory committees like the Women's grievance redressal Cell, and Anti-Ragging Committee.
- The college promotes the participation of students in cultural and sports activities by arranging motivation and training programs. Students are given opportunities to showcase their talent through competitions like Food Festivals, Rangoli, Mehendi, Elocution, Drawing, Poster Preparation, Essay Writing, Poem Recitation Competitions, etc.
- An average of 35 % of students participated and bagged 80 awards and medals for their excellent performance in sports and cultural activities.
- The Registered Alumni Association (MAHA / 2564 /Kolhapur) actively participated in the development and quality enhancement practices of the institute. The alumni of the college are actively involved in various events of the college as donors, resource persons, mentors, career guides, and employers

Governance, Leadership and Management

- The management sensitizes the college administration regarding its vision and mission through training sessions and meetings. The quality policy and the perspective plan drafted by the college development committee are in line with the vision and mission of the institute. The management provides a conducive environment to implement NEP 2020.
- The administration of a curriculum, co-curricular and extra-curricular activities is monitored through 57 committees.
- The college implements e-governance in administration, finance and accounting, students' admission and support, and in examinations.
- It has welfare measures like group insurance, salary account insurance, cooperative credit society, staff quarters at concessional rates, medical reimbursement schemes, etc. for the welfare of teaching and non-teaching staff. In the last five years, 38 employees have received medical reimbursement worth Rs 34.76 lakhs
- The IQAC evaluates the performance of teachers through the Appraisal Scrutiny Committee and provides appropriate opportunities under the career advancement scheme.
- Teachers participated in 98 online/ offline faculty development and capability enhancement programs during the last five years.
- The college has its own strategies for the mobilization of funds and resources. It is a grant-in-aid college affiliated with Shivaji University, Kolhapur. The institution is running 3 UG, 6 PG courses, and 9 career-oriented courses on self-finance mode. The institute conducts an internal audit every year for proper fund mobilization.
- The IQAC takes initiatives for institutionalization of the quality assurance practices. It monitors the implementation of the vision and mission of the college through the preparation and deployment of the perspective plan of development. It has been trying to enhance the quality through the organization of webinars/ conferences/ workshops on capability enhancement, pedagogy, IPR, and research aspects for teaching and non-teaching staff.
- IQAC collects, analyzes, and utilizes feedback from various stakeholders for quality improvement. The institute regularly participates in AISHE and NIRF. It received an A+ grade in Academic and

Administrative Audit conducted by Shivaji University, Kolhapur

Institutional Values and Best Practices

- The institute encourages equal participation of girls and boys in all the activities of the college.
- The institute ensures the safety of girl students through 24X7 security on the campus, girls' hostel, CCTV surveillance, active Student Grievance Redressal Cell, Anti Ragging Committee, and Discipline Committee.
- It takes initiatives for gender sensitization, environment awareness, equity, communal harmony, preparation for NEP 2020, Fire and Safety Audits, Energy Audits, and Green Audits.
- Skill-oriented courses viz., fashion designing, personal beauty care, self-defense course, etc are organized for women's empowerment.
- The campus is eco-friendly with Greenery, Lawns, Pedestrian-Friendly Roads, use of natural Energy Resources, Water Harvesting, and Recycling.
- The college has installed firefighting systems, and fire extinguishers and regularly conducts fire audits for the safety of students and staff.
- The college has disabled friendly environment and facilities. The specially-abled student Mr. Omkar Jitendra Patil not only completed UG and PG education from our college but also qualified SET exam during the current year.
- The college promotes an inclusive approach by incorporating Cultural, Linguistic, Religious, Communal, and Socio-Economic Harmony through NCC, NSS, and cultural activities and through the celebration of commemorative days, Constitution Day, and National festivals.
- The institute has a prescribed Green Policy, a Code of Conduct, and Professional Ethics for human resources.
- The college has 'Janata Darbar – a Knowledge Movement' and 'Mallakhamb -an Indigenous Sport' as best practices.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | YASHWANTRAO CHAVAN WARANA MAHAVIDYALAYA |
| Address | Yashwantrao Chavan Warana Mahavidyalaya, Warananagar Tal - Panhala, Dist - Kolhapur PIN - 416113 |
| City | Warananagar |
| State | Maharashtra |
| Pin | 416113 |
| Website | www.ycwm.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------------|-------------------------|------------|--------------|---------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Akhtar Mahamadhan Shaikh | 02328-224041 | | 02328-224031 | |
| IQAC / CIQA coordinator | Sudhakar Sambhaji Khot | - | 9405561176 | - | skhot1976@gmail.com |

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

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | Shivaji University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 07-11-2003 | View Document | | |
| 12B of UGC | 07-11-2003 | 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 | | | | |

| 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 | Yashwantrao Chavan Warana Mahavidyalaya, Warananagar Tal - Panhala, Dist - Kolhapur PIN - 416113 | Hill | 17 | 8690 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Marathi | 36 | HSC | Marathi | 30 | 25 |
| UG | BA,Hindi | 36 | HSC | Hindi | 30 | 20 |
| UG | BA,English | 36 | HSC | English | 30 | 10 |
| UG | BA,Economics | 36 | HSC | Marathi | 30 | 22 |
| UG | BA,Sociology | 36 | HSC | Marathi | 30 | 24 |
| UG | BA,History | 36 | HSC | Marathi | 30 | 26 |
| UG | BA,Geography | 36 | HSC | Marathi | 30 | 28 |
| UG | BA,Political Science | 36 | HSC | Marathi | 30 | 12 |
| UG | BCom,Commerce | 36 | HSC | Marathi | 144 | 125 |
| UG | BSc,Physics | 36 | HSC | English | 20 | 17 |
| UG | BSc,Chemistry | 36 | HSC | English | 120 | 103 |
| UG | BSc,Mathematics | 36 | HSC | English | 20 | 19 |
| UG | BSc,Botany | 36 | HSC | English | 20 | 10 |
| UG | BSc,Zoology | 36 | HSC | English | 20 | 16 |
| UG | BSc,Biochemistry | 36 | HSC | English | 20 | 9 |
| UG | BSc,Industrial Microbiology | 36 | HSC | English | 20 | 17 |
| PG | MA,Marathi | 24 | UG | Marathi | 50 | 11 |
| PG | MA,Economics | 24 | UG | Marathi | 50 | 14 |
| PG | MA,History | 24 | UG | Marathi | 50 | 6 |

| | | | | | | |
|-----------------|------------------------|----|----|---------|----|----|
| PG | MSc,Chemistry | 24 | UG | English | 22 | 22 |
| PG | MSc,Mathematics | 24 | UG | English | 50 | 17 |
| PG | MSc,Zoology | 24 | UG | English | 20 | 12 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 60 | PG | English | 16 | 7 |
| Doctoral (Ph.D) | PhD or DPhil,Zoology | 60 | PG | English | 16 | 9 |

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 | 3 | | | | 8 | | | | 41 | | | |
| Recruited | 3 | 0 | 0 | 3 | 8 | 0 | 0 | 8 | 16 | 2 | 0 | 18 |
| Yet to Recruit | 0 | | | | 0 | | | | 23 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 34 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 16 | 0 | 34 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 31 |
| Recruited | 22 | 1 | 0 | 23 |
| Yet to Recruit | | | | 8 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 4 | 0 | 0 | 4 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 31 |
| Recruited | 25 | 0 | 0 | 25 |
| Yet to Recruit | | | | 6 |
| 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/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 0 | 0 | 7 | 0 | 0 | 15 | 2 | 0 | 27 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 0 | 22 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 9 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|--------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 18 | 1 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 670 | 0 | 0 | 0 | 670 |
| | Female | 777 | 0 | 0 | 0 | 777 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 49 | 0 | 0 | 0 | 49 |
| | Female | 99 | 0 | 0 | 0 | 99 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 76 | 87 | 106 | 95 |
| | Female | 69 | 76 | 120 | 111 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 1 | 0 | 0 |
| | Female | 1 | 0 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 71 | 86 | 93 | 113 |
| | Female | 76 | 102 | 104 | 120 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 623 | 569 | 589 | 647 |
| | Female | 702 | 555 | 712 | 745 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 58 | 138 | 54 | 61 |
| | Female | 77 | 175 | 84 | 73 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1753 | 1789 | 1863 | 1966 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The institute is a multi-disciplinary institute. It offers co-education in the faculty of Arts, Commerce, and Science. The institute was established with a vision 'To Become an Academy of Excellence in Higher Education and Human Resources Development in Rural Area'. The objectives include the development of skilled human resources in Humanities, Commerce, and Science. The institution is affiliated to Shivaji University, Kolhapur. The CBCS semester pattern was introduced in 2018 for all programs. The university has implemented the NEP 2020 from the academic year 2022-23. The conventional rigid combinations of subjects were flexible to integrate science and humanities. A student can choose a core</p> |
|--|--|

| | |
|------------------------------------|---|
| | <p>group from various combinations as per his/her wish. The institute offers nine career-oriented courses with a multi-disciplinary approach. Students from any faculty can choose the COC course of his/her interest. These courses strengthen job opportunities even if they exit after the first year. An interdisciplinary subject 'Environmental Science' is a compulsory subject for UG second-year students of all faculties. The Institute has introduced interdisciplinary courses namely Logic, SRM, Biochemistry, and Industrial Microbiology at the UG level. These courses provide opportunities to study the interrelation between various subjects and their applications. The multidisciplinary approach is taught to students during classroom interactions, Avishkar Research Competitions, Posters, and competitions.</p> |
| 2. Academic bank of credits (ABC): | <p>As per the revised National Education System, we are creating awareness amongst the stakeholders regarding the concept of the Academic Bank of Credits. The institute has organized discussion sessions on the system of ABC. One faculty member is appointed as Nodal Officer for interactions between the affiliating university and students of the institute regarding developments in ABC implementation. The Nodal Officer attended orientation programs organized by the University from time to time. Classwise sessions were conducted to register the ABC account of each and every student of First year UG and PG programs. The institute is forwarding positively for the implementation of ABC. The institute has implemented the ABC. A total of 89 % of students admitted under NEP 2020 have been registered for ABC.</p> |
| 3. Skill development: | <p>Great Visionary Late Hon'ble Tatyasaheb Kore established the institute with the mission 'We Stand United and Determined for The Total Transformation of Rural Youth of Warana Region Towards Self-Reliance, Confidence, and Enlightenment Through Higher Education'. We are striving to accomplish this mission by offering skill-oriented courses to the students. The institute has successfully submitted proposals for vocational courses to NSQF. The institute offers 9 Career oriented courses approved by Shivaji University, Kolhapur. The courses that promote vocational skills and their integration into mainstream education are 1. Spoken English 2.</p> |

