# SELF STUDY REPORT

**FOR**

**1ˢᵗ CYCLE OF ACCREDITATION**

## SHRI R.K.PATIL ARTS, COMMERCE AND SCIENCE COLLEGE, SANKH. TAL - JATH, DIST- SANGLI.

A/P-SANKH, TAL-JATH, DIST-SANGLI.

416412

www.rkpcollege.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Shri R. K. Patil Arts, Commerce and Science College, Sankh established in 2018 is an academic branch of 'Shivlingeshwar Shikshan Sanstha', Sankh. The Sanstha is heading for its golden Jubilee year in 2017-18, educating the masses in the draught prone Jath Tehsil of Maharashtra. It is a minority institution fine balancing Kannada and Marathi medium education to cater to the special demand of the locality. A committed rationalist has his committed efforts to bring revolutionary changes of inclusive growth amidst the tight traditional society with caste diversity. Situated at the fag end of Maharashtra aspirers of Sankh and surrounding villages had to displace to senior colleges at Jath, 50 kilometres away. The girls with geographical, lodging and boarding constraints had no option but to discontinue education.

**Vision**

Empowering rural youth with Knowledge, Skills and essential Attitudes through Higher Education.

**Mission**

- To impart quality education to the academically disadvantaged youth.
- To provide Multi-disciplinary Programmes Building learner capacity with 21st century life Skills.
- To prepare the learners for different careers and entrepreneurship Equipping the rural with Values for Sustainable development

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

**Institutional Strength**

- Multi- faculty institution.
- An offshoot of the established Sanstha.
- Linguistic Minority institute.
- Adequate infrastructure facilities.

**Institutional Weakness**

- Non-added institution.
- Non availability of staff due to remote institutional location.
- College 210KM away from the parent University.
- Lack of research facilities.

**Institutional Opportunity**

Equip the youth with Skills to contribute to the rural India.

Educating the society for Sustainable development.

Collaborations with National research institutes.

Conserving kannada - Marathi Culture.

**Institutional Challenge**

Running a self -financing institute.

Linguistic diversity of learners.

Successful implementation of NEP 2020.

Maintaing the student strength.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Shri R. K. Patil Arts, Commerce and Science  Sankh affiliated to Shivaji University Kolhapur, Curriculum is implemented by maintaining teaching plan, time table, number of working days, synoptic notes, lecture or other teaching duties, examination related work and efficiently conveys through the interactive activities like workshops, guest lectures, group discussions, ICT lectures, unit tests, field visits.

- Continuous Monitoring is done through Syllabus Completion Report, Self-Appraisal Form, Department Report by IQAC.
- The College is offering 4 UG, 1 PG programmes which follow the CBCS/NEP curriculum.
- The teachers are encouraged to participate in  conferences, symposia, seminars, workshops and Swayam courses.
- In terms of academic flexibility, percentage of programs in which Choice Based Credit System (CBCS) /elective course system has been fully implemented.
- For effective curriculum delivery, our College provides modern teaching aids like LCD projectors, laptops, Computer Lab .
- As a part of the curriculum enrichment, the college incorporates cross-cutting issues by celebrating various days like Ozone Day, Geography Day, Science day and conducting training programs on Women self-defense.
- **20** Add on/Certificate/ value added programs offered in last 5 years.
- 58% students enrolled in Certificate/ Add-on/Value added programs as against the total number of students.
- The college conducts green audit, gender audit and energy audit regularly to monitor the activities of cross cutting issues.

- The feedback regarding design and review of syllabus is collected every year from stakeholders - students, teachers, employers and alumni, and takes the necessary measures for improvement. It is analyzed and action taken reports are uploaded on college website.

## Teaching-learning and Evaluation

The students admitted to B.A., B.Com. and B.Sc. classes are from rural background. There are 120 seats sanctioned to Arts, Commerce and Science faculties. 120 seats of all the faculties are filled every year. Since this institution is Minority institution 50% seats are reserved for Kannada speakers. There is lot of learner diversity. The student teacher ratio is appropriate. The teachers follow student centric methodologies like: experiential and participative learning. The teachers update themselves with the new teaching methodologies. Two faculties have qualified the Eligibility Tests. Rests of the teachers are not fully qualified but experienced and innovative in teaching. The teaching learning activity is evaluated through internal and external examinations. The formative evaluation is done through home assignments, unit tests, projects and student seminars. All assessments are done transparently. Institution has all infrastructure facilities to run the internal and external examinations. The POs and COs are provided by the parent University. They are displayed on the website for the students and parents. Teaching is done with COs in mind and they are evaluated in the student performance through both formative and summative assessment. The results during the last 3 years were very good compared to institutions at the neighborhood. The student satisfaction survey regarding the teaching learning is done.

## Research, Innovations and Extension

This is a non-aided college. College received RS.111.0045 lakhs Grants . Teachers make their teaching research-based with their innovative teaching practices. The institution is planning to run an ecosystem of innovations and Indian Knowledge System after implementation of the NEP next year. Due to scarcity of funds no academic activities are organized. A faculty has written three chapters in a book. The Extension activities are very strong one. Numbers of activities in the form of rallies are creating awareness about many social issues. The extension activities are sensitizing the students in the matter of sensitive social issues, National Integration, Conservation of nature, and saving girl child. The outcome of the activities is in the form of strengthened life skills of the learners. Sensitized learners are getting motivated to save nature. NSS unit has organized 13 activities in the last 2 years. The activities during the annual camps at the villages are educating the society with many sensitive issues. Institution is getting support and crowd funding for the useful activities from the villagers. Collaboration is the need of the hour and the institution has signed two useful MOUs with the industry at the neighborhood.

## Infrastructure and Learning Resources

The institution has both hard and soft infrastructure as a learning resource. The values of the Sanstha are the soft infrastructure that have positive image in the mind of the stakeholders. Institution has adequate infrastructure facilities to carry out curricular, co-curricular and extracurricular activities. There are adequate number of classrooms, laboratories, seminar hall, and a playground. The quality conscious management is ever ready to meet infrastructural demands. New buildings of laboratories are being built and they are heading fast for completion. The structure of the institution is in RCC. There is a library with textbooks and reference books for both Arts and Science students. There are six journals, seven magazines, and six newspapers for readers in

different languages. The library facilities are available during the college time. There are two sections of reading rooms for boys and girls. The rooms have all essential electrical gadgets. There is an internet connectivity of BSNL optical fiber. The office is well furnished with ICT facilities. The Principal has a separate chamber with attached rest room. The institution has Sanstha permission to use the ICT facilities. In all there are 32 computers for the students. The management maintains the building furniture and electrical gadgets through the CCTV Cameras. All essential electronic devices are part of the infrastructure.

## Student Support and Progression

The campus stay of the learners is being made pleasurable with the help of different support services. 50 % of the students are benefited by the scholarships given by the governments. The institution funds the active participants in sports and cultural activities. The students are trained with their soft skills and technology skills. Expert lectures on competitive exams are organized regularly to boost there morale. To keep the campus fit for academic purpose all discipline is maintained. There is a grievance redressal system to make the campus academic. The learners from this institution mostly pursue their career in agriculture. They support their families in growing grapes and pomegranate. Recently they are turning towards dairy forming too. Army, Police Department and Government jobs are the career choice by the students. Some of the students pursue post graduation. In the last 5 years some students have qualified MPSC exams. The institution has registered Alumni Association. The past students are ready to support their institution. A student has donated a color printer and the other student has donated a computer and LCD projector to the college.