| | |
|---|---|
| | <p>Tourism 3. Personality Development and Beauty Culture 4. Banking 5. Retailing and Marketing 6. Insurance 7. Information and Computer Technology 8. Sericulture 9. Biotechnology, 10. Self Defence 11. Laboratory Management and Water Analysis 12. Microscopy Technique 13. Vermicomposting 14. C and C++ Language 15. Fort Conservation etc. We arrange programs on internet browsing, resume writing, cuisine skill, Rangoli, Mehndi, Poem recitation, Elocution, Group Discussions, time management skills, painting, field visits, and study tours to inculcate values among the students like truth, honesty, loyalty, compassion, etc. We invite subject experts, researchers, bankers, entrepreneurs, social workers, environment activists, doctors, and lawyers as resource persons on various occasions.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The institute is located near many historical places in the range of Sahyadri. The Institute has a tradition of keeping the attachment of students with the legacy they are carrying on. The students made familiar with local history, culture, cuisine, and languages by arranging exhibitions of historical objects, visits to the forts, cuisine competitions, and visiting the local and regional places of historical importance. Research addressing different local issues is undertaken by our students. The institution celebrated Rajyabhasha Din, fortnight, and Hindi Diwas regularly. Students and teachers are encouraged to use local language to explain the concepts and to express their ideas. The languages used for classroom teaching at various degree programs are 1. Bachelor of Arts: Marathi, and Social Sciences in Marathi, Hindi, and English- Bilingual, 2. Bachelor of Commerce: Bilingual, 3. Bachelor of Science: Bilingual. Several faculty members use the concept of role-playing. The institute offers a certificate course in 'Modi Script'.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institute focuses on the outcome of each activity organized. We have defined course outcomes, program outcomes, and program-specific outcomes for the academic programs. The institute has organized workshops on 'Bloom's taxonomy' and has brainstorming sessions to define the COs, POs, and PSOs. The COs and POs are displayed on the college website. These outcomes are discussed with students at the initiation of the courses. The course delivery and assessment are planned to achieve stated</p> |

| | |
|---|---|
| | <p>objectives and outcomes at the beginning of the year for the faculty. The teachers monitor the fulfillment of the outcomes through frequent interactions with the students and by organizing tests, question-answer sessions, and summative examinations. The quality policy of the institute is 'To Contribute to Nation Building by Pursuing Standards of Excellence in Academic, Social and Personal Development of Students Through Self-Evaluation and Continuous Improvement'. To fulfill this policy, we take feedback directly and indirectly on various activities and programs organized. The feedback is also taken from stakeholders regarding curriculum, quality, and outcomes.</p> |
| 6. Distance education/online education: | <p>The institute runs the Distance Education Center of the affiliating university namely, Shivaji University, Kolhapur since 2009. This center facilitates the students to continue their education and improve their academic progress. The institution has a well-set computer laboratory with an internet connection. The students are made familiar with online learning and MOOC courses. The faculty is familiar with online teaching and learning. The Internet facility is provided to all the teaching staff. All teachers use ICT tools viz., Google apps, YouTube channels, Facebook Lives, Blogs, OBS, PowerPoint Presentations, etc. The institution is well set to provide online education in view of NEP 2020. The college teachers prepared e-resources for online teaching: videos, ppts, text contents, and quizzes. The e-content is available on platforms like YouTube, Slide Share, Google Drive, etc. To date, the teachers have prepared 379 educational YouTube videos of 6502 minutes.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes. The institute has appointed a Coordinator and other coordinating faculty members. They work in association with other members and students to perform awareness and voter registration activities. |
| | |

| | |
|---|--|
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The college has organized 'Voter Registration Camps' on the college campus. The faculty members arrange awareness campaigns for eligible students in the classroom and motivate them to register and participate in the democratic process. The institute facilitates the registration of voters by arranging a 'Voter Registration Camp' on the campus and notifying students about it through a notice board. Awareness programs include an address by the teachers in the classrooms and organizations of various competitions for students on Electoral literacy. it includes elocution, essay writing, rangoli, and painting competitions. NSS and NCC cadets serve as a volunteer during election periods and promote ethical voting.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The institute gives active responses to the appeal of the Election Commission regarding 'Voter's Registration' and other programs for awareness. Our students participate in various activities arranged by the 'Election Commission' namely the poster presentation, rangoli design, elocution programs, etc. The institute collects voter registration details of the students along with the admission form. Our college has been appreciated by the 'Election Commission' for its significant contribution to Electoral Literacy Programs.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>We take efforts to enroll 100 % of eligible students as voters in the electoral roll. The institute collects voter registration details of the students along with the admission form. The committee members prepare a list of students who are above 18 years and counter-check, whether they are registered voters or not. Efforts are taken to register the non-rolled students as a voter.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 1753 | 1789 | 1863 | 1966 | 2248 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 70

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

2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 43 | 40 | 41 | 44 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|----------|----------|----------|----------|
| 47.91717 | 20.76490 | 21.91271 | 17.09361 | 65.96810 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution has an effective mechanism for planning the curriculum delivery and its proper documentation for all the programs and courses offered by the institute.

1. Although the institute is an affiliated college, it has made ample efforts to contribute to curricular design and development through the participation of teachers as **members of the board of studies** and **members of syllabus Settings Sub-Committees** of the affiliating university.
2. A few teachers are also working as a member of the **BOS of autonomous colleges** and sharing their expertise for curriculum development.
3. The institute **appoints teaching staff** for vacant posts.
4. All departments arrange a staff **meeting regarding annual planning and distribution of workload**.
5. After discussions, the syllabus is allotted to the teachers. Teachers prepare course-wise **teaching plans** and submit to the head of the department.
6. Teachers also **plan various curricular and co-curricular activities** at the department level. It includes the planning of unit tests, home assignments, field visits, organization of add-on courses, skill development activities, guest lecturers, exhibitions, and celebration of various days like the Birth anniversary of great scientists, social reformers, and national, and international commemorative days. The annual plan prepared by the department is submitted to IQAC.
7. The **examination committee** prepares a schedule of Continuous Internal Assessment considering the schedule of the University examination.
8. Events like study tour week, cultural program, annual sports week, annual prize distribution, and Founder Late Hon'ble Tatyasaheb Kore Death Anniversary programs are **planned centrally**.
9. **IQAC prepares the consolidated academic calendar** of an institute, after due consideration of the academic calendar, examination period, and vacation period of the University.
10. The finalized Academic Calendar is **provided to each department** for proper action.
11. **Students are involved** in the planning and execution of the activities. Each department is given the freedom of execution of the planning.
12. Teachers **ensure timely and effective completion** of the syllabi.
13. Lectures missed due to holidays and leave periods are compensated by engaging students in **extra lectures**. Students are informed in advance regarding the organization of extra lectures.
14. The department organizes **follow-up meetings** to take review of curriculum delivery and its effectiveness.
15. The **head of the department monitors** syllabi delivery as per the teaching plans.
16. Every **teacher shares his/her experience** with challenges and opportunities regarding syllabus delivery. The output of the discussion is used for **further improvement** in the teaching-learning

process.

17. The institution collects **syllabus completion reports** from each faculty.

18. **Students' feedback** on curriculum and teachers, is collected and analyzed.

19. A report of **feedback analysis** is used for the improvement of the individual and overall performance of the departments.

20. Institute promotes the active participation of faculty in **workshops related to revised syllabi**.

21. The feedback is communicated to the affiliating University for appropriate changes in the syllabi.

22. Faculty members are promoted to **participate in capability enhancement programs** namely RC, OC, STC, FDP, etc., in the field of core courses and pedagogy.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 26

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 36.8

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 262 | 486 | 1748 | 663 | 381 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute has integrated cross-cutting issues into the curriculum as below:

Professional Ethics: We run courses such as, 'Democracy, Election and Good Governance' and 'Yoga and Physical Management Skills, Constitution of India, and Local Self Government. for first-year UG in all faculties for the development of professional ethics. The college has published a code of conduct, Professional Ethics, and encourages strict observation of professional ethics.

Gender Sensitization: B.A.-II Sociology courses 'Social Issues in India' and 'Gender and Violence' address the issue. Institute organizes a celebration of International Women's Day, Mother-Parent Meets for wide-scale sensitization. The college arranges sensitization activities through the 'Prevention of Sexual Harassment and Grievance Redressal Cell'.

Environment and Sustainability: The study of Biodiversity, conservation, and sustainable development is incorporated in the syllabi of Life Sciences, Physical Sciences, and in 'Environment Studies' for all UG students. The issue is emphasized through study tours, tree plantations, green surveys, village adoption, a celebration of world biodiversity day, wildlife week, world environment day, Water conservation day, etc. The rainwater harvesting, bio-composting, and solar energy harvesting plants are installed on the campus.

Moral and Human Values: The sociology courses 'Human Rights, Social Reforms, Indian Constitution, etc' teach moral and human values. The college communicates the moral and human values with all students during the celebration of anniversaries of social reformers, organizes various programs, and published a code of conduct.

The list of curricula showing the integration of cross-cutting issues:

| Course offering cross-cutting issues | Name of paper | Description | Remark |
|--|--|--|-----------------------|
| Courses common to all disciplines | | | |
| UG- I | Democracy, Elections, and Good Governance (Sem-I) | Moral Value, Human Value & Professional Ethics | Entire paper |
| | Yoga and Physical Management Skill (Sem-II) | | |
| UG-II | Environmental Studies | Environment and Sustainable Development | |
| Humanities Discipline | | | |
| B.A. II Geography | Resource Geography Paper-IV | Natural resources | Entire Paper |
| | Oceanography (Semester VI) | | Unit-3 |
| B.A. II Sociology | Social Issues in India, Paper -III | Human Rights | Model-IV |
| | Gender and Violence, Paper -V | | Entire paper |
| | Sociology of Health Paper-VI | | |
| B.A. III Sociology | Human Rights Paper -X | | |
| B.A.II History and Sociology | Social Reforms in India, Paper –I | Social Reforms | |
| | Social Reforms in Maharashtra, Paper –II | | |
| B.A. I, Political Science | Indian Constitution, Paper -.II | Constitution, Democracy, rights, and duties | |
| B.A.II, Political Science. | Indian Political Thought Part –II, Paper -VI | | |
| Science Faculty | | | |
| B.Sc.-I, Botany | Biodiversity of Microbes, Algae, and Fungi Paper-I | Biodiversity and Conservation | Entire paper |
| | Biodiversity of Archegoniate Paper-II | | |
| | Plant Ecology, Paper-III | | |
| | Horticulture and Gardening paper-XII | | |
| | Practical-IV (Paper – XII) | | 50% practical |
| B.Sc. - I , Zoology | Animal Diversity- Paper-I | | Entire paper |
| | Cell & Evolutionary Biology | | Unit II |
| | Zoology Practical-I | | Unit I, VII, and VIII |
| B. Sc. Part II, Zoology | Animal Diversity- paper-II | | Entire paper |

| | | | |
|------------------------------------|--|------------------------------------|--------------|
| | Zoology Practical-II | | Unit I |
| B.Sc. - I, Geography | Physical Geography- I | | Entire paper |
| Inter-Disciplinary Subjects | | | |
| NCC | NCC Paper –I | Professional ethics and leadership | Entire Paper |
| | NCC Paper –II | | |
| NSS | NSS Paper –I | NSS | |
| | Youth Development and National Integration Paper –II | | |
| | Human Values, Health ... (Paper–III) | Gender and human values | |
| | Natural Resource and Disaster Management–IV | | |

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

1.3.2

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

Response: 54.19

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 950

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

| feedback hosted on the institutional website | |
|---|-------------------------------|
| File Description | Document |
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.27

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 661 | 755 | 766 | 858 | 1007 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 840 | 960 | 1060 | 1060 | 1060 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 54.2

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 190 | 245 | 170 | 260 | 277 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 397 | 378 | 399 | 429 | 504 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 28.74

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Our teaching faculty promotes experiential and participative teaching-learning methods. The teachers use a blend of student-centric methods and ICT tools for the desired outcomes.

All departments of our institute use various student-centric methods to enrich and enhance the learning approach among the students as below:

Experiential Learning: We prefer to follow the 'do and understand' method for learning purposes rather than only the 'remember and reproduce' method. The experiential learning practices are as below:

- Field visits to industries, educational institutes, forts, spots of botanical and zoological interests, etc.
- Modi Script Guidance, training, and certificate course
- Visits to 'Gram Panchayat' to experience the organization and operations of the Panchayat Raj.
- Use of Language Lab for developing linguistic skills through the use of various modules.
- Use of 'Central and Departmental Libraries' for academic resources and reference work.
- Socio-Economic Survey and Field Study of Flood Affected Region.

Participative Learning: The students are promoted to participate in the learning process.

- Discussions with students after watching documentaries, and video Shows on various issues.
- Celebration of commemorative days like Commerce Day, World Vulture Conservation Day
- Discussions in the presence of subject experts.
- Workshop on various subjects.
- Group Project Writing, etc.
- Group discussions, Seminars, Wall Paper, Avishkar Research Competition, Hand Writing Workshops, quizzes, etc.

Problem-Solving Methodologies: Exposure is given to test the acquired knowledge of students for problem-solving.

- Surveys
- Case Studies
- Research Projects and
- Social Issues.

Use of ICT tools for enhancing learning experiences:

All teachers in our college use various ICT tools. Teachers use audio-visual aids for blended learning. The teachers refer to online resources like TED Talks, J-Stor, Research Gate, Google Scholar, Academia, Shodhganga, SWAYAM, MOOCs, etc. for the upgradation of knowledge. They also use these resources for the enrichment of the teaching-learning experiences of students. The teachers have their YouTube channels for educational purposes, created video content of more than 6,500 minutes, and shared it on social platforms. The teachers have also created educational reading material in the form of e-books, word files, pdf, and ppts. Information is disseminated through Zoom Meets, google meets, and live lectures through YouTube and Facebook. The major tools used are:

- YouTube Channel
- Facebook
- WhatsApp
- N-List (INFLIBNET)
- Slideshare
- Google Drive
- Google Classroom
- Google Form
- Webpage
- Quizizz
- Research Gate

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 87.74

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 50 | 50 | 50 | 50 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 78.6**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47 | 38 | 35 | 29 | 31 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college follows a transparent and robust mechanism for formative and summative evaluation methods for internal and University examination assessment prescribed by the affiliating university and the college examination committee.

Internal Examinations are conducted in three modes:

- Term Work Evaluation
- Continuous Internal Evaluation for all semesters
- UG Semester-I and II examination

Term Work consists of **group projects/ seminars/ home assignments, etc.** These are conducted by each department as per university guidelines before the semester-end theory examinations. Internal marks are uploaded on the university portal in the stipulated time.

Continuous Internal Evaluation: Scheduled by the college examination committee and conducted by departments in online/offline mode. The examination committee communicates the schedule to students and faculty. The departments prepare their own schedule under the coordination of the Head of Department. The subject teacher does the evaluation within the prescribed time. The results are monitored by the HoDs and declared on the notice board. High performers are appreciated in the class and low scorers are given counseling.

UG semester-I and II examinations: Examinations are conducted by the institution as per the schedule given by the university. The senior internal supervisor has been appointed by the Principal. The evaluation is done by the course-handling faculty members within the prescribed time from the date of examination and marks are uploaded on the university portal.

The College has designated a separate examination center having the necessary equipment including a computer, internet, photocopier, printers, and strong room, etc. The examination center has restricted access and continuous CCTV surveillance. Exams are held under strict invigilation.

External (University) examination is conducted in two modes:

- Summative Theory Examination (All courses except UG-I)
- Practical examinations

Summative Theory Examination: These are **robust and transparent**. The exams are conducted as per the rules and regulations of Shivaji University. The university appoints the paper setters, examiners, moderators, and declares the schedule of examinations and results. Assessment of answer books is done centrally (CAP center). Transparency during examination and evaluation is maintained by appointment of flying squads and by following coding and masking of answer books.

Practical examinations are conducted as per the University schedule in the presence of university-appointed examiners. The marks are uploaded on the university portal in the stipulated time.

Mechanism to deal with a grievance is transparent, timebound, and efficient:

The institute has a well-organized redressal system for internal examination-related grievances.

| Particulars | Address to | duration |
|----------------------------|--|---|
| Registration of grievances | Head of the Department | 3 working days after the result declaration |
| Grievance resolution | Subject teacher, HoD / Examiner / Principal | Within the next 3 working days |

Re-examination: The institute conducts re-exam for students who could not attend the exam due to reasons like medical problems/ participation in sports / cultural / NCC / NSS events.

Grievance in University Assessment: The Grievances of students received within the stipulated timeline regarding the receipt, erroneous mark list, rechecking, re-evaluation, photocopying of the answer sheet, etc. are forwarded to the university examination center through the proper channel. A Follow-up is taken to resolve the grievance.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Institution follows the curricula prescribed by an affiliating University. The Vision, Mission, and Quality Statement of the college are displayed on the college campus and on the institutional Website. The Principal and faculty members have frequently highlighted those in their addresses to students in various programs. The University has prepared objectives and learning outcomes for all Courses prescribed for UG and PG and uploaded them on the University Website along with the curricula.

The institution has clearly stated Course Outcomes for all the courses offered keeping into consideration the modules prescribed for each course. The Program Outcomes and Program Specific Outcomes are also stated by the institute and communicated to all stakeholders through print media and e-media.

| Modes of Publication | Locations of Publication | Way of Dissemination |
|----------------------|---|---|
| e- Media | Institute Web http://www.ycwm.ac.in/ | Available for Self-reading in the public domain |
| Prints | Notice boards of the Office of the college, Department Notice Boards, and Laboratories. | Available for Self-reading by students, parents, and alumni |

The COs, POs, and PSOs are established through the following process:

In order to achieve the desired results of each program through the teaching and learning process, we follow the following mechanism:

The POs are defined by the institute in alignment with the Vision and Mission of the institute as well as the guidelines of Various Boards of Studies, of our parent University, Shivaji University, Kolhapur. Bloom's Taxonomy is used while defining the COs, POs, and PSOs of all UG and PG programs.

While designing the COs and POs, The Head of each Department consults the key constituents of the courses with faculty, collects their views, and prepares the draft version of the POs, PSOs, and COs. Then the Head of the Department collects opinions on the draft from the faculty and revises the draft.

The Program Assessment Committee analyzes and expresses its opinion on the revised POs and forwards the same for final approval to the Principal.

The process of defining COs, POs, and PSOs, and the teaching-learning process is continuously monitored by IQAC.

The activities related to the OBE like workshops, guest lectures, visits, etc. are organized by the college. Motivational lectures and capability-building activities are organized regularly. The course-specific activities such as projects, and departmental activities enable the students to work towards achieving course outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

As per the parent University evaluative guidelines, the levels of learning outcomes of the learners related to COs and POs are determined. We follow the guidelines of UGC and the parent University to evaluate the attainment of COs and POs. The levels of learning outcomes are determined by the parent University as below:

Attainment level

Criteria

University End term Examination with a weightage of 80%

| | |
|---------|--|
| Level 1 | Below 45% of students scoring more than 60% marks |
| Level 2 | 45% to 60% of students scoring more than 60% marks |
| Level 3 | > 60% students scoring more than 60% of the marks |

University End term Internal Examination- Practical/ Seminar/ Project work with weightage of 20%

| | |
|---------|--|
| Level 1 | Below 60% of students scoring more than 60% marks |
| Level 2 | 60% to 80% of students scoring more than 60% marks |
| Level 3 | > 80% students scoring more than 60% of marks |

| Programme Outcome Level | Target Attainment Exclusive Method |
|-------------------------|------------------------------------|
| 1 | 0.5-1.0 |
| 2 | 1.0-1.5 |
| 3 | 1.5-2.0 |
| 4 | 2.0-2.5 |
| 5 | 2.5-3.0 |

The attainment of Program Outcomes and Course Outcomes are measured through the performance of the students in the semester-end examinations. The external assessment system consists of university theory and practical examinations which has 80% weightage. The internal assessment has a 20% weightage for Final year students of UG and PG programs.

During the last five years, the cumulative learning outcome in both Internal and External Exams of both UG and PG Programmes is 91.41%.

The college follows a method of measuring program outcomes provided by the parent university that eventually upgrade the academic quality of the college and graduate outcomes. The learning outcomes attainment is calculated by using direct and indirect methods. In the direct method, students' performance in university end examinations and internal examinations is one of the major parameters of outcome assessment while in the indirect method, data on students' progression and placements are taken into consideration. The attainment has come out at Level-3.

Outcomes of prominent learners during five years:

- A total of 23 Students secured ranks in the university merit lists and achieved Merit Scholarships from the parent university.
- 1071 students have taken admissions for Higher Education PG programs
- 201 students are placed.

Along with the syllabi of the parent University, the Add-on Courses, Career Oriented Courses, and the Lifelong Learning Courses boosted the moral of students attaining different Skills. The students' feedback helped us to evaluate POs and COs. Thus, through the knowledge and skills of attainment align with POs and COs in the said courses students of our college could prepare themselves for Higher Studies and Placement confidently.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 544 | 474 | 582 | 433 | 521 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 547 | 488 | 596 | 546 | 617 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 29.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.0983 | 00.05 | 24.88 | 00.20 | 00.50 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Warana Complex is known for its innovative practices like the wired village project. Being a part of the 'Warana Complex', the institute has created an ecosystem for innovations as below:

Incubation Center and Center of Excellence: Our institute established an incubation center registered at 'The Institutional Innovation Council' (IIC), Government of India. The 'Centre of Excellence and Career Katta' has been working with the 'Information and Technology Support Centre', Ministry of Higher Education, Government of Maharashtra which gives more exposure to the students.

Organization of Awareness Programs regarding Patents and IPR: To create awareness regarding Intellectual Property Rights among the students and staff, we have arranged programs like guest lectures, and workshops on IPR in association with NIPAM, Mumbai. Furthermore, a program on Patent Filing was organized in association with Patent Office, Mumbai.

Creation of Knowledge: The institute provides facilities and freedom for converting ideas into facts. As a result, our teachers have created significant educational content that includes educational videos of more than 6,500 minutes, e-books, textbooks, practical manuals, PPTs, and text content.

Efforts for transferring knowledge from lab to land: We have organized skill-oriented workshops on 'Medicinal and Aromatic Plants', Lab management and Water Analysis', Vermicomposting, Sericulture, etc which helps the students and teachers to apply the knowledge in the field.

Academic research: We have 10 recognized research guides and two recognized research laboratories. A total of 17 students are pursuing their research Work on various topics. The institute also take efforts to avail various fellowships for research students. Four Ph. D. students have received the “Mahajyoti Research Fellowship” worth Rs. 3,72,000/- (Per annum) from the Government of Maharashtra and other students' fellowship applications are under process.

Research Projects: We have received research funds of Rs. 29.73 Lakh under various research schemes from *Maharashtra Rajya Sahitya Ani Sanskruti Mandal*, and Department of Higher Education, Maharashtra State, Shivaji University, Kolhapur, ICSSR, etc. Our faculty members have received funds from the Government of Maharashtra for the 'Evaluation of Government Schemes'.

Corporate Output: With the guidance of the incubation center two faculty members have been contributing to the corporate world. They have established three different companies namely “Enque Research and Analysis Foundation”, 'J. D. Enterprises', and “Arde-Patil Pharma Pvt. Ltd.” They provide employment to the UG and PG students through their companies.

Research Activities and MoU: We have organized International, National conferences, webinars, and state and regional-level workshops on various topics. Activities like Commerce Festival, Mathematics Festival, Brainstorming Games, Food Festival, Avishkar Research Festival, Preparation of Herbal Products, Nature Games, Brain-Teasing Quiz, Today’s Plant Activity, Drama, Roleplay, etc. arranged by the college provide an opportunity to rectify innovative ideas of the students. The institute has signed MoUs and established linkages with regional industries, institutes, and NGOs for joint research activities and better exposure to students.