## Governance, Leadership and Management

This Minority institution has educated and experienced administrators in the body. The management runs all the activities with the support of College Development Committee and the IQAC. The institution redefined its vision statement from the academic year 2023-2024 to match its outcomes with the National Education Policy 2020. The institution is run under an efficient lady Principal, committed teaching and nonteaching staff. The Management plans after getting stakeholders feedback and implement them. The candidates with aptitude for teaching are preferred and their preference is monitored. Their performance is monitored. The faculties are motivated to up skills themselves in pedagogical practices. The Institution is run with the fees collected from the student and financial support from the Sanstha. The institution gets some funds from the University as a lead college. The institution runs a quality assuring system. It is an IQAC maintaining the quality through infrastructural demands, forming different policies, and preparing for the institutional accreditation.

## Institutional Values and Best Practices

The Institution is very conscious about the inclusive growth and gender equity. It organizes different activities to sensitize the learners and the society. It is equally sensitive about environment and value erosions. It organizes rallies during the NSS camps to create awareness. Efforts are taken to make the campus a role model. The institution is practicing pollution free campus, energy conservation, and clean environment. The institution is making use of electricity consciously. Green and energy audits are done regularly. The institutional efforts are made to create communal harmony and national integration through different cocurricular activities. The learners are made tolerant in cultural regional and linguistic matters. The institution devises best practices to make academic and administrative activities qualitative. The two best practices mentioned in the report, 'Improve your English and Cleanliness Drive In College Campus'. The institutional distinctiveness is in the

matter of academic and society trust deficit. In other institutions the trust deficit is widening. But at the Shri R. K. Patil Arts, Commerce and Science College, Sankh it is strengthening day by day due to the conscious efforts of both as institution and the Sanstha. The Sanstha has its own social commitments. It motivates its academic institutions to bond with the society. As a result extension activities are the strength of the institution.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | SHRI R.K.PATIL ARTS, COMMERCE AND SCIENCE COLLEGE, SANKH. TAL - JATH, DIST- SANGLI. |
| Address | A/P-SANKH, TAL-JATH, DIST-SANGLI. |
| City | SANKH |
| State | Maharashtra |
| Pin | 416412 |
| Website | www.rkpcollege.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal(in-charge) | Dalawai Sanjeev Parashuram | 02344-299127 | 9403500552 | - | rkp616.cl@unishivaji.ac.in |
| IQAC / CIQA coordinator | Metri Vasant Sidappa | 02344-9890253825 | 9403470803 | - | vikky.metri@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Private |

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

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| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | Yes<br>sankh minority.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | Kannada |
| Any Other | |

| Establishment Details | | |
|---|---|---|

| State | University name | Document |
|---|---|---|
| Maharashtra | Shivaji University | View Document |

| Details of UGC recognition | | |
|---|---|---|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| 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 | A/P-SANKH, TAL-JATH, DIST-SANGLI. | Rural | 7 | 6224 |

## 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 | BSc,B Sc Physics Chemistry Botany Mathematics Zoology, | 36 | HSC | English | 360 | 275 |
| UG | BA,B A English Marathi Hindi Kannada History Geography Economics Physical Education Sociology Politics, | 36 | HSC | English + Marathi | 360 | 137 |
| UG | BCom,B Com General, | 36 | HSC | English + Kannada | 360 | 105 |

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

| Teaching Faculty | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total | |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 49 | | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 9 | 0 | 33 | |
| Yet to Recruit | 0 | | | | 0 | | | | 16 | | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 13 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 6 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 9 | 0 | 32 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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** |
| | 0 | 0 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 360 | 1 | 0 | 0 | 361 |
| | Female | 154 | 2 | 0 | 0 | 156 |
| | 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 | 25 | 29 | 31 | 24 |
| | Female | 14 | 15 | 22 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 1 | 1 | 0 |
| | Female | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 140 | 209 | 173 | 120 |
| | Female | 66 | 77 | 57 | 58 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 137 | 124 | 107 | 80 |
| | Female | 63 | 62 | 53 | 45 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 446 | 517 | 444 | 339 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The college provides, alongside regular courses, several self learning non credit courses of interdisciplinary nature offered by the affiliating university. These are offered to students of Arts, |
|---|---|

| | |
|---|---|
| | Science, commerce and BCA like 'Democracy, Elections and Good Governance' and 'Yoga and Physical Management Skills for B.A. B.Com. B.Sc., 'Environmental Studies' for B.A., B.Com. B.Sc. Part II), 'Introduction to the Constitution of India' and 'Interview and Personal Presentation Skills' for B.A., B.Com. B.Sc.) . The college visualizes a transformation towards integrated approach in near future by offering courses of interdisciplinary nature within the framework of university guidelines. The university CBCS pattern followed by the college allows certain freedom in the choice of subjects. Full choice implied in the CBCS pattern will be offered to students as per university directives as the college has Arts, Commerce, Science programmes. Necessary infrastructure and expertise exist to impart multidisciplinary flexible curricula to students. Many students are engaged in multidisciplinary research activities with a social orientation. |
| 2. Academic bank of credits (ABC): | The college follows the Choice Based Credit System of the affiliating university wherein all the UG and PG programmes have credit-based syllabi. The scheme per course is four credits. In near future, we plan to register with Academic Bank of Credits (ABC) through National Academic Depository, Ministry of Education, Government of India. The College follows a choice-based credit system prescribed by the affiliating University for all of its programmes. • Affiliating Shivaji University, Kolhapur is now in the process to pass a resolution related to the ABC in the Academic Council. • The College will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. • The College preparedness in the implementation of Academic Bank of Credits depends upon the guidelines of the affiliated University and Higher Education Department of Maharashtra Government . • For this purpose, a centralised database along with the database of the College is to be established to digitally store the academic credits earned by the students from various courses so that the credits earned by student previously could be forwarded when the student enters into the program again. • The college is in the process of developing a system for executing ABC in true spirit. |
| 3. Skill development: | In accordance with the National Policy on Skill |

| | |
|---|---|
| | Development, the college has been imparting skill based short term courses every year with the active participation of the substantial number of students. The range of imparted skills is wide and varied from soft skills to ICT skills. Each department conducts at least one career oriented course related to the concerned subjects. • The focus is towards integrated knowledge acquisition and upgrading human skills towards creating a new league of employable youth. • All these steps are marching towards the implementation of NEP in the real sense. • The College is already conducting the skill courses as designed by affiliating University. • English communication skill courses and computer courses are introduced and implemented to students of Arts, Commerce, Science streams. A course on 'Yoga and meditation' is made compulsory by the affiliation university. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The stakeholders of the institution make use of three Languages Marathi, Hindi, Kannada and English. Subjects in Arts and Commerce streams are taught in bilingual mode (English and Marathi) and science subjects are taught in English. However, various difficult concepts, theories and practical's are explained in Marathi as well as in Kannada language. There are four language departments which offer UG (3) and PG (1) programmes in English, Marathi, Kannada and Hindi. Degree courses in Arts stream Economics, History, Sociology, Geography and Political Science- are taught in bilingual mode. The institution takes special efforts to preserve Indian culture and traditions through various activities such as Celebration of Traditional Day, various competitions like Mehndi, Rangoli, dance, singing, dramatics, celebration of festivals, Day celebrations, Annual Social Gathering, through which the institute inculcates our Indian culture and values. |
| 5. Focus on Outcome based education (OBE): | The institution has already transformed from the traditional system to Outcome Based Educational system (OBE). The university frames and prescribes syllabi for all the courses. The university syllabi mention course outcomes. Programme Outcomes, Programme Specific Outcomes and Course Outcomes are identified and displayed on the college website and on notice boards. Pedagogy is designed and used in teaching-learning practices to achieve the learning outcomes. Suitable formative assessment is |

| | undertaken to test the achievement and aptitude levels of students. POs, PSOs and COs are calculated on the basis of direct and indirect methods. Activities (seminars, study tours, workshops, etc.) are designed with specific mention of outcomes. |
|---|---|
| 6. Distance education/online education: | This College is already prepared, especially during COVID-19 pandemic situations and teaching-learning process through different online modes like Google Meet, Google Classroom, Zoom, WhatsApp etc. • The College campus is Wi-Fi enabled and hence no obstacle in online education. • This College is preparing to make available all such type of e-content material prepared by faculty members to all students through online mode to meet the future challenges. • The affiliating University has selected our College as its centre for offering various courses on distance mode. • College has successfully imparted content delivery of all its courses in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. The college runs a center to provide education through distance mode i.e. Distance Education Centre of Shivaji University, Kolhapur. |

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. College has established Electoral literacy club since academic year 2022-23. This club was established for making awareness among the students having right of voting as well as general public voters and other stakeholders are also informed about the process of voting and the technical part of using EVM machine. |
|---|---|
| 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. College has appointed Faculty member as a Coordinator. In this club, students participate for fulfilling the functions of Electoral Literacy Club. Students Coordinator is selected among all the students by democratic way as well as he gives instructions to the students as a team. The ELC is actively functioning in the institution. Among all the ELCs of different colleges our ELC is working remarkably for doing awareness activities like Election Awareness Rallies etc. |

| | |
|---|---|
| 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. | Form No 6 is filled from students having just voting rights as per government rules and even though Form No 7 , Form No 8 are filled from students' parents and surrounding members. Ramp facility has been developed for Handicapped voters. Voters Day is celebrated with the help of Teshil office Sankh and Voter Awareness Rallies are conducted under the guidance of Tehsildar Sankh. |
| 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. | Students are given project on Democracy, Election and Good Governance. Separate lectures were conducted on 'Democracy, Election and Good Governance.' Essay writing competition is conducted. we arrange the special program for imbibing the Democratic Values among the students. |
| 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. | B.A., B.Sc. B. Com First year and Second year Students of our college who have completed the age of 18 years and having right to vote are given information about the form no 6, 7 and 8 for enrolling the name in Electoral Roll List. Some forms are collected directly from students. Students are also given information about using Voter Helpline App of Government. Online Enrolling procedure of Voter Enrolment is explained in simple way. |

# Extended Profile

## 1 Students

### 1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 446 | 517 | 444 | 339 | 175 |

| File Description | Document |
| --- | --- |
| Upload Supporting Document | [View 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: 46**

| 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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 31 | 36 | 24 | 22 | 16 |

## 3 Institution

### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 76.6386 | 7.05238 | 44.31331 | 32.09935 | 34.20747 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](View Document) |

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# 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:**

- Curriculum is implemented by maintaining teaching plan, time table, number of working days, synoptic notes, lecture or other teaching duties, examination related work and efficiently conveys through the interactive activities like workshops, guest lectures, group discussions, ICT lectures, unit tests, field visits.
- Continuous Monitoring is done through Syllabus Completion Report, Department Report by IQAC.
- The College is offering 4 UG, 1 PG programmes which follow the CBCS/NEP curriculum.
- The teachers are encouraged to participate in conferences, symposia, seminars, workshops and Swayam courses.
- In terms of academic flexibility, percentage of programs in which Choice Based Credit System (CBCS) /elective course system has been fully implemented.
- For effective curriculum delivery, our College provides modern teaching aids like LCD projectors, laptops, Computer Lab .
- As a part of the curriculum enrichment, the college incorporates cross-cutting issues by celebrating various days like , Geography Day, Science day and conducting training programs on Women self-defense.
- **20** Add on/Certificate/ value added programs offered in last 5 years.
- 58% students enrolled in Certificate/ Add-on/Value added programs as against the total number of students.
- The college conducts green audit, gender audit and energy audit regularly to monitor the activities of cross cutting issues.
- The feedback regarding design and review of syllabus is collected every year from stakeholders - students, teachers, employers and alumni, and takes the necessary measures for improvement. It is analyzed and action taken reports are uploaded on college website.

| File Description | Document |
|---|---|
| Upload 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:** 20

| 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](#) |

### 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:** 57.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 397 | 249 | 129 | 122 | 212 |

| File Description | Document |
|---|---|
| Upload supporting document | [View 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:**

Cross cutting issues have been incorporated by the affiliating university to make the students sensitive, responsive and responsible so as to enable him/her to value different perspectives of life. College has also incorporated cross cutting issues introducing various value added courses.

**Cross cutting issues integrated in university courses**

*Democracy, Elections and Good Governance – UG first year Environmental Studies – UG second year*

*Introduction to Indian Constitution – UG third year*

*Cross cutting issues in literature*

Ability Enhancement Compulsory Course: English for Communication – B.A. I, II and B.Sc. I Ability Enhancement Compulsory Course: English for Business Communication – B.Com. I and II Adhunik Gadhya Sahitya – B.A. II Hindi (Opt.)

Vidha Visheshka Adhyayan – B.A. III Hindi (Spl.)

*Cross cutting issues in other courses*

History of Modern Maharashtra – 'Women's Rights' – B.A. II (History) Human Geography, Soil Geography and Oceanography–B.A.II(Geography) Indian Political Thought – B.A. II (Political Science)

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

**Cross cutting issues integrated in college courses**

*Professional Ethics*

Functional English

Effective Communication in English

Marketing Retail and Supply chain management

*Gender*

Yoga Studies

*Environmental Consciousness*

Travel and Tourism

Soil and Water Analysis

Vermitechnology

Identification Cultivation and conservation of medicinal plants

Sericulture

*Environmental Consciousness*

Sericulture

Tobacco free College Campus

Some medicinal plants are planted in college campus

Many trees are distributed to the students and asked them to plantation to their home Regular follow up of this tree plantation activity is taken through photographs.

The college conducts green audit, gender audit and energy audit regularly to monitor the activities of crosscutting issues.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

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**1.3.2**

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

**Response:** 88.12

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

Response: 393

| 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 60.89

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 254     | 234     | 194     | 239     | 175     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360     | 360     | 360     | 360     | 360     |

| 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](#) |

**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:** 74.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 139     | 158     | 114     | 153     | 107     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 180     | 180     | 180     | 180     | 180     |

| 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](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 14.39

## 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:**

College enhances the learning experience of students by adopting student-centric methods like experiential learning, participative learning and problem solving methodologies both inside and outside the classroom. Department-specific activities like heritage visit,museum visits, one-day field trips, study tours, long excursions, industrial and institutional visits, which are part of curriculum of Environmental Studies, Chemistry, Botany, Geography and Zoology are organized. Students are involved in faculty-guided projects. Students are encouraged to participate in various co-curricular activities organised in collaboration with prestigious organizations. This gives them the exposure to the work and views of leading experts, academicians, artists and activists on different societal and environmental issues. Students actively participate in co-curricular and outreach activities organised by various Committees of the college. Recognizing the importance of extra skill sets, add-on courses were introduced. These include certificate courses in spoken English and a short-term course on Soil-Water analysis, Travel and tourism etc. Such courses equip the students with some of the important skills.

| File Description | Document |
|---|---|
| Upload 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:** 70.11

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 51 | 47 | 47 | 23 | 16 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | 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:** 5.43

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 02      | 01      | 00      |

| 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](#) |

## 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 fair and transparent internal assessment process and robust mechanism to enhance the quality of higher education and make available various to the departments to select the method of evaluation to bring the verity in the method of internal examination and assessment. 20% marks in each paper are awarded through internal assessment while remaining 80% are awarded university appointed examinations. Under CIE includes the unit test, home assignment, surprise test, class seminars, group discussion, project, field visit/tour reports are given to the students. With regular interactions of IQAC and Heads of the Department, examination committee makes plan for reforms in evaluation system. As per the academic calendar the college prepare tentative schedule and displayed on the notice board, website, on the whats app group of the classes. The college takes extra efforts for slow and advanced learners and they are assessed by different methods. The examination committee monitors and conducts internal examination in the college. The attendance and internal assessment record are maintained periodically and can be easily accessed at any time by the students.