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

3.2.2

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

Response: 47

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during

last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16 | 08 | 05 | 09 | 09 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.93

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 15 | 7 | 16 | 18 | 9 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |

3.3.2

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:** 1.16**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 6 | 7 | 57 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Institute has been conducting extension activities in the neighborhood communities through NSS, NCC units, and various departments. We have two Units of **NSS** comprising 200 volunteers and 2 Program Officers. There are 2 Units of **NCC** namely 56 MAH BN NCC (104 cadets) and 6 MAH GIRLS BN NCC (52 cadets), Kolhapur with ANOs.

The extension activities arranged are:

- **Flood relief work:** Arranged cleanliness drives, collected and distributed livelihood kits, drinking water, medicines, fodder, etc. to the flood-affected families during Flood 2019. The activities were conducted by NCC, NSS, VKCA, Janata Darbar, and the Alumni Association of the institute.
- Participation in **COVID-19 initiatives:** awareness programs.
- '**Swatantrata ka Amrut Mahotsav**': recording interviews of the 'freedom Fighters' from the

region, felicitation of the 'Families of the Martyrs' under the campaign 'Shahidon Ko Shat Shat Naman', felicitation of Indian Army servicemen and ex-servicemen families.

- **Government Initiative Campaigns:** We have participated in Swatchcha Bharat Abhiyan, Punit Sagar Abhiyan, Vocal For Local Campaign, Plastic Free India, Digital India, Cleanliness drives, Tree Plantation Campaign, Pulse Polio Vaccination Campaigns, Mission Life, Use of Arogya Setu app, etc
- Blood Donation Camps
- Eye Check-up Camps
- **Other extension activities:** Population Survey, teaching Mathematics to High School and Junior College students.

Impact: 1. 'Swachh Village Award' by Government of Maharashtra:

The village Kakhe was taken up as an adopted village by NSS in 2019-20.

Throughout the year, the institute took continuous efforts for the development of the village by arranging awareness programs on solid waste management, health, and hygiene, an Open Defecation free village campaign, cleanliness drives, tree census, tree plantation, etc.

These activities motivated the villagers to sustain the initiatives.

As a result of synergic efforts, the village Kakhe received Tehsil level First Prize of Rs. 10 Lakhs and a 'Swachh Village Award' under the 'Swachh Village survey cum Competition' conducted by the Government of Maharashtra in 2020-21.

Impact 2. Prohibition of epidemic diseases after the flood:

Kolhapur and Sangli districts were drastically affected by floods in Aug 2019.

Our college distributed livelihood kits and medicines etc. worth Rs. 18 Lakh. We have also arranged extensive cleanliness drives in and around the flood-affected villages.

The institute arranged awareness programs regarding health and hygiene.

This has resulted in restricted effects of the post-flood epidemic diseases in the regions. These efforts of the institute have been appreciated by the various Gram panchayats.

Impact 3. Contribution to the prohibition of COVID-19

During the COVID-19 pandemic, the institute motivated the students to follow the rules and regulations circulated by the Government from time to time, use sanitizer, masks, and participation in vaccination programs.

The college distributed masks, sanitizers, and Immunity boosters, and arranged vaccination camps.

Through the NCC and NSS, the society was promoted to take vaccines and use AROGYA SETU app.

We have created YouTube videos regarding the 'COVID-19 Training for NCC cadets' on the DIKSHA platform, COVID-19 awareness, appeals, etc.

As a result, there was less impact of COVID-19 on the loss of human lives in our region.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

During the last five years, students and faculty members participated in various extension activities. As a result, they have been rewarded for their valuable contribution.

- **Mohare Grampanchayat** honored the college with the '**Social Work Award**' for conducting a regular and special camp of NSS in Mohare village-2017-18.
- The college received a **Certificate of Appreciation** from **Jeevandhara and Arpan Blood Banks** for organizing the blood donation camp-2017-18.
- On behalf of the **Borivade Grampanchayat**, a **certificate of appreciation** was given to the Department of Geography for conducting a Population Survey of the village in -2017-18.
- The **Vekhandwadi Gram Panchayat** appreciated the efforts of the Department of Geography by offering a **Certificate of Appreciation** for conducting a Population Survey of the village during 2018-19.
- On behalf of the **Nilewadi Grampanchayat**, a certificate of appreciation was given to the Department of Geography for conducting a **Flood Affected Village Survey** of the village of Nilewadi-2019-20.
- **Grampanchayat Nave Chavre** honored NSS and NCC with the Outstanding Social Work Award for helping the flood-affected people and cleaning the village during the August 2019 floods.
- **Kakhe Grampanchayat** honored the college with **social work award** for conducting regular activities and the special camp of the National Service Scheme in Kakhe village-2020-21.
- **Shree Chaitanya School for Specially Abled Children** gave a certificate of appreciation to our college for financial assistance to specially-abled children-2019-20.
- The Principal, NSS Program Officers, and Associate NCC Offices are honored by **Highway Police Help Center** with **Jeevan Raksha Sanman Patra** for their participation in the **Road Safety Campaign**-2020-21.
- Received Letter of Appreciation from **Kekhale Primary Health Center** for organizing the **Covid-19 Vaccination Camp** in our college-2020-21.
- The Institution received an '**Appreciation letter**' from **Election Commission** for its significant

contribution to the **Electoral Literacy campaign** during 2020-21.

- Senior Under Officer Saurabh Chavan received the '**Captain A A George 'A' Jadhav Memorial Prize**' of **Shivaji University** for his **outstanding contribution to NCC-2020-21**.
- Associate NCC Officer Dr. Sudhakar Khot is promoted from **Lieutenant to Captain** by the DG NCC for his remarkable contribution through NCC in 2020-21.
- Mohare Grampanchayat honored the college with social work award for conducting a regular and **special camp of NSS** in Mohare village-2021-22.
- The **Election Commission** offered an '**Appreciation letter**' to the Institute for our valuable contribution to the **Electoral Literacy campaign** during 2021-22.
- Prof. Prakash Chikurdekar received the **Excellent and Dedicated Principal Award** from Yashwant Pratisthan, Kolhapur, an **Award from the Royal Sports Foundation**, Warananagar, and an **award from the Gandhi Research Foundation**, Jalgaon for the Organization and Implementation of Gandhi Vichar Sanskar-2021-22.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 52

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 12 | 10 | 017 | 07 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 13

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institute has completed 59 years since its inception. The college offers UG and PG programs with various certificate courses. The institute has adequate infrastructure for curricular, co-curricular, and extra-curricular activities.

Teaching–learning facilities:

Classrooms: There are 37 classrooms. The classrooms are spacious, with large windows, electric power supply, ICT facilities, proper light, ventilation, sufficient benches, and wooden platforms for teachers. The central library, Vinay Kore Career Academy, and the language laboratory fulfill the need for additional knowledge resources.

Laboratories: We have 19 well-equipped laboratories and one language lab. All laboratories are spacious, with all basic amenities viz., proper ventilation, water supply, power supply, etc. As per the requirements, laboratories are equipped with advanced tools, instruments, and equipment. The facilities include Darkroom, Semi-Dark room, Instrument room, specimen museum, balance room, Storeroom, Preparation room, racks and furniture, refrigeration facility, Microwave Oven, LPG, electricity generator, 1-acre Botanical garden, etc. The laboratories have also provided with the safety majors viz., Fire extinguishers and First Aid kits in all laboratories.

Computing facilities: The institute has a total of 215 computers with essential software and 20 Scientific calculators. Computers are distributed in 4 IT laboratories, various departments, and in administrative offices. All the departments, library, language lab, Computational Mathematics lab, VKCA, and examination section are self-sufficient with an adequate number of desktops with internet connectivity, scanners, and printers.

ICT-enabled facilities: The 12 ICT-enabled classrooms are provided with computers and LCD projectors, multimedia system. There are 4 IT laboratories, 3 ICT-enabled seminar halls, one meeting hall, and one conference room with a computer, LAN, Projector, sound system, etc. LAN facilities are provided to the Administrative Office, Library, Language Lab, Vinay Kore Career Academy, Gymkhana, all the departments, and personal laptops. There is a separate and devoted examination section with computing, internet, and printing facilities. The campus is under CCTV surveillance.

Facilities for Cultural and sports activities:

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga center, etc. as below:

- The 'Shivneri' playground has 8 lane X 400m track and outdoor facilities for Mallkhamb, Handball, Basketball, Football, Volleyball, Softball, Kabaddi, Kho-Kho, Hockey, Cricket, Athletics, Archery, etc.
- Indoor stadium with Rope Mallkhamb, Yoga, Badminton Court, Table Tennis, Gymnastics, Chess, Powerlifting, Weightlifting, Best Physique, Boxing, Wrestling, Judo, Taekwondo, Semi-Olympic Swimming Pool, and Gym.
- Separate, spacious gymkhana office with computing and printing facilities.
- ICT-enabled Multipurpose seminar hall with a seating capacity of 700 and attached guest rooms.
- Indoor cultural hall and an open-air theatre with instruments namely Dholak, Tabla, Harmonium, Cassio, Lezim, and Zhanz for the promotion of cultural skills.
- Separate office rooms, storerooms with essential equipment, charts, demi rifles, and a parade ground for NCC Boys, NCC Girls, and NSS Units.
- Water purifiers and coolers.
- Ladies' Restroom with sanitary facilities, and a sanitary pad vending machine.
- Ramps for specially-abled disabled students.
- Canteen, and Warana Bank extension counter with ATM on campus.
- Ladies and boys Hostels with mess facility. Surveillance cameras.
- Parking facility and bicycle stand for staff and students.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 42.09

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34.40 | 6.70 | 6.03 | 5.26 | 20.71 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The institute has a separate Central Library building with an built-up area of 677.48 sq.m. and a seating capacity of 210 students, ILMS, INFLIBNET subscription, and LAN connectivity with 60 Mbps speed. The library is a knowledge source for the college and provides adequate services to its users. The library fulfills the need of researchers, teachers, students, and other staff members of the college community.

The library is fully automated with Vidyasagar Library Management Application, Integrated Library Management System since 2012, updated with the current version in 2023. It is a multi-user library management system that supports all in-house operations of the Library. The ILMS consists of modules on Acquisition, Cataloguing, Circulation, Serial Control, Utilities, and OPAC. It provides the facility to search the status of books (withdraw/write-off/ damaged/ lost). We can generate reports of books as per title, volume, and cost, and create reports of Issue returned books, titles available in a particular subject, titles available for a particular author, number of books issued to a particular staff member, overdue books, date wise transactions, book-wise transactions, staff list, students list, etc.

The retrospective conversion of bibliographic records has been completed. A total of 44325 books (reference and textbooks, and 1606 gifted books) and 34 periodicals are available in the library and can be accessed through OPAC with 7 inter-connected computers. Users can search their required books with multiple search options like title, accession number, author, publisher, keywords which are content of the title of the book, etc. The barcoding made it easy to issue and return the books and thereby saved the time of readers and library users. The database is being updated daily with details of recently acquired books. Records of all the Library patrons have also been created in the Library Management System.

The library has subscribed N-list subscription of INFLIBNET. It provides online access to 6000+ e-journals and 9700+ e-books through the N-list program of the INFLIBNET center. These online resources are accessible from <https://nlist.inflibnet.ac.in/>. The library is a member of the UGC INFONET

e-journals consortium.