Shri. R. K. Patil Arts, Science and Commerce college, Sankh has a robust mechanism to ensure that the process of continuous evaluation is transparent, efficient and in the best interest of students. College always follows the rules of the Internal/external examination of Shivaji University, Kolhapur. Grievances handling mechanism is completely transparent. The college has a Central Internal Evaluation Committee, which undertaken necessary measures to ensure objectivity and transparency in the process. Starting of

every semester all faculty members described the evaluation process of internal marks and external marks. Internal examination test schedules are prepared and communicated to student in advance. Notification is displayed prominently on the college website to communicate and on college notice board to communicate information related to internal examination to students. Internal examination grievances are cleared by discussing the class test, assignment, surprise test, seminar etc. to students after evaluation. They may raise their grievances regarding the marks awarded to them which the faculty concerned. In rare cases if students 'grievances are not addressed satisfactorily, students are free to approach their mentor, or the teacher - in - charge for redressal. Intervention by the head of institution can be sought in extraordinary cases. Students are given enough time to claim concessions in attendances on medical grounds and for participation in extracurricular activities.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](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:**

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are the basic set of concepts, knowledge, skills, and attitudes acquired by the students on successful completion of a specific course/Programme. While designing the syllabus of a particular course, the Board of Studies of affiliating university specifies the broad outcomes that are expected to be achieved by the students who opt for the course. These course outcomes are explicitly mentioned in the syllabus of the course. However, the Programme Outcomes (POs) are broad in their approach and encompass the development of various human faculties. As per the philosophy of Outcome Based Education (OBE), our institution expects that by the end of a course or a programme, each of our students must achieve certain attainment targets. These targets are essentials for learners to successfully do at the end of their learning experience. In this regard, the institution seeks to imbibe a set of attitudes and skills in students. The set includes life skills, professional and vocational skills, intellectual skills, and interpersonal and personal skills. The stating of POs and COs benefits in providing clarity of what needs to be accomplished at the end of the course/programme, provides flexibility in implementing a student-centric learning model and opportunity for involvement in curriculum planning – implementation. Our institution has adopted the following mechanism to make all the stakeholders aware of the Programme and course outcomes:

1.All the Programme Outcomes and Course Outcomes are stated and displayed on the college website.

2.The outcomes are also displayed on the department notice boards for the information of all the stakeholders.

3.The Programme and course outcomes are discussed by faculty members during the departmental meetings at the initiation of each semester.

4.The Programme outcomes are explained to the students during the orientation programme which is conducted at the beginning of the programme. Similarly, students are given thorough knowledge about the expected course outcome by the subject teachers during the initial introduction to the course in the class.

5.Teachers also share the course outcomes with the students through Google Classroom and other digital platforms.

6.The Programme outcomes are also displayed in the college library.The attainment of POs and COs is evaluated by the institution to monitor learning levels and to identify gaps in the learning outcomes. An MS Excel-based statistical model is developed at the institutional level to analyze the performance of each of the learners. The model synchronizes analysis of the attainment of Course Outcomes to cumulatively arrive at the attainment of Programme Outcomes. In this, the performance parameters of the student in the external term-end examination are mapped with his performance in internal assessment and participation in various other activities.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

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**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The institution has a mechanism of measuring the program outcomes and course
outcomes through final university examination and internal examination of each
course and each program and practical examination of practical based courses and
programs.
? After the completion of the teaching-learning process, attainment of all POs, and COs
are evaluated through the marks obtained by the students.
Method of Evaluation PO's and CO's attainment.
Attainment of Course Outcome at UG level:
CO attainment is defined at three levels in ascending order. CO attainment based
on university and internal examination assessment, CO Attainment= 80% (Attainment level

in university examination) +20% (Attainment level in internal examination). For courses based on practical examination, CO Attainment= 53.33% (Attainment level in university examination) +13.33% (Attainment level in internal examination) + 33.33% (Attainment level in practical examination).

For University Exam

Level 1 below 45 % Students scoring 70% & above marks
Level 2 45-60 % Students scoring 70% & above marks
Level 3 ? 60% Students scoring 70% & above marks
For Internal Exam

Level 1 below 60 % Students scoring 70% & above marks
Level 2 60-80 % Students scoring 70% & above marks
Level 3 80% Students scoring 70% & above marks
For Practical Exam

Level 1 below 60 % Students scoring 70% & above marks
Level 2 60-80 % Students scoring 70% & above marks
Level 3 ? 80% Students scoring 70% & above marks

Attainment of Program Outcomes:
PO attainment is defined at five levels in ascending order. It is based on the average attainment level of corresponding courses. PO Attainment= Average attainment level of course outcomes.

The PO attainment levels are defined as stated below:

Program Outcome
Level Target Attainment Target Achievement

Level 0 0.0-0.5 Failed to Achieved Program Outcome
Level 1 0.5-1.0 Barely Achieved Program Outcome
Level 2 1.0-1.5 Partially Achieved Program Outcome
Level 3 1.5-2.0 Fairly Achieved Program Outcome
Level 4 2.0-2.5 Substantially Achieved Program Outcome
Level 5 2.5-3.0 Completely Achieved Program Outcome

Based upon the results of attainment, the remedial measures are taken.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 65.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 91 | 92 | 00 | 00 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 89 | 104 | 108 | 00 | 00 |

| 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:** 3.76

| 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:** 111.05

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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 67.50   | 3.5     | 0.045   | 00      | 40      |

| 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:**

The institute has created an ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. The details are as under: The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. Transfer of knowledge in the region for students from rural and semi-urban areas. It aims at cultivating innovation and entrepreneurship culture among students by encouraging them to participate in different events and programs related to skill acquisition and professional development.

- Students who does research work in the college for the ecosystem for innovations and has initiatives for the creation and transfer of knowledge in the region for students from rural and semi-urban areas.

1. Promoting Innovation: Students are encouraged to present their innovative working project models & products through annual project contest.

2. Human Resources: The institute recruits dynamic & highly qualified faculty to mentor and channelize the young minds. Institute has taken an initiative to encourage the faculty members to pursue their Ph.D. work. Faculty are also encouraged to participate in various skill enhancement programs under govt. schemes.

3. Collaborations: The College has collaboration with institute under which our students get an opportunity to undertake research to promote real-time project development.

4. Computer and internet facility is provided to student and faculty members.

5. To promote the students and farmers to acquire the primary knowledge in which sericulture, vermiculture, tourism, nursery techniques etc. Courses started to provide guidance to young entrepreneurs to set their own business.

6. The college has adopted and implemented birds water provision.

| File Description | Document |
|---|---|
| Upload 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:** 2

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 02 | 00 | 00 | 00 | 00 |

| 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:** 0.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 02 | 0 |

| 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:** 0

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](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 social responsibility has been nurtured in our students through the following extension activities organized by our institute.

Cleanliness Awareness: We have adopted the villages in Jath Tehsil which have the issues like poor hygiene and sanitation. Through NSS  college organized the camps in the adopted villages and appealed to people on the importance of hygiene and sanitation on their health. By arranging the rally, the guidance on the dumping of sewage and garbage in the proper places was provided by students. To reduce the pandemic, the importance of personal and public cleanliness was properly convinced to the people.

1. Tree Plantation: The volunteers explained in detail the significance of tree plantation among the people. In the camps, the various subject experts guided on the importance of tree plantation to the people, resulting in the less cut down of trees.
2. Voter Awareness: Through the Voter Awareness Rally in the Sankh city and neighbouring villages, the voters were educated about the polling process and made aware of the political parties, their manifestos, and backgrounds of the contesting candidates to help them for casting their valuable votes.
3. HIV/AIDS Awareness: The awareness raising about the HIV/AIDS occurrence and spread is very significant in protecting the people from the epidemic. The NSS volunteers provided information, education and communication on HIV/AIDS prevention to the people.
4. Yoga Day: Yoga heals our mind, body and soul and it reforms the thoughts to peruse a great life style. Through the Yoga training the students keep their good health.
5. Har Ghar Tiranga Rally: 'Har Ghar Tiranga' is a campaign under the aegis of Azadi Ka Amrit Mahotsav to encourage people to bring the Tiranga home and to hoist it to mark the 75th year of India's independence.
6. Plastic free environment campaign: College NSS volunteers helped
7. Covid-19 Awareness campaign: College students, NSS  volunteers actually visited the various villages to create awareness about the prevention of Covid-19.

1. Through these activities the students get socialized and learn to think beyond individual interests and extend their thoughts for social welfare.

2. The theoretical knowledge got in the classroom can be applied for the benefit of society.

3. Team work, Leadership Skills, Time Management, Effective  Communication Skills, Effective Decision Making are just a few things students learn while participating and organizing various projects and programmes under extension activities.

4. Extension activities help the students to contribute in national

development, citizen building and social integration

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 3.4.2

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

**Response:**

The Institution organizes number of extension activities to promote Institute-neighborhood community association, institution conducts various outreach programs like awareness campaign, drives, rallies, celebration of days, health check-up camps, surveys, online quizzes, social welfare activities etc.

Overall impact of the co-curricular, extension and outreach programmes on the students are : · Improvement in sports manship and leadership qualities · Participation in the nation-building process · Awareness on social issues and possible solutions · Motivating for responsible citizenship · Inculcating human values among students · Imbibing importance of moral, ethical and social values · Minimizing gender-discrimination · Creating a sense of brotherhood and belongingness

The institution plans, implements and tracks faculty and students' involvement in social activities which promote citizenship roles. Our faculty members along with students provide an opportunity to interact with neighbourhood schools and visit to rural areas build a sense of commitment to the community and sensitizes the students. The students are encouraged to take part in various outreach programmes to create awareness in the society. The Institute organizes different awareness programmes through NSS, Science Association, Health Care Committee etc. and various Departments on Swachh Bharat Abhiyan, Disaster management, Gender sensitization, Tree plantation, Voting right, Adult literacy, Cleanliness drive, Environment Awareness Rally, Women empowerment, Health awareness, Covid-19 vaccination etc. The Institute organizes various social activities in the neighbour village by organizing camp. Tree plantation drives through their own or activities organized by Government or Nongovernment organizations.

For the above considerable contribution by college, Tahsil Office various Village Panchayats have appreciated the college through the certificates and letters.

1. Through these activities the students get socialized and learn to think beyond individual interests and extend their thoughts for social welfare.

2. The theoretical knowledge got in the classroom can be applied for the benefit of society.

3. Team work, Leadership Skills, Time Management, Effective Communication Skills, Effective Decision Making are just a few things students learn while participating and organizing various projects and programmes under extension activities.

4. Extension activities help the students to contribute in national

development, citizen building and social integration

| File Description | Document |
|---|---|
| Upload 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:** 8

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 02 | 03 | 03 | 00 | 00 |

| 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](#) |

## 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:** 5

| 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](#) |

# 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 is augmented with adequate physical and IT infrastructure having required facilities on regular basis. These facilities enable the smooth functioning of all academic and administrative processes.

The college is spread over on 7 acres of land having

Main Building

Library Building

one boys Hostels

Gymkhana Building

multipurpose/seminar hall

**Classrooms**
The college has 10 classrooms which are spacious, well-lit and well ventilated.

ICT enabled classrooms - 3

Seminar Halls - 1

**Laboratories**

The college features 5 labs well equipped with latest instruments and advanced software. Each laboratory is equipped with computer and internet facility

Science Laboratories :

Physics- 01

Chemistry- 04

Botany- 01

Zoology- 01

Stat/Maths Lab-01

Other Labs :

BCA Computer Laboratories- 01

Geography Lab-01

**ICT facilities**

College provided desktop computers and printers for all departments with internet connection. All electronic resources subscribed under N-LIST Programme are available for faculty members.

Computers - 32

Black and white printer - 05

Scanner - 02

Printer with Scanner - 02

Wifi Routers - 02

Laptops - 01

CCTV - 32

LCD Projectors - 03

Internet Facility – 100 MBPS

Xerox Machines - 02

Softwares :

Microsoft Office Visual studio 2010

SQL server, R-Software,Python,Sci Lab, Turbo, Oracle, Tally, Java Jdk, Mat Lab, Era Tool, e-Granthalaya, Libman, Chem draw, Chem sketch, Origin 8, ISIS Draw 2.3,

ERP online Admission software.

**Cultural/NSS**

1 Open air stages and multipurpose/seminar hall

Cultural Department with musical instruments such as the Dholki, Tabla, Dimdya, and Harmonium, portable Speaker

**Sports**

Department of Sports and Physical Education  is continuously conducting a variety of sport events.

   **Sports Facilities : -**

Indoor Sports Hall

Chess

Carom

Athletics

Disc Throw

Javelin Throw

Long/Triple Jump

High Jump


Running Track

Football

Volley Ball

Handball

Kho-Kho

Kabbadi

Cricket

**Gymnasium**

Gymnasium with advanced equipment :-

Dumbbell set

Bar  set (Double /Single)

Yoga Centre

**Other Facilities**

Separate Principal cabin with adequate facilities.

Well-furnished administrative office with required facilities.

Generator and Battery Backup with inverter unit.

Examination centre with SRPD facility

Placement and Training Centre

Distance Learning centre

Competitive Examination Centre

Women Empowerment Cell

Staff room for teachers with adequate facilities.

IQAC room is equipped with 02 computers, printer, scanner and other essential amenities.

Gents Toilet Block

Ladies Toilet Block

Ladies rest room

Health Centre

Separate store rooms for office and library.

Ramps, wheelchairs, walker, walking stick and commode toilet  are available for divyangjans in campus

Canteen

Dustbins

Vehicle parking shades-Students, Faculty

As a practice of experiential learning following facilities are installed in the campus

Rain Water Harvesting unit

**Library**

There is a separate one storied library building with loft facility having 150 sq. ft. carpet area for effective learning and the facility of reading hall for students.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 89.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 66.74078 | 3.53214 | 41.50522 | 29.77813 | 31.96431 |

| 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](#) |

## 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:**

Library Management System ( ILMS ) The library is partially automated by Integrated Library Management System ( ILMS). The ILMS software is provided to institute by Biyani Technologies Kolhapur, Maharashtra. The ILMS software consists of modules such as book management, barcode facility, book accession, borrower card circulation and administration. The ILMS helps withdraw or write-off the damaged or lost books and tracing of prices etc. are easily located in the stock verification report. This software gives information about visitors and issuing reading material. The library has 2 computers with LAN and are with internet connection. The library has internet access to faculty and students and are with power backup. Library is a soul of knowledge centre of college. It provides timely and efficient service to its users. The library has a collection 4678 of books and periodicals are available for users. Subscription to e-Resources.The library avails facility of database like Shodhganga, e-Shodhsindhu, Swayam portal, e-PG Pathshala, UC Press E- Books, etc. The library provides free and full access to all its stake holders. The library has many good practices like reading room, book bank scheme, earn and learn scheme, book exhibitions, etc. The central library has sections like rare collections, book stacks, periodicals, reference, reprography, technical processing, circulation and digital library. The reading room has a capacity of 50 students and provides limited access to readers to reference section. All the books have been classified with the Indian Colon Classification System. Book Bank facility, newspapers, selected news-paper clippings, syllabi, previous years' university question papers and e-resources, free pdf downloads, e-books, e-textbooks) are also available.