Digital Library is the part of Central Library having 7 computers connected to the internet, to provide online services to the students and staff members. All computers available in the library are connected to the internet with BSNL broadband services with a speed of 60 Mbps. Students can get access to all subscribed resources through these computers.

We provide new arrival and bibliographic services, conducting library orientation programs, book bank facility, newspapers, clipping, and technical sessions on accessing online subscribed resources to staff members and students. We have signed MoU with TKIET for resource sharing.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Our college is keenly stepping forward to set up a secured and stable wired network campus for our teachers and students. The wired internet facility is supplied to the IT labs, classrooms, central library, HoD cabins, Meeting hall, IQAC cell, and office. The facilities are used for teaching, learning, evaluation, administration, research, and cultural activities.

The institute has 215 computers with internet connectivity out of which 115 computers have LAN for effective and efficient teaching and learning processes. It helped in the COVID-19 pandemic and post-pandemic period. There are web cameras, mics, LCD projectors, Printers and scanners, photocopier machines, etc. The college campus uses biometric attendance for the staff and CCTV surveillance to ensure transparency and safety on the campus.

Institution frequently updates their IT facilities and provides sufficient bandwidth for internet connection. The IQAC and institute have framed the policies and procedures for the establishment, use, and upgradation of IT facilities in tune with the perspective plan. The college continuously reviews and upgrades the facilities including software, hardware, internet/Wi-Fi connectivity, backup, and IT facilities to ensure better learning experiences in line with the Vision-Mission statement. The college has made budgetary provisions for an increasing number of computers, laptops, software, printers, scanners,

LCD projectors, photocopier machines, digital cameras, webcams, smart boards, Audio-Aids, internet, etc., and are purchased according to procedures. A language laboratory is established to strengthen the teaching-learning process. Administrative services including the admission process are fully integrated with IT facilities to ensure efficiency and transparency.

| Model | Configuration | Installed/Updated on | Total No. of Computers |
|------------------------------|--|----------------------|------------------------|
| Acer Veriton M200-H410 | Intel (R) core (TM) i5-10400 CPU, @ 2.90 Ghz 4 GB RAM, 1TB HDD | 2021-2022 | 01 |
| Acer Veriton M200-H410 | Intel (R) core (TM) i3-10105 CPU, @ 3.70 Ghz 4 GB RAM, 1TB HDD | | 49 |
| Acer Veriton M200-H410 | Intel (R) core (TM) i3-10105 CPU, @ 3.70 Ghz 4 GB RAM, 1TB HDD | | 13 |
| Dell 980 | Intel (R) core (TM) i5-CPU 650 @ 3.20 Ghz 1 GB RAM, 320 GB HDD | 2019-2020 | 01 |
| Dell 3050 | Intel (R) core (TM) i3-7100 CPU @ 3.90 Ghz 4 GB RAM, 1TB HDD | 2017-2018 | 24 |
| Dell 3046 | Intel (R) core (TM) i3-6100 CPU @ 3.70 Ghz 4 GB RAM, 500 GB HDD | 2016-2017 | 02 |
| Dell 3020 | Intel (R) core (TM) i3-4150 CPU @ 3.50 Ghz 4 GB RAM, 500 GB HDD | 2014-2015 | 31 |
| Dell 390 | Intel (R) core (TM) i3-2120 CPU @ 3.30 Ghz 2 GB RAM, 500 GB HDD | 2013-2014 | 22 |
| Dell 380 | Pentium(R)Dual Core CPU E5400 @ 2.70 Ghz | 2011-2012 | 21 |

| | | | |
|----------|---|-----------|-----|
| | Ghz 1 GB RAM, 320 GB HDD | | |
| Dell 380 | Intel (R) core (TM) 2 Duo CPU, E7500 @ 2.93 Ghz 2 GB RAM, 320 GB HDD | | 47 |
| Dell 360 | Intel (R) core (TM) 2 Duo CPU, E7500 @ 2.93 Ghz 1 GB RAM, 320 GB HDD | 2009-2010 | 02 |
| Dell 330 | Intel (R) core (TM) 2 Duo CPU, E4500 @ 2.20 Ghz 500 MB RAM, 160 GB HDD | 2007-2008 | 02 |
| Total | | | 215 |

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

4.3.2

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

Response: 8.99

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 195

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 26.36

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10.50 | 8.03 | 12.11 | 8.76 | 6.37 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 54.53

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 945 | 826 | 1123 | 1420 | 931 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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 |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 68.66

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 721 | 1789 | 812 | 1034 | 2248 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.1.4

The institution adopts the following for 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 |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 38.22

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 314 | 216 | 187 | 149 | 202 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 547 | 488 | 596 | 546 | 617 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 2.91

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 18 | 11 | 6 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3 Student Participation and Activities

5.3.1

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) during the last five years

Response: 80

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 0 | 26 | 23 | 12 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 15.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 01 | 13 | 31 | 12 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | 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:

Yashwantrao Chavan Warana Mahavidyalaya Alumni Association is a registered Association, established on 9th April 2009 and the registration number is MAHA / 2564 /Kolhapur. The Alumni Association organizes regular meetings and participates in various student-centric activities. The Alumni Association has contributed significantly to the development of the institute through support in the form of human resources, mentoring, training and placement of students, career development, donations in the form of reference books and goods, and financial assistance. The alumni of the college have been working prominently in various spheres of life namely as government employees, entrepreneurs, professionals, industrialists, academicians, political leaders, social activists, environment activists, sports persons, defense personels, etc. The association organizes 'Alumni Meet' to strengthen the bonds with the institute. The Alumni Association has implemented several Innovative and Students' Friendly Activities.

The important contributions are:

- Organization of the felicitation program for achievers in the 10th board exam from the Warana region.
- Organization of the state-level 'Late Tatyasaheb Kore Cup General Knowledge Competition' on the National Youth Day (12th January) in association with Yashwantrao Chavan Warana Mahavidyalaya and Warana Yuvak Sanghatana,
- Organization of a program on 'Elocution and General Knowledge Competition and distribution of books to rural libraries in the Warana region'.
- **Alumni have also donated books, photos, essential materials, and equipment to various departments.**
- Dr. S. S. Patil has gifted a total of **54 books to the college worth Rs. 6270/-**
- The alumni Mr. Sachin Bajirao Patil (Railway Police), Sachin Maruti Manwadkar, and Sandeep Patil have donated **12 jumping tools worth Rs. 24,750.**
- **Members of Alumni** Mr. Tanaji Shinde, Sachin Patil, Sambhaji Patil, Mrs. Swati Patil, and Mrs. Tejaswini Bandgar provided water tanker, roller, and tractor services free of cost for **maintenance of the track** and completed the work worth Rs. 22000/-
- Alumni Association sponsors cash prizes of Rs. 8700/- and momentos every year for the winners in quiz competitions and written tests. The first prize winner is handed over with a rotating trophy.
- Alumni association invited renowned personalities including Regional Government Officers,

Vice-Chancellor, successful students in UPSC, MPSC, President Award winner teachers, etc for interaction with the students at these events.

- Alumni interactions with the current students are arranged to impart knowledge and share their experience regarding job opportunities, SET-NET and Competitive exams, business counseling, and better opportunities for further education.
- Participation in ‘Inter-class General Knowledge Quiz’
- Contribution during flood relief: Alumni association along with current students, and teachers appealed for relief funds, donations of clothing, medicines, sanitizers, drinking water, etc, and financial assistance to the needy people

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

'To Become an Academy of Excellence in Higher Education and Human Resources Development in Rural Area.'

Mission

'We Stand United and Determined for the Total Transformation of Rural Youth of Warana Region Towards Self-Reliance, Confidence and Enlightenment through Higher Education.'

Quality Policy

'To Contribute to Nation-Building by Pursuing Standards of Excellence in the Academic, Social, and Personal Development of Students through Self-Evaluation and Continuous Improvement.'

The Vision and the Mission reflect the philosophy of the founder of the institution Hon'ble Late Shri Tatyasaheb Kore. The Governance of the institute ensures that the academic and co-curricular activities are in tune with the Vision and the Mission. Governance provides all necessary amenities and support to implement NEP 2020, strategic policies, and smooth conduct of academic and support activities.

NEP 2020 Implementation: The institution is prepared to implement NEP 2020 as per the guidance of the affiliating University and State Government.

- Dr. R. B. Patil is appointed as a Nodal officer for the **Academic Bank of Credits** and sent for the orientation programs. All teachers have been oriented about the NEP 2020 scheme through workshops and other activities.
- Organized awareness workshops for students to open their ABC accounts.
- Developed **multidisciplinary approach** through classroom interactions, *Avishkar* research competitions, posters, and rangoli competitions and by offering an 'Environmental Studies' course for students of all faculties at UG second year.
- Promoted **Skill development** through COC, lifelong learning, and certificate courses based on various skills.
- Prepared infrastructure for **online education** and created e-content in the form of educational videos (YouTube and Facebook), PPTs, Notes, and online tests.
- Disbursed scholarships worth Rs. 2,51,66,809/- and received merit scholarships of Rs. 2,05,000/-

to develop **academic excellence, inclusiveness, equity, and competitive spirit** among the students.

Sustained Institutional Growth:

- The institute prepares an Annual Academic Calender, and Perspective Plan, in alignment with the Vision and Mission, for sustainable development.
- CDC and IQAC take continuous review and follow up on the progress and achievements of the planned goals.
- Introduced 3 UG departments, and 2 PG departments and received recognition for 2 research laboratories to provide a wide range of learning opportunities.

Participation in Institutional Governance: Student representatives and every member of the college have been given an opportunity to participate in institutional governance by including them in various committees. The major committees are the College Development Committee, IQAC, Grievance Redressal Cell, Research and Development Committee, Training and Placement Committee, Anti-Ragging Committee, Cultural Committee, etc. The committees prepare an annual plan of the activities. Coordinators organized meetings and various events to complement the fulfillment of the short-term and long-term goals of the institute.

Decentralization: The Principal distributes responsibilities through allotment of duties and rights to HoD, Coordinator of Committees, and Extension Services. He conducts a meeting with the Head of Departments and Coordinators from time to time and guides them pertaining to the organization of various events, activities, etc.

The Heads and Coordinators govern the sector's day-to-day functions and various activities. The major tasks include departmental administration, academic planning execution, and feedback to the Principal.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The IQAC prepares the perspective plan considering the Vision and Mission of the Institute. The aim of the Strategic/Perspective Plan is to give a roadmap to the institution to conquer new areas and

bag achievements. This plan is approved by CDC and uploaded on the college website.

Various institutional bodies have been functioning in the college. These bodies are functioning effectively and efficiently because of the democratic approach adopted by the management of the college. Management of the college allocates the resources, power, and responsibilities according to the requirement demanded by the various institutional bodies as well as the perspective plan. The administrative setup and policies are drafted and implemented accordingly.

Institutional bodies

The administration of the college is supported by the number of committees and cells like the

College Development Committee, IQAC, Examination Committee, Purchase Committee, Training and Placement Cell, Library Committee, Anti-Ragging Committee, Research and Development Cell, Staff Secretary, Discipline Committee, Scholarships Committee, Grievances Redressal Cell, Youth Skill and Student Development Cell, etc.

1. College Development Committee: It consists of representatives from various strata-businessmen, top management, social workers, and teachers. The meetings of the CDC are held twice a year. The policies and perspective plan are decided by the CDC.

2. Grievance Redressal Cell (Men, Women, and students):

The Grievance Redressal Cell is headed by the Principal. It looks into the complaints of various stakeholders, if any, and takes care of its compliance.

3. Library Committee:

The committee meetings are conducted to enrich the Library which ultimately gives benefits to the students and teachers. The library provides books, periodicals, and other facilities to students and teachers.

Administrative set-up

The institute is working under 'Shree Warana Vibhag Shikshan Mandal, Warananagar'. The General Body and Governing Council are the apex bodies. The principal works as an academic and administrative head assisted by the coordinator IQAC, Head of the Departments, Chairmen of committees, and Coordinators of cells and courses. The office superintendent looks after the administrative work distributing duties and responsibilities to the supporting staff. The entire organization works in coordination by keeping students welfare as the point of interest. The overall organization is as below:

Institutional Organogram: <https://www.ycwm.ac.in/org-structure>

Appointment and Service Rules:

The institute follows all the rules and regulations given by the UGC, the Government of Maharashtra, and Shivaji University Kolhapur for the appointments and service rules.

Procedure for recruitment:

The vacancies are reported to the Management of the college, Shivaji University, Kolhapur, and the Government of Maharashtra. After approval from the university and government, the advertisement is published in University News Letters and local newspapers. The UGC guidelines regarding recruitment and service rules are strictly followed by the college. Faculty members are promoted under career advancement schemes (CAS) in line with the guidelines by UGC, the state government, and Shivaji University, Kolhapur.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2***Institution implements e-governance in its operations***

- 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 of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institute has an efficient system in place for the appraisal of the performance of the teachers and non-teaching staff. It gives prime importance to its human resources and imparts various welfare schemes for the welfare of teaching and non-teaching staff. The staff members are given avenues for career development and progression.

Performance appraisal system:

For teaching staff:

Performance is assessed through annual self-appraisal reports and students' feedback on teachers.

- Followed **Annual self-assessment system** approved by Shivaji University, Kolhapur (introduced as per U.G.C. notification 30th June 2010 approved by Govt. of Maharashtra State vide G.R. dated 15th February 2011).
- **Annual Self Appraisal Report** (As per 7th pay UGC regulation 18th July 2018 and Govt. of Maharashtra resolution 8th March 2019).
- The self-appraisal forms are verified and evaluated by the HoDs, API Scrutiny committee, and Principal
- The appraisal is used for promotion as per the Career Advancement Scheme (CAS) and for assigning other leadership roles.

For non-teaching staff: The assessment of non-teaching staff is done using Confidential Reports (CRs). The parameters assessed are moral characteristics like Punctuality, Agility, Discipline, Honesty, Integrity, Reliability, etc., and technical skills. The performance is also assessed through informal feedback from the students and parents. The performance report and seniority are considered for promotions.

The Principal continuously monitors and guides the teaching and non-teaching staff for smooth administration.

Welfare measures for teaching and non-teaching staff:

- **Welfare through Co-operative Credit Society:**
 1. The Institutional Cooperative Credit Society: Registered under Maharashtra Society Act, 1956, Reg. No. KPR/PLA/RSR/(CR)/ 840/92-93/DT.20/10/1992 provides emergency and long-term loans as per cooperative Society Acts.
 2. Shivaji University Teachers Association Cooperative Credit Society: Support in the form of educational-, home-, emergency loans, Teacher's Benevolence Fund, etc.
- **Medical Reimbursement scheme:** The proposals of employees are forwarded to the Joint Director, Higher Education, and the benefits are given to the concerned employee. In the last five years, 38 employees have received reimbursement worth Rs 34.76 Lakhs.
- **The GPF, DCPS, Gratuity facilities, and leave encashment** facilities are also provided to the employees as per Government rules.

- **Insurance Schemes:** Provision of insurance against accidental disabilities and death under the **Group Insurance Scheme, LIC schemes, PM Jivan Jyoti Bima Yojana, Shivaji University Students' Employees' and Parents' Welfare Scheme, Salary Account Insurance Scheme, etc.**
- PF Loan, Partial withdrawal, and recommendation for the loan.
- Leaves encashment facility as per regulations, Medical and maternity leaves.
- Duty leaves and financial support for attending refresher/ orientation/ induction/ STC/ FDP, seminars, conferences, and workshops.
- Free uniforms scheme for non-teaching staff (class IV).
- Lectures and workshops on financial literacy, health care, human values, stress management, etc. were organized through 'Pradhyapak Prabhodhini'.
- Staff Quarters for teaching and non-teaching faculty

Avenues for career development/progression: Both teaching and non-teaching staff have been given proper opportunities for career development and progression as below:

- Three Associate Professors were promoted to Professors
- Four Assistant Professors to Associate Professors
- One Associate Professor to the Principal
- One Junior Clerk is promoted to Senior Clerk.
- Able and efficient staff members are promoted to leadership posts like HoD, Coordinator, etc.

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

6.3.2

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

Response: 1.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 37.36

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 69 | 44 | 5 | 4 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27 | 27 | 27 | 27 | 27 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Yashwantrao Chavan Warana Mahavidyalaya, Warananagar takes every possible effort towards resource mobilization and generating funds. The college is grant-in-aid registered under the 2(f)&12(B) schemes of UGC and affiliated with Shivaji University Kolhapur. The college has developed its own strategy for the mobilization and utilization of resources and funds.

Strategies for fund mobilization

- Fund through grants-in-aid
- Funds from various Government Schemes and agencies to fulfill the need for academic, research, student support services, and infrastructure development.
- Funds from fee collection, Restructured and self-financing courses, scholarships, research projects, and financial support for various conferences, workshops, alumni and alumni associations, etc.

As a socially concerned not-for-profit institution, catering to the needs of various cross sections of society, the college has a conscious policy of keeping affordable fees for the students. The college constantly scouts for opportunities to receive grants and financial assistance from various Government Agencies such as the UGC, DST, DBT, CSIR, and ICSSR.

The college constantly encourages its faculty members to apply for research grants offered by various funding agencies.

The deficit, if any, is managed through funds from the Shree Warana Vibhag Shikshan Mandal (parent organization): The institution has made efforts to get UGC funds. The funds sanctioned have been utilized as per the rules and regulations and for the purpose for which they were sanctioned.

The institution is running 3 UG, 6 PG courses, and 9 career-oriented courses on self-finance mode. The main source is tuition fees and other fees collected from students.

The College not only strives to generate funds from diverse sources without burdening students but also makes every effort to make optimal utilization of funds mobilized through stringent fiscal management.

The college conducts both internal and external (Government audit) audits.

Internal Audit: The internal audit is carried out by the auditor every financial year.

- The office superintendent exercises internal checks of accounts, which are verified and confirmed by the Principal.
- The budget statement and accounts (Income and Expenditure Statement) are presented in LMC/ CDC meeting where-upon it is discussed and approved.

The following firm works as an Internal Auditor.

M/s. Sushant Fadnis and Company, E ward, Shahupuri, Kolhapur.

The following table shows the last five-year wise information of the internal audit.

| Sr. No. | Financial year | Dates |
|---------|----------------|----------------|
| 1 | 2021 – 22 | 29 – 07 - 2022 |
| 2 | 2020 – 21 | 06 – 09 - 2021 |
| 3 | 2019 – 20 | 12 – 06 - 2020 |
| 4 | 2018 – 19 | 19 – 09 - 2019 |
| 5 | 2017 – 18 | 16 – 06 - 2018 |

External Audit:

The external audit of the accounts of the college is done by the Auditor of Joint Director (Higher Education) Kolhapur Region, Kolhapur, and the Senior Auditor of the Government of Maharashtra, which is the funding authority.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

To enhance and sustain the quality of higher education, the institute established IQAC on 25th June 2004. IQAC prepares a perspective plan, and annual academic calendar and monitors the implementation of the Vision and Mission of the college through these activities. It has been trying to institutionalize a number of quality assurance strategies and policies such as:

Strategies for Student Development:

- **Introduction of Courses:** The college has introduced 9 COCs, 4 Lifelong Learning Courses, and 12 Skill Development Courses for the students during the last five years.
- **Introduction of Programs:** Introduced 3 UG programs and 2 PG programs
- **Induction Programme:** IQAC conducts an Induction Program for I-yr UG students. Various committees, facilities, courses, and activities are introduced to fresher students by the Principal, IQAC Coordinator, and coordinators of the various committees and extension services.
- **Incubation Center:** registered at 'Institutional Innovation Council', Govt of India.
- **Career Katta:** In association with 'Information and Technology Support Center', Ministry of Higher Education, Govt of Maharashtra
- **Inter-shala:** Infosys Ltd Bangalore, in association with Govt of Maharashtra and Shivaji University, Kolhapur.
- **Promotion of Research and Development:** received recognition for 2 research laboratories, promoted student research through Avishkar Research conclaves, Poster and Model Presentation, and publication of student's research work.

Strategies for Teachers

- Organization of capabilities enhancement Programmes
- Organization of Conferences/Seminars/Webinars/Workshops
- Encouragement to participate in Faculty development programs

Strategies for NEP:

- Workshops on e-content development
- Created e-content of more than 6,500-minute videos and a few Lakh word text.
- ABC capsules and awareness programs for students and teachers

Strategies for Research

- Organized workshops for teachers on research schemes, IPR, Patents
- Remote access to N-List e-journals and e-books

Review of the teaching-learning process

- Collected, analyzed, and used feedback from various stakeholders for the improvement of the teaching-learning process.
- Develop and implement innovative teaching methods using ICT-enabled tools
- Promoted experiential and participative learning
- Devise a learner-centric environment conducive to quality education

Review of structures and methodologies of operation

- Developed customized 'IQAC-android app' for effective reporting of the activities
- The Structures and methodologies of operation are reviewed through feedback from students, teachers, committsees, parents, and alumni
- Annual Self-Appraisal Reports and confidential reports are used for reviewing the operations.

Review of learning outcomes

- Learning outcomes are assessed and ensured through analysis of academic activities like students' projects, home assignments, seminars, laboratory work, online quizzes, and university results. The performance of students is communicated to them so that they can make improvements in the teaching-learning process.
- Review is taken through the organization of Placements through the T & P cell and collection of expectations of the employment agencies.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

At our institution, our primary focus is to ensure the well-being and protection of all individuals within our campus community. We are committed to creating a safe and secure environment for everyone involved. As a coeducation institute, we firmly believe in offering equal opportunities for girls to engage in various student-centric activities. To uphold the principle of gender equality, we have implemented the following measures.

a. Safety and Security

- The Sanstha provides 24x7 security at the Ladies' Hostel as well as on campus.
- Identity cards are issued to the students and staff to prevent the entry of outsiders into the college campus.
- Regular medical check-up of students and staff is done by the Health Centre of Shri. Tatyasaheb Kore Sugar Industry and in case of emergency, transport facilities are provided.
- The Grievances Redressal Committee is functioning to provide a convenient opportunity for girls to get their difficulties solved.
- The Sanstha and College have a discipline committee for continuous monitoring of the security on the campus.
- The complaints related to violation of discipline are reported to the concerned staff and placed before the Principal and members of the Discipline Committee.
- The Grievances Redressal Committee works for taking necessary actions on sensitive issues of girl students which helps to ensure their presence.
- The campus is under CCTV surveillance.
- The college has adopted a mentor-mentee scheme to solve the academic and personal problems of the students.
- The patrolling van of the police "Nirbhaya Pathak" visits periodically.
- The training sessions in self-defense are organized for the girl students by the Institute.
- To empower the girl students, the institution conducts various women-centric activities namely Fashion Designing, Personal Beauty Care, Skill Development, confidence building, establishing a small-scale business, etc.
- During outfield visits like study tours, industrial visits, field studies, etc. a lady teacher accompanies them to ensure the safety of girl students.

b. Counseling

- All the students are motivated to participate in co-curricular and extracurricular activities.
- Importance is given to the overall development of students through extracurricular and co-curricular activities like Youth Festival, Avishkar, Sports, etc. We have been arranging sessions of experts for the orientation of aspiring students. The faculty helps the students in participation.
- In addition to classroom teaching, the faculty offer guidance to the students through Career counseling and mentoring activities.
- Training and placement facilities are provided through 'Career Katta' a moment run by the Government of Maharashtra.
- The programs like 'Beti Bachav Beti Padhav' are undertaken by Boys and Girls students along with NSS volunteers.
- Programs related to health awareness like personal health and hygiene, women's rights, legal defense, HB Checkup Camps, etc. are arranged.
- The college organizes lectures on various subjects like stress management to make women aware of the issues.

c. Ladies Room

The college has provided two spacious Ladies Room facilities along with an attached washroom equipped with essential amenities.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute takes care to keep tolerance and harmony towards all strata of society, languages, cultures, and regions. The students are made aware of 'Unity in Diversity' by arranging various training programs for NCC, and NSS and by celebrating commemorative days.