| 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:**

The college has adequate IT infrastructure for learning, teaching, administration and other purposes. The college has 32 computers with two computer labs and 2 internet access centers for students and teachers. There are two broadband connections which provides more than 200 mbps internet speed. All

departments, seminar halls, some ICT classrooms, library, administrative office, support services, etc are provided with computers and printing facility. The college provides Wi-Fi facility to students and faculty. All computers are loaded with latest software's and up to date antivirus protection. All the computers in administrative block are with LAN. The computers are with high end configuration with latest processors like Core i3, Core i5, with 2GB and 4GB Ram that supports 1TB and 500 GB HDD, HP All-in-one Core i5 1115G4 11th GEN, Dual Core 10th GEN.H410 Chipset, DELL VOSTRO 4th GEN, DELL OPTIPLEX i7 6th GEN. For effective teaching and learning the classrooms and laboratories are provided with LCD projectors.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 4.3.2

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

**Response:** 13.94

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

Response: 32

| 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](#) |

## 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:** 9.43

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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.07922 | 2.69053 | 2.5721  | 2.03471 | 1.95155 |

| 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 |

# 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:** 41.59

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 222     | 227     | 210     | 97      | 43      |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [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:** B. 3 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** |
| Institutional data in the prescribed format | **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:** 67.83

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 234 | 239 | 360 | 301 | 169 |

| 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](#) |

## 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:** 5.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 05 | 03 | 11 | 00 | 00 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 95 | 121 | 143 | 00 | 0 |

| 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](#) |

**5.2.2**

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

**Response:** 0.88

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.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 00 | 01 | 02 | 00 | 00 |

| 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](#) |

## 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:** 1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 00 | 0 |

| 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](#) |

### 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:** 55.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76 | 34 | 33 | 60 | 74 |

| 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:**

The College has an active Alumni Association entitled "Alumni Association of Shri. R. K. Patil Arts, Commerce and Science College , Sankh". It has been under registration process. . The executive council and its activities are uploaded on the college website with an independent tab. Since its inception, the association has significantly contributed to academic events and programs organised by the college. College organizes Central as well as Departmental Alumni Meet. The meetings of the executive (Managing) council are held at least twice a year. The association keeps good rapport with the present students, faculty members and administration of the college. Alumni Association adds an Annual and Alumni Life members every year. Besides, it opened its own bank account in Bank of Maharashtra, Sankh branch for financial contribution.

Our pride Alumni are placed in various fields including: agriculture, industries, education, business, professional fields, entertainment and media, industry, academics and social work etc. One current and one retired teacher are members of alumni association who play key-role in binding this group for development of College and works for overall development of students. It helps our institution not just financially, but in terms of academic planning, internship and placements of students, career guidance and on-job guidance in their firms also. Alumni members are active members in IQAC, CDC and NSS committees etc.  The association members helps to Alumni Association whenever Alumni Association needs help. During meets, alumni discuss present situation of College, achievements, progress, and future plans of College. Many alumni have helped College by delivering lectures as resource person in various courses, programs, workshops and in a guest lecture etc. Their presence on various occasions helps to strengthen collaboration among past and present students. After all, Alumni Association is strength of our college.

| File Description | Document |
| --- | --- |
| Upload 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**

Empowering rural youth with Knowledge, Skills and essential Attitudes through Higher Education.

**Mission**

- To impart quality education to the academically disadvantaged youth.
- To provide Multi-disciplinary Programmes Building learner capacity with 21st century life Skills.
- To prepare the learners for different careers and entrepreneurship Equipping the rural with Values for Sustainable development

| File Description | Document |
|---|---|
| Upload 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 college strictly takes care of the functioning of the institutional bodies to be effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/perspective/development plan etc.

• As a part of this the college has a vision to be a center of overall academic advancement in the vicinity. In order to make this happen, we have a sketched organizational structure where every component works to achieve the goal of the college and to fulfill its mission.

• **The organizational set up of the governance:** Shri Shivlingeshwar Shikshan Sanstha President, Chairman-Managing Council-Principal-CDC-IQAC Incharge- HoD-Faculty- Administrative Staff-Students.

**Organogram**:

• As per the guidelines given by UGC, Affiliated University, and Shri Shivlingeshwar Shikshan Sanstha, IQAC, CDC, Grievances Committee, Anti-ragging Cell etc. are working effectively in the college.

• There are various committees with well-defined functions that give academic and administrative leadership to the institution. A committee comprising of administrative staff and faculty members are involved in the planning and implementation, academic audit and evaluation.

• An ideal level of decentralization is in practice through the independent flexibility to the departments and voluntary decision-making process.

• **Deployment of institutional strategic/perspective/development plan etc.:**

The important elements of organizational structure of the college are Governing Body Shri Shivlingeshwar Shikshan Sanstha, Sankh President, Chairman, Vice-Chairman, and Managing Council, Principal, Head of the Departments, Teaching staff, and non-teaching staff and Support Departments /Cells. It analyses the institutional strategic plan which in turn sets the academic aims and objectives of the college and ascertains the economic and employment strategies. The organizational structure gives itself to supporting official capacity and educational effectiveness through the involvement of external members in various Committees/ Boards. Various stakeholders of the college are members of different committees. The decision-making procedures are made at appropriate levels in the organizational hierarchy.

• **Appointment and service rules/procedures:**

The college rigorously follows the service rules according to the UGC and government norms. Recruitment process is carried out according to the norms of the University, a body comprising of university representative, management representative, Principal, external subject experts decides the worthiness of the candidates by his/her performance in the interview according to the parameters specified by various statutory committees.  All these factors give boost to the functioning of the institutional bodies in an effective and efficient way and is visible from policies, administrative setup, appointment and service rules, procedures, etc.

| File Description | Document |
|---|---|
| Upload 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](#) |

## 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:**

Faculty is one of the important stake holder of any college. The college values services and devotion rendered by the faculty towards all round development of institution. The college has various welfare schemes for teaching and non teaching staff as mentioned below. for welfare for teaching and non teaching staff of all units of The Shri Shivlingeshwar Shikshan sanstha, Sankh providing pre-primary, primary, school and higher education through all its units. The Shri Shivlingeshwar Shikshan sanstha, Sankh implements following schemes for its member teachers and non teaching staff. It gives representation to teaching and non teaching staff on its general body of directors. Gymnasium, Sports, playground facilities are available for the teaching and the non-teaching staff for free of cost. The college also provides facility of various types of leaves such as Medical Leave, Maternity Leave, Paternity Leave, Duty Leave, Casual Leave, Leaves to attend FDP. Felicitation on various types of achievements by the institution. Performance Evaluation of Non-Teaching Staff : The confidential report of the non-teaching staff is prepared each year by the Principal and is forwarded to the management for further action. There is a systematic and effective performance appraisal system for all members of the Nonteaching staff. Through these assessments, the college encourages professional growth and development. The process is designed to examine the individual and professional skills and progress of the staff and their participation which in turn lead to the overall development of the college.

| File Description | Document |
|---|---|
| Upload 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:** 0

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 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](#) |

**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:** 3.68

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 02 | 03 | 01 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09      | 08      | 04      | 05      | 08      |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the certificates of the program attended by teachers. | [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:**

Institution has a well-defined strategy for the mobilization of funds and optimal utilization of resources. As a socially concerned institution, catering to the needs of various cross-sections of the society, it has a conscious policy of keeping student fee affordable. We constantly scout for opportunities to receive grants and financial assistance from various Government and Non-government Agencies.

**Sources of funds are as follows:**

1. Fees charged as per the university and government norms from students of various granted and self financed courses.

2. We received fund from Stakeholders, non-government bodies, and individuals.

**Resource mobilization policy and procedures:**

1. The UGC Committee, in coordination with CDC and the IQAC, monitors the mobilization of funds and makes sure that funds are spent properly for which they allocated.

2.The Purchase Committee takes care that purchases are done properly and in accordance with rules.

3.The College Development Committee takes a review of the mobilization of funds and the utilization of these sources periodically in meetings.

4.Regular internal audits from the Sanstha audit committee and external audits from the External agency makes sure that mobilization of the resources is being done properly.

5.The time-table committee looks after the proper utilization of classrooms and laboratories.