NCC units work with the motto '**Unity and Discipline**', and NSS '**Not Me, but You**'.

All the students are motivated towards patriotism by celebration of the National festivals namely Independence Day and Republic Day. The program includes the Central March Past of NCC cadets, Flag Hoisting, and a cultural program representing glimpses of various traditions and cultures of India. NCC cadets are given exposure to National integrity through Combined Annual Training Camps (CATC), National Camps like Ek Bharat Shrestha Bharat (EBSB), and National Integration Camps.

On the institutional campus, we celebrate the following Days:

| S. N. | Name of the Activity | Date |
|-------|--|--------------------|
| 1. | International Yoga Day | 21 June |
| 2. | Chhatrapati Rajarshi Shahu Jayanti (and Book exhibition) (Social Justice Day) | 26 June |
| 3. | Independence Day | 15 Aug |
| 4. | International Non-violence Day (Gandhi Jayanti) | 02 Oct |
| 5. | Samvidhan Din (Indian Constitution Day) | 26 Nov |
| 6. | Celebration of NCC DAY | Last Sunday of Nov |
| 7. | Sadbhavana Doud (Sadbhavana Run) | 13 Dec |
| 8. | National Youth Day and Birth Anniversary of 'Rajamata Jijavu' | 12 Jan |
| 9. | National Science Day | 28 Feb |
| 10. | International Women's Day | 8 March |
| 11. | Republic Day (Central March Past, Flag Hoisting, and Cultural Program) | 26 Jan |
| 12. | Celebration of Maharashtra Din and Kamgar Din at Warana Complex | 1 May |
| 13. | Celebration of 100th death Anniversary of Rajarshi Chhatrapati Shahu Maharaj | 6 May |
| 14. | Shivswarajya Day (Chhatrapati Shivaji Maharaj Rajyabhishek Din) | 6 Jun |
| 15. | NCC Training Camps | Every Year |

| | | |
|---|-------------------------------|------------|
| 16. | NSS Camps | Every Year |
| File Description | Document | |
| Upload Additional information | View Document | |
| Provide Link for Additional information | 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: Janata Darbar - Knowledge Movement for students

| | |
|----------------------|--|
| Objectives: | <ul style="list-style-type: none"> • To develop creative and critical thinking and thereby research aptitude among the students • To Create a result-oriented approach in the students. • To develop a multi-skilled personality with a positive and constructive approach in undergraduate students. |
| The Context: | <p>The education society is working with the Vision and Mission for 'total transformation ..' the motto '<i>Nav Manava Sakaru Hach Shikshanacha Mahameru</i>' means 'Creation of NEW MAN is the ultimate Manifestation of the Education'. In order to prepare sustainable human resources, the present movement contributes to enriching the all-around potential and approach of our students in relevance to the cutthroat competition in the age of globalization.</p> <p>The foundation of Janata Darbar was built on the five core values.</p> <p>1) Excellence 2) Performance 3) 'We' Spirit 4) Live Creatively 5) Path Finder</p> |
| The Practice: | All the practices of Janata Darbar are based on |

| | |
|------------------------------------|---|
| | <p>Activity oriented learning.</p> <ul style="list-style-type: none"> • Writing-Reading and communication Skills • Improvement of the English Language • Group Discussion • Debate • Observation Skill • Critical Thinking • Creative Thinking • Study Visit • Dialogue with Nature • Time Wastage Management • Students Research • Regular tests for SET-NET exam preparation • Student and Parents Counseling |
| <p>Evidence of Success:</p> | <p>During the last 5 years,</p> <ol style="list-style-type: none"> 1. Progression to Higher Education <ul style="list-style-type: none"> • 21 Students Admitted to the PG • NET - 08, SET – 04 • Shilpa Hirave Qualified SET Exam (2018) - UG Level • 29 Students Placed • Ph.D. Pursuing - 07; Ph.D. Fellowship - 04 Students (Government of Maharashtra) 2. Research Outcomes <ul style="list-style-type: none"> • Research Projects -14 • Student’s Research Papers – 231 (Presented - 96, Published - 135) • Published Books and Booklets - 67 • Research-Based E-Content Created: Text - 4,12,817 Word, Video - 1,693 Minutes • Research-Based Speeches Delivered - 38, Beneficiaries - 81,349 • Reference Collection - 1,70,352 Pages • Book and Picture Biography Exhibitions - 8,371 Beneficiaries 3. Community Engagement: Donation worth Rs. 11.8 Lakh (Approx) in the form of livelihood goods to 225 Flood Affected Families in 7 villages of Shahuwadi tehsil of Kolhapur district and Shirala tehsil of Sangli district 4. Awards |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Research Competition - 07 • Creative Writing - 04 <p>5. Established Enque Research & Analysis Foundation (Professional Research Company)- 31 March 2022</p> <ul style="list-style-type: none"> • Evaluation of two Government policies viz., <ul style="list-style-type: none"> ◦ Annasaheb Patil Economically Backward Development Corporation's 'Personal Loan Interest Repayment Scheme'. ◦ 'Impact Study of SAP Training Imparted to Students of Diploma in Engineering at Polytechnics in Maharashtra'. |
| Problems encountered and Resources required: | <ol style="list-style-type: none"> 1. Weak academic foundation of the students at UG entry level. 2. Lack of skills related to acquiring knowledge. 3. Absence of parents' involvement in pupils' academic development. 4. Lack of career literacy at various stages of an academic career. 5. The inferiority complex and the low aim of students. 6. Students' addiction to social media. 7. Lack of academic ambiance for promoting creative, critical, and extraordinary practices for students' progress. 8. Limited freedom of work and academic flexibility. <p>Resources Required: Financial support for special activities organized for the skill development of students.</p> |
| Contact Details: | Principal, Yashwantrao Chavan Warana Mahavidyalaya |

BEST PRACTICE -II

Title: 'Promotion of Mallakhamb: An Indigenous Sport of Maharashtra'

| | |
|---------------------|--|
| Objectives: | To create awareness amongst the students and society about indigenous sports of the state namely Mallakhamb and to train students to achieve excellence in it. |
| The Context: | Just like wrestling, Mallakhamb has roots in the soil |

| | |
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| | <p>of Maharashtra. Initially, it was played as complementary to wrestling. Nowadays it is being played as an independent sports type, but still, it is overshadowed by the other popular, even more, costly sports like cricket, football, etc.</p> <p>Mallakhamb is a type of sport that enhances physical abilities and skills like agility, mobility, concentration, endurance, and willpower. For the last 31 years, our institution is committed to sustained efforts to promote Mallakhamb by providing facilities and coaching at a higher level, so that students should excel in it.</p> |
| The Practice: | <p>Our Institution works right from the root level. The Physical Director is a recognized Mallakhamb Coach who visits Secondary schools in the Warana Region along with his team, explains the importance, and gives presentations on Mallakhamb. Even coaching camps are organized in these schools so as to develop an interest in Mallakhamb at an early age. When they get admitted to the institution, they avail of guidance and expertise of the directors of physical education. Coaching camps are organized and eminent experts in the field are invited to train the students.</p> <p>Students get opportunities to present their Mallakhamb skills at Zonal, Inter-zonal, and National levels. Such Players are provided with free hostel accommodation in the hostels and concession in college fees.</p> |
| Evidence of Success: | <p>The institution has achieved stupendous success in the form of having a hold on the prestigious ‘R. P. Powar Mallakhamb Trophy’ of Shivaji University for the last 32 years in a Row.</p> <p>Many of our players are a part of the Shivaji University Mallakhamb Team which is the winner of the All India Inter-University Mallakhamb Trophy for the last 32 years in Row.</p> <p>Many of our Mallakhamb players are honored with Color Awards, Sportsman Awards, and National Level Sports Scholarships.</p> <p>Due to Mallakhamb, there is the enhancement of</p> |

| | |
|---|--|
| | <p>physical and mental abilities, which is reflected through the success of our players in competitive examinations, by scoring almost 100 marks in Physical Fitness.</p> <p>Four players are placed as DYSP, more than 25 are PSI and many more are working as police. Training of Mallakhamb has proved beneficial for the career of students.</p> |
| Problems encountered and Resources required: | <p>Still, there is no grandeur to Mallakhamb, and the attitude of society and parents is quite hostile towards Mallakhamb. Our institution has to convince the parents personally to allow their wards, particularly girls to play Mallakhamb.</p> <p>The facility of Mallakhamb (Pole) is not easily available everywhere, so the players have limitations on practice. It is necessary to increase the number of Mallakhamb in the institution and advanced foam mats are necessary to prevent injuries.</p> |
| Contact Details: | <p>Principal, Yashwantrao Chavan Warana Mahavidyalaya, Warananagar, Dist-Kolhapur, PIN-416113 Maharashtra, INDIA. Phone: 02328 224041 e-mail: ycwwarana@yahoo.co.in Website: www.ycwm.ac.in</p> |

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| 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:

VINAY KORE CAREER ACADEMY

In 1964, the Institute was founded by the Late Hon'ble Shri. Tatyasaheb Kore, a visionary leader. The Institute's vision is to become a center of excellence in higher education and human resource development, particularly in rural areas. With a mission to empower and enlighten the youth of the Warana region, our institution is dedicated to their self-reliance and confidence through higher education.

As part of our efforts to transform rural youth into globally competent individuals, we established the 'Vinay Kore Career Academy' in 2013. This unique program is run by students themselves, embodying the spirit of self-management. With generous support from Hon. Collector, Kolhapur District, the academy aims to raise awareness among rural youth and prepare them for civil service careers.

Over the past eight years, the academy has achieved remarkable results. A total of 78 students have successfully qualified for various positions through competitive examinations. These outcomes clearly demonstrate the academy's effectiveness in fulfilling its objectives and contributing to the growth and development of the students.

To ensure the smooth functioning of the Academy, the management has constructed a dedicated building and provided the necessary infrastructure. These facilities include a well-stocked library containing 4300 books, an ICT room equipped with 10 computers and LAN connectivity, a spacious lecture hall, a conference room, comfortable reading rooms, subscriptions to newspapers and magazines, a coordinator's cabin, and essential amenities such as drinking water and sanitary facilities.

In terms of human resources, the Academy consists of a coordinator, a core committee comprising dedicated members, one peon, and the students themselves. The coordinator plays a vital role in coordinating the Academy's activities and regularly convenes meetings with the core committee. These meetings serve as platforms to review ongoing initiatives, address challenges encountered, and identify future requirements for effective planning.