6.The Library Advisory Committee takes care that resources in library are utilized optimally.

7.Campus cleanness and its utilization is monitored by Campus Cleanliness and Beautification Committee.

8. To ensure optimum utilization of resources, the Principal issues directions.

**Optimum utilization of financial resources:**

The Budget, Finance and Purchase Committee have constituted to monitor the optimum utilization of funds. The committee works on the details and needs of the institution, presents them to the CDC and sends to Parent institute for final approval. After the deliberations, Governing Council tentatively finalizes the cash inflow, outflow, deficit and budget outlay.

The institutional infrastructure is utilized as an examination centre for Examinations. The institutional infrastructure is also made available for the social awareness programs.

**Internal and external financial audits**

The Institution conducts internal-external financial audits regularly through the parent Institution Shri Shivlingeshwar Shikshan Sanstha, Sankh. After the verification of accounts, the auditor submits the reports to the Principal for the follow up action. The observations and queries, if any noticed by internal auditor, are sorted out for the necessary updation. Institution conducts its financial audit by Shri. S. V. Mali and Co Charated Accountant Sangli.

| File Description | Document |
|---|---|
| Upload 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:**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by suggesting, preparing plans and organising certain activities.The IQAC is actively functional in the planning and initiation of the several strategies and processes in the college.

1. To conduct Gender, Energy, Green/environmental audit this year also.

2. To Renovate Rooms for Examinations

3. To publish wall papers.

4. To organise guest lectures.

5. To conduct programmes for women empowerment.

6. To renovate the old classrooms.

7. To Computerise Library.

8. To construct RCC classroom building and new laboratory building by construction of Chemistry lab and Computer lab for B.C.A..

To prepare the students best for the examination periodically open book tests, surprise tests are conducted. Recitation competitions are organised. Quiz, Home Assignments, Projects, Field visit, Industrial tour, Screening, Poster presentation, Wall paper exhibition, Seminars, Guest lectures are suggested by IQAC. Due to review and methodologies of operations, the learning outcomes are collected through analysis of examination results, merit scholarship bagged by the students and the achievements and awards won by the students.

| File Description | Document |
|---|---|
| Upload 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:** C. Any 2 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 |

# 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:**

**Activities for promotion of gender Equity**

1.Provision of dress code for girls and boys 2.Health and hygine compaign for women issues 3.Lecture series addressing issues of Human Values. 4.Health awareness ativities 5.CCTV camera coverage for safety of girl students 6.Separate common rooms and toilet blocks for girl students.7.Beti Bachav Abhiyan or Save girl awareness campaign 8.Special lectures on legal rights of women 9.Yoga Day celebration for health and hygiene 10.Welcome functions. 11.Sports facilities 12.Skill dev. Courses 13. Student Aid Fund

**Initiation to celebrate/ organize national/ international days:**

The college has celebration committee that plans and celebrates National and International days as mentioned below. 1.3rd January -Savitribai Phule birth anniversary 2.12th January- Swami Vivekanand and Rajmata Jijabai birth anniversary 3. 26th January – Republic Day 4. 19th February- Chhatrapati Shivaji Maharaj birth anniversary 5. 27th February – Marathi Bhasha Divas 6. 28th February – National Science Day 7. 8th March- International Womens Day 8. 14th April- Dr. B. R. Ambedkar birth anniversary 9. 1st May- Maharashtra Day, World Workers day 10. 5th June- World Environment Day 11. 26th June- Chhatrapati Shahu Maharaj birth anniversary 12. 15th August- Independence day 13. 5th September- Teachers day 14. 2nd October- Mahatma Gandhi birth anniversary 15. 15th October- Dr. A. P. J, Abdul Kalam birth anniversary (Vachan Prerna Din)

| File Description | Document |
|---|---|
| Upload 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 |

## 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 |
| Certificates of the awards received from recognized agency (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 college provides an inclusive environment for all stakeholders with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other activities. The college takes extra efforts in inculcating inclusive practices of development with due respect to diversity. Following activities are carried out during last five years:

1. Playing of national anthem at 7.25 am to inculcate patriotism and constitutional obligations among the students and the staff.

2. Celebration of various days for remembering and encourage the students the devotion of the great personalities.

3. Organization of various cultural and sports activities to emphasize harmony towards cultural aspects and sportsmanship.

4. Organization of traditional day.

5. Extension activities such as- Projects, Field visits, educational tours.

6. Organization of Annual Prize Distribution Ceremony to distribute awards for their efforts in the sports activities.

7. **Access to outsiders in the library for the outsiders, Central Library regularly provides books for the outsiders.**

8.**Campus is made available for senior citizens.**

The college has prepared code of ethics for students and staff, which is kept on college website.

Celebratory days starting from World Environment day, NSS Day, Women's day, Yoga day etc.This enables positive interaction among people of different backgrounds. There are different grievance redressal cells in the college like Student Grievance Redressal cell, Women Grievance Redressal Cell which deal with grievances without considering anyone's racial or cultural background.

The college has code of ethics for students, teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socio-economic and other diversities.

The college is tobacco free, has been established for the purpose of spreading awareness about mouth cancer along with related diseases.

Blood Donation Camps are organized to create awareness for saving lives. Ninety Seven of blood bags are collected during blood donation camps.

**Organization of Rallies: Beti Bachav, Beti Padhav – anti female feticide and promoting girl child education**

Corona vaccination drive – Covid-19 vaccination awareness drives for students and staff in the college

Contribution to social cause: Natural Calamities

Staff actively contributed during the pandemic as Corona Warriors.

| File Description | Document |
|---|---|
| Upload 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: Improve your English**

**Objectives of the practice:**

- To encourage students to improve their English.
- To encourage students to enrich their vocabulary.
- To help the students to improve their spelling.

**Context:** The college is located in drought prone rural area.100% students of the college are from rural and agricultural background. As a result their English is weak. The college takes special efforts to improve their English. Vocabulary is a Major problem of the students. To overcome this problem the said practice is followed.

**Practice:**The college displays five new English words on the notice board every day. The students, as they enter into the premises, see the new words written on the notice board and read them and learn new words every day. This habit of learning new words helps to improve their vocabulary and spellings. It helps to improve their English.

**Evidence of Success**:

It is observed that students are becoming more confident about their English. Their overall performance in subject is improved. The examination result indicates that the practice helped the students a lot.

## Problems Encountered and Resource Requirement:

The Practice is carried out by department of English. When the faculty is busy/on leave, they fail to display the words. The resources required are very limited.(only notice board).

## Best Practice –II  Cleanliness Drive In College Campus

## Objectives of the Practice

It could be due to lack of knowledge or due to sheer laziness or due to irresponsibility our surrounding remains unclean. Thus Cleanliness Drives is the process which makes people aware of the importance and methods of handling waste responsibly and tries to take a step towards a cleaner environment. Therefore, now we have to maintain this balance by following the given points:-

- To arrange dustbin with Blue and Green-color for Recycled and Unrecyclable waste respectively in view of making students aware about classification of wastes.
- To plant trees in and around school premises and encourage students for tree plantation. Reuse of waste material.
- Initiatives to curb green house effect. Weeding out/recording of the old files, records as per procedure.
- All kinds of waste material like broken furniture, unusable equipment, defunct vehicles etc. should be completely removed from the premises of institutions.
- To pick up non-biodegradable plastic and create awareness to keep the environment and surroundings clean

## The Context

The objective of "Cleanliness Drive" is to make our campus clean by focusing on following points:-

- To rising up the level of the student thinking regarding cleanness drive.
- To ensure the sincerity of the students regarding the values of pollution free environment.
- To inculcate the programme of plantation can change the heart & hobbies of students
- To ensure the student to know more and more about the hazard of non-biodegradable plastic materials.

## The Practice

Students, staff and teachers are informed by the College authority on the notice board of the Shri.R.K.P.ACS College, Sankh about the time and date of cleanliness drive programme. They have also informed that the programme will be monitored by PO Shri.R.K.P.ACS College. Students, staff, teachers all are actively participated in the programme.