The students actively contribute to the Academy by organizing guest lectures with the assistance of the coordinator. To maintain cleanliness, a peon and a sweeper diligently carry out daily cleaning tasks.

The Academy upholds the motto of "For the Students, by the Students." Under the guidance of the Coordinator, students take charge of various activities, excluding financial matters. The Academy operates in a self-disciplined manner and remains accessible 24X7 for its students. The students observe strict silence within the Academy.

In line with fostering a collaborative learning environment, senior students actively engage in teaching regular students, sharing their valuable experiences. Students participating in the 'Earn and Learn' scheme take responsibility for managing library activities and test series, contributing to the overall functioning of the Academy.

The VKCA offers Regular MPSC and UPSC coaching, crash courses for Banking, languages, and study-only batches. We arrange motivational lectures of regional officers, interaction with successful alumni,

and peer discussions. The institute provides a freeship of one month per year for needy students and waives the fees for the students who qualify for the MPSC/ UPSC Main Examination. The notice board is used efficiently and effectively to communicate information regarding achievements, guest lectures, test series, and current events.

The institute grooms the competitive examination mindset of students by arranging various practices like debates, discussions, quizzes, NCC, and NSS activities during their academic tenure.

One of the important practices is the organization of the 'Inter-Class General Knowledge Quiz' Competition every year on 2nd Oct. The activity has been conducted continuously for the last 26 years. The teachers work as volunteer subject experts and prepare quality questions. Based on the pattern of competitive examination, we organize subjectwise rounds including current affairs, sports, and rapid-fire rounds. The main purpose of this activity is to provide an opportunity for students to check their understanding and motivate them to opt for a career in civil services through competitive examinations.

The college also organizes a State Level Quiz competition 'Tatyasaheb Kore General Knowledge Quiz Competition' on 12th January every year in association with the Alumni Association. It provides a wider stage to compete with Civil services aspirants preparing in professional academies. This activity helps to widen the canvas of our students and understand the depth and devotion needed for the preparation of civil services.

The parental education society arranges a special program 'VISION' at Warananagar. This program provides opportunities for the students to interact with Successful students who crack the exam and join their duties during that year. These fresh Officers inspire our students to concentrate on their target.

Vinay Kore Career Academy is the place that provides a disciplined path and space to this pool of motivated and target-oriented aspirants to prepare for their careers.

Case Studies:

1. Mr. Shirish Sarjerao Patil: Village-Kekhale, Education-B.Sc. (Physics) from YCWM, Cocurricular activities-NCC (3 yrs), Interclass Quiz, VKCA studies- 5 years, Highest Post qualified – ASO (Assistant Section Officer) (through MPSC)
2. Miss. Padmashri Vilas Tasgaonkar: Village-Pargaon, Education-B.Sc. (Botany) from YCWM, Cocurricular activities- Interclass Quiz, Avishkar, VKCA studies- 4 years, Highest Post qualified – Naib-Tehsildar (through MPSC).

Outcomes:

Due to the COVID-19 pandemic, the exams and results of the competitive examinations were postponed. The achievements since the last accreditation is as below:

| Sr. No. | Year | Name of the student selected | Post achieved |
|---------|---------|------------------------------|---------------|
| 1. | 2017-18 | Patil Vijaykumar Vilas | Railway Clerk |
| 2. | | Patel Sameer | Talathi |

| | | | |
|-----|---------|-------------------------|----------------------------------|
| 3. | 2018-19 | Lole Pavan Eknath | Talathi |
| 4. | | Shirguppe Swanand Dilip | SBI (PO) |
| 5. | | Jadhav Suresh Dinkar | Urban Bank |
| | 2019-20 | | |
| 6. | 2020-21 | Kamble Vikram Gautam | PSI |
| 7. | | Bachankar Shital | Postmaster |
| | | Sadashiv | |
| 8. | | Mangale Rohit Shivaji | Maharashtra Police |
| 9. | 2021-22 | Patil Swapnil Sunil | Civil Eng. Ser.- Class-1 |
| 10. | | Patil Omkar Appaso | Civil Eng. Ser.- Class-1 |
| 11. | | Bhandari Shubham | Civil Eng. Ser.- Class-II |
| | | Mahesh | |
| 12. | | Kumbhar Mahesh | Postmaster |
| | | Bhimrao | |
| 13. | 2022-23 | Sawant Abhishek | Excise PSI |
| | | Bhauso | |
| 14. | | Gurav Rushikesh Vitthal | BSF- Central Police |
| 15. | | Sankpal Akshay Ashok | Surveyor |
| 16. | | Sankpal Akshay Ashok | Railway Engineer |
| 17. | | Pawale Vikram Sakharan | Maharashtra Police |
| 18. | | Patil Swati Tanaji | Mumbai Police |
| 19. | | Nalawade Shubham | Mumbai Police |
| | | Sadashiv | |
| 20. | | Kachare Sagar Shankar | Mumbai Police |
| 21. | | Shirguppe Swanand Dilip | Town Development Officer Class-1 |
| | | | 7th in Maharashtra |
| 22. | | Chavhan Chandrashekhar | Railway NTRC- Junior |
| | | Harshwardhan | Clark |
| 23. | | Bhosale Sunnyraj | RTO-Inspector |
| | | Bhimrao | |

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

- As an Institutional-social responsibility, our college arranges various programs for the development of children from the Shree Chaitanya School for Specially Abled Students. It includes the organization of Rakshabandhan, a celebration of birthdays, donations, participation in cultural events, purchase of the produce created by the school, etc.
- Case study of a specially-abled student: Mr. Omkar Jitendra Patil was admitted to B.A. in 2018. The institute provided physical and mental support to him and extended cooperation to a great extent. He not only completed his Bachelor's and Master's Degrees from our college but also participated in various activities and competitions. He received prizes in elocution competitions. He has published a book on his experiences and also qualified for the SET exam in Marathi.

Concluding Remarks :

The college is established in 1964. The college is spread on 17 acres with 8690 sq.m. built-up area. The institute has adequate academic and physical facilities with ICT tools and all necessary amenities. The campus is eco-friendly with lush green gardens and lawns.

The college ensures academic excellence through the preparation of an academic calendar, implementation of add-on/ certificate/ skill-oriented courses, and CIE. The calendar is prepared and the diary is maintained to implement the curriculum.

The curriculum is enriched by arranging programs on cross-cutting issues. Students are given practical knowledge by assigning Projects, Field Works, and Study Tours, through MoUs, Collaborations, and Linkages with Industries, Academic Institutes, NGOs, and Governmental Organizations.

The teachers are well qualified, and 79.5% of teachers acquired SET/NET/ Ph.D. as the highest qualification. They use ICT tools for the effective delivery of the curriculum. They published books and research papers and created educational material in hard copies and e-material.

Infrastructure, academic, and physical facilities, and Research activities are promoted through the effective mobilization of funds and human resources.

The rich library works as a knowledge resource with the OPAC system and INFLIBNET subscription.

The college has provided financial assistance through scholarships of Rs. 2.52 crore to the students. Various activities conferring soft skills, and hard skills are conducted regularly.

Vinay Kore Career Academy, Career Katta, and Training and Placement Cell provided career counseling. More than 36.96% of students progressed to higher education and were placed in various positions.

The registered Alumni Association actively participated in the development and quality enhancement practices of the institute.

The Institute adheres to the perspective plan of development prepared by IQAC, CDC, and Management. It uses e-governance and is prepared to implement NEP 2020.

IQAC collects, analyzes, and utilizes feedback for quality improvement. The institute regularly participates in quality initiatives like AISHE, NIRF, and various audits.

Higher rate of progression, and placements, meritorious students are doing excellent in all spheres of their life.

The institute is contributing towards the fulfillment of the dream of the founder 'MANIFESTATION OF THE NEW MAN IN THIS RURAL AREA'.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|------|---------|---------|---------|---------|---------|-----|-----|-----|-----|------|---------|---------|---------|---------|---------|-----|-----|------|------|------|---------|---------|---------|---------|---------|-----|-----|------|------|------|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : The number of value -added courses conducted without repeat count</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1079</p> <p>Answer after DVV Verification: 950</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>659</td> <td>688</td> <td>798</td> <td>858</td> <td>1007</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>661</td> <td>755</td> <td>766</td> <td>858</td> <td>1007</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>840</td> <td>960</td> <td>1060</td> <td>1060</td> <td>1060</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>840</td> <td>960</td> <td>1060</td> <td>1060</td> <td>1060</td> </tr> </tbody> </table> <p>Remark : As per the documents provided by HEI</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 659 | 688 | 798 | 858 | 1007 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 661 | 755 | 766 | 858 | 1007 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 840 | 960 | 1060 | 1060 | 1060 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 840 | 960 | 1060 | 1060 | 1060 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 659 | 688 | 798 | 858 | 1007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 661 | 755 | 766 | 858 | 1007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 840 | 960 | 1060 | 1060 | 1060 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 840 | 960 | 1060 | 1060 | 1060 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

reservation policy for the first year admission during the last five years**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 193 | 256 | 266 | 269 | 293 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 190 | 245 | 170 | 260 | 277 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 63 | 52 | 52 | 52 | 52 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 50 | 50 | 50 | 50 |

Remark : Excluding the librarian and physical education director

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 49 | 40 | 37 | 31 | 33 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 47 | 38 | 35 | 29 | 31 |
|----|----|----|----|----|

Remark : Excluding the librarian and physical education director

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.0983 | 00.05 | 24.88 | 00.20 | 00.50 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.0983 | 00.05 | 24.88 | 00.20 | 00.50 |

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20 | 9 | 17 | 28 | 12 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 7 | 16 | 18 | 9 |

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

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 45 | 35 | 12 | 68 |

Answer After DVV Verification :

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6 | 5 | 6 | 7 | 57 |

Remark : Excluding the 2022 publication and ISSN numbers

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 08 | 20 | 19 | 10 | 24 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 06 | 12 | 10 | 017 | 07 |

Remark : Excluding Yoga and extension activities conducted on the same day

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :13

Remark : As per the supporting documents provided by HEI

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

4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 215

Answer after DVV Verification: 195

Remark : The input has been taken from the bills of purchase is 208 and subtracting the 13 computers used for administrative purposes we get a figure of 195

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**

3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 314 | 216 | 187 | 149 | 202 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 314 | 216 | 187 | 149 | 202 |

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 565 | 525 | 597 | 551 | 652 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 547 | 488 | 596 | 546 | 617 |

Remark : Aligning the number of outgoing students year wise with metric 2.6.3.2

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 12 | 33 | 58 | 39 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 01 | 13 | 31 | 12 |

Remark : Multiple events held on the same day to be considered as one

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | 5 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27 | 27 | 27 | 27 | 27 |

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**

| | |
|-------|--|
| | <p>2. Management of the various types of degradable and nondegradable waste</p> <p>3. Water conservation</p> <p>4. Green campus initiatives</p> <p>5. Disabled-friendly, barrier free environment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <p>1. Green audit / Environment audit</p> <p>2. Energy audit</p> <p>3. Clean and green campus initiatives</p> <p>4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 72 Answer after DVV Verification : 70</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>45</td> <td>42</td> <td>43</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>43</td> <td>40</td> <td>41</td> <td>44</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 63 | 45 | 42 | 43 | 46 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 61 | 43 | 40 | 41 | 44 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 63 | 45 | 42 | 43 | 46 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 61 | 43 | 40 | 41 | 44 | | | | | | | | | | | | | | | | | |