## Evidence of Success

Inspired by the programme NSS wings frequently arranged such programmme in college and nearby

places and students are now quite aware to make their surrounding clean.

**Problems Encountered and Resources Required**

Some students were reluctant to take part in the programme college authority convinced them and ultimately they agreed to participate in the programme.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](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:**

SHRI R.K.PATIL ARTS, COMMERCE AND SCIENCE COLLEGE, SANKH. TAL - JATH, DIST-SANGLI has played a pivotal role in providing educational opportunities to the rural areas surrounding it. The College has completed 5 years of its existence by promoting excellence in the field of education. This Institution has earned its reputation for being a premier Institution in the State which is well known for academics and extra- curricular activities for imparting knowledge to the first generation learners of rural areas of Sankh and around Sankh teshil to bring about a radical change in the society.

The location of this College is droght prone area. The distinct characteristic enables the preservation of linguistic tradition which is our well thought out strength of character for creation of eligible human resource. The high ratio of female students enrolled and a large number of female staff recruited is a manifestation that women empowerment which is the need of the hour is prevalent.

The Sanstha commenced with a humble beginning that followed a prosperous path and achieved a milestone of celebrating the Golden Jubilee year in 2017- 18. Today the College is able to position itself as a reputed educational entity in fields ranging from academics, sports activities and cultural programmes by providing access to quality education for all, with a special emphasis on under privileged students enrolling from geographically backward area within the state of Maharashtra.

The college has also equipped the Institution with 03 ICT classrooms and 06 laboratories.

College finds a prime position in the minds of the students and faculty and it reflects in the quality of work done so far for the benefit of the society and mankind. As a consequence, the College has established Post Graduate Centre in Chemistry, Undergraduate programme Bachelor of Computer application. The Alumni working on the various committees brings the College to the forefront in various fields and materialises the concept of holistic development of the individuals.

The performance of our students in examination is exceptional in spite of the fact that majority of them have a rural background. The secret of success is due to the remedial teaching which is undertaken to cater to the needs of slow learners. Mentoring has also helped the students to get rid of academic and stress related problems. Yoga and meditation sessions have helped the students to have a healthy mind in a healthy body. Besides, academics our students have brought laurels to the Institution by excelling in various sports and cultural programmes both at State and Inter-Collegiate level, community service through N.S.S. and various Cells.

The College has emerged strong in its pursuit for quality assurance to make this Institution a Centre for Excellence in line with the College Vision. Our faculty members are committed to the mission of our College – "To dedicate its energies to be responsive to the needs of an ever-changing society by promoting excellence in academics and art". This Institution is unique and occupies a place of honour to find our alumni well placed in all walks of life. This Institution is known in the State of Maharashtra for having 31 faculty members.

Our Institution promises to act as a catalyst to bring about a positive change in the minds of stakeholders for the upliftment of mankind and safety of environment.

The college ensures gender equality by providing academic, administrative facilities to girl students. The college objective of foundation of this college was to provide education to women as mentioned in vision and mission of the college. The college has organized various curricular and cocurricular activities for girl and boys students. To address the gender equality issue the college has formed different committees like prevention of sexual harassment committee, student grievance and redressal cell, anti ragging committee, anti ragging squad, discipline committee, Women empowerment cell. These different committees ensures gender equity in the institute.

**Social development**: The social skills are nurtured through various activities conducted by the social clubs at the institute.

Exposure to social issues and working on probable solutions: The students are exposed to the diverse social structure and their issues, particularly in the neighboring areas, through the National Service Scheme implemented at the Institute, in collaboration . The students undertake activities of spreading social awareness about various burning topics such as female feticide, women health, Swatch Bharat, etc. While doing so, they also become aware of the issues of the society and think on probable measures to solve them.

Inculcating benevolence: The students take part in helping the neglected part of the society like orphans and old age people. Students help the children at the orphanages by conducting classes for the kids. At the old-age homes, students extend their help. The students of the Institute voluntarily help the people travelling for the *Dhanamma devi festival* by cleaning the temporary residential places of the people. Activities towards cultural exchange between Maharashtrian and Karnataka cultures are undertaken by the Sanstha in which students participated enthusiastically.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Shri R. K. Patil Arts, Commerce, and Science College Sankh is serving the special academic need of this area. The institute is in Maharashtra but majority of the students have Kannada as their mother tongue. This condition demands special demands. It needs special provisions from the Sanstha, faculties, and the administrative staff. This is one of the few institutes in Maharashtra where there is a Kannada Department. The locality has its unique linguistic and cultural identity. The institute has a challenge of catering to the diverse academic purpose. The agricultural products of this area are being sold in Global markets. So the institution has the responsibility of educating the youth with the life skills to fulfill this demand. Resilience is the special quality of the people here. They take every effort to survive amidst all natural disadvantages. Educated youth with very difficult life lessons are in need of innovative abilities. This type of educational institutes needs motivation and support to develop human resource maintaining their original traits along with the new things. World is fast changing and the picture after 2050 may be beyond our imagination. Higher Education is to build youth to face the uncertain days to come and issues like global warming. The educational institutes need special infrastructure, programmes, courses and the teachers to accept the challenge. This institution has caliber to accept such academic needs. The Sanstha is catering to different social academic needs through different types of programmes.

## Concluding Remarks :

Shri R. K. Patil Arts, Commerce, and Science College Sankh was the only Higher Education institution at the Eastern part of Jath tehsil till recent times. It is almost two decade old institution and it has acquired its own academic image in this locality. Being an Un-aided institution, it is deprived of many Government Grants to implement different research activities, to meet the needs of this drought-prone land on the Karnataka Maharashtra boundary. It has its own sincere efforts to make the education qualitative. It has remained a quality conscious institution. It runs the institution as per the quality guidelines by the Government and the NAAC. It intends to check its progress. Besides this Government of Maharashtra is insisting on accreditation status. With this in mind the Self Study Report has been prepared. The institution tried to understand the accreditation procedure and the Manual. Criterion-wise Manual was understood with the help of the academic experts. The institution also visited different academic institutes which have completed the first cycle. Elaborate discussion was made with the management and compiling the information was done. The academic administrator appointed by the management was very instrumental in preparation of the institution for accreditation. Its report is the complete academic picture with its strength in some criteria and weakness in the third criterion especially in research and research publications. The institution has its sincere feelings that accreditation process is a learning opportunity which will be very instrumental in implementation of the National Education Policy.The management has motivated us to present the institution and face the peer team with confidence. As a result we are confident that whatever we have presented is acceptable to NAAC and we get the opportunity from the agency to show our strength, weaknesses, opportunities, and challenges.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 3.2.2 | *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*<br><br>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**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 02 | 02 | 01 | 00 | 00 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 02 | 00 | 00 | 00 | 00 |<br><br>Remark : DVV has made changes as per the report shared by HEI. |
| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability*<br><br>*1. Soft skills*<br>*2. Language and communication skills*<br>*3. Life skills (Yoga, physical fitness, health and hygiene)*<br>*4. ICT/computing skills*<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has made changes as per the report shared by HEI. |
| 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)**<br><br>5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 76 | 50 | 33 | 60 | 74 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br> |

| 76 | 34 | 33 | 60 | 74 |
|----|----|----|----|----|

Remark : DVV has made changes as per the report shared by HEI.

| 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: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 16 | 08 | 10 | 11 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 02 | 03 | 01 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 08 | 04 | 05 | 08 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 08 | 04 | 05 | 08 |

Remark : DVV has made changes as per the report shared by HEI.

| 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: C. Any 2 of the above |
| | Remark : DVV has made changes as per the report shared by HEI. |

## 2.Extended Profile Deviations

| Extended Profile Deviations |
| :---: |
| No Deviations |