



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**DR. BABASAHEB AMBEDKAR MAHAVIDYALAYA,  
PETH- VADGOAN**

**BARRISTER TATYASAHEB MANE VIDYANAGAR, PETH VADGAON  
416112**

**<https://www.ambedkarcollege.co.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Nestled in the idyllic town of Peth Vadgaon in the serene district of Kolhapur, Dr. Babasaheb Ambedkar Mahavidyalaya, has carved a niche for itself as one of the most esteemed institutions of higher education in the region. The college is a testimony to the vision and efforts of Hon'ble Nanasaheb Mane, who recognized the dire need for quality education in the area, especially for those who are economically and socially marginalized. Founded on June 14, 1982, the institution has been steadfast in its commitment.

Over the years, the institution has evolved to become a symbol of academic excellence, offering a plethora of courses that cater to the diverse needs of students. With a range of undergraduate and postgraduate programs in Arts, Commerce, and Computer Science, students are exposed to a comprehensive curriculum that challenges them to explore and grow their knowledge and skills.

In addition to its academic offerings, the college places a strong emphasis on co-curricular activities. From sports and cultural events to study tours and seminars, the institution provides ample opportunities for students to engage in activities that promote their holistic development. The college also has a vibrant student community that is actively involved in initiatives such as N.S.S. and N.C.C., which allow them to contribute to the society and to become responsible citizens.

The college campus itself is a sight to behold, sprawling over 20 acres of lush greenery and pristine surroundings. The institution has state-of-the-art facilities that cater to the diverse needs of students. The Library Building, which houses a vast collection of books, journals, and other academic resources, is an invaluable asset that helps students to expand their knowledge beyond the classroom. The AC Computer Lab provides students with access to the latest technology, and the Women's Hostel provides a safe and comfortable environment for female students.

Moreover, the college has been granted permanent affiliation by the Shivaji University in February 2005. The college has also been included in the esteemed UGC's 2f and 12B Act in June 2006, which speaks volumes about the quality of education and academic programs offered by the institution.

### Vision

Our vision is to create a world where every individual has access to quality education, regardless of their background or circumstances. We aspire to be a beacon of hope for those who face barriers to education, and to provide a nurturing environment where students can grow, learn, and thrive. Our commitment to excellence in Agriculture, Healthcare, and Technology is matched only by our dedication to social justice and equality. We believe that education is a powerful tool for transformation and that by imparting knowledge, skills, and values, we can help create a more just, equitable, and sustainable world.

## **Mission**

Our mission at Dr. Babasaheb Ambedkar Mahavidyalaya is to provide education that uplifts the socioeconomic status of our students and helps them overcome the poverty trap. We are committed to extending our educational association to the educationally backward places in the district of Kolhapur and the state of Maharashtra to improve learning outcomes and promote universalization of Science, Literature, and Fine Arts.

Our goal is to provide an amalgamated universal education of cooperation to society and institutions. We believe that education should not only equip students with knowledge and skills but also instill in them a love for learning and a desire to continuously acquire knowledge through great books, great teachers, hard work, and perseverance. We aim to inspire our students to have great aims and to strive towards them with dedication and passion.

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

### **Institutional Strength**

### **Institutional Strength**

- **Focus on Student Participation:** Our institution encourages active participation from students, allowing them to develop their skills and explore their interests through various extracurricular activities.
- **Quality Education:** We are committed to providing quality education to students from all backgrounds, with a special focus on those from economically and socially disadvantaged communities.
- **Expert Faculty:** Our faculty members are highly experienced and knowledgeable in their respective fields, providing students with the guidance and support they need to succeed.
- **State-of-the-Art Infrastructure:** Our institution is equipped with modern facilities and technologies, including a well-stocked library,

computer labs, and sports facilities.

- **Green Campus:** We believe in the importance of preserving the environment, which is why we have taken steps to create a green and eco-friendly campus. Our lush greenery and serene environment provide a peaceful and conducive atmosphere for learning and personal growth.
- **Social Responsibility:** The college has a strong commitment to social responsibility and encourages students to participate in community service programs. The college regularly organizes blood donation camps, health camps, and awareness programs on social issues.
- A strong online presence through the official website, providing easy access to information about the college and its programs.

By implementing these initiatives, Dr. Babasaheb Ambedkar Mahavidyalaya has created institutional strength and is continuously working towards providing quality education and holistic development of the students.

### **Institutional Weakness**

### **Institutional Weakness**

- **Limited financial resources** due to reduced grants from the university, the Government of Maharashtra, and funding agencies such as the UGC, RUSSA, and DST. This may restrict the college's ability to invest in infrastructure, facilities, and other academic resources.
- **Limited autonomy** in curriculum development due to a rigid framework set by the university. This may hinder the college's ability to innovate and adapt to changing educational needs and trends.
- **Dependence on current faculty** members due to restrictions on new recruitment by the Government of Maharashtra. This may result in an inadequate faculty-student ratio and impact the quality of education.

### **Institutional Opportunity**

### **Institutional Opportunity:**

1. **Expand postgraduate programs:** By starting new postgraduate programs, the institution can attract more students who are interested in specialized fields of study. This will also increase the college's reputation as a center of excellence in higher education.
2. **Introduce value-added and skill development courses:** By providing value-added and skill development courses, the institution can equip students with industry-relevant skills and knowledge, making them more employable. This will also increase the institution's reputation

as a forward-thinking and student-focused college.

3. **Promote online learning:** By encouraging students to participate in online programs such as MOOCs, SWAYAM, and NPTEL, the institution can expand the scope of its offerings beyond traditional classroom learning. This will also help students to develop a lifelong learning habit and stay up-to-date with the latest industry trends.
4. **Campus infrastructure:** By improving the campus infrastructure and greenery, the institution can create a more conducive learning environment for students. This will help to attract more students and also improve the quality of life on campus.
5. **Collaborating** with industries and organizations to offer internships, projects and research opportunities to students.
6. Expanding the **college's research capabilities** by encouraging faculty to apply for grants and collaborate with other researchers.
7. **Offering short-term courses** and workshops in emerging fields to bridge the gap between industry and academia.

### Institutional Challenge

### Institutional Challenge

1. **Maintaining campus infrastructure:** The upkeep and maintenance of campus facilities, including classrooms, dormitories, libraries, and laboratories, can be a significant financial burden for colleges.
2. **Adapting to technological advancements:** Colleges must continually invest in new technologies and digital tools to support teaching and learning, and adapt to new trends in education delivery and online learning.
3. **Addressing diversity and inclusivity:** Colleges need to create a welcoming and inclusive environment for students of diverse backgrounds and experiences, which includes addressing issues of discrimination and inequality.
4. **Addressing student mental health:** Colleges must address the increasing prevalence of mental health issues among students and provide adequate resources for counseling and support.
5. **Balancing costs with affordability:** Colleges must balance the need to provide high-quality education with the affordability of tuition and other fees, to ensure that education remains accessible to all students, regardless of their financial background.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

## Curricular Aspects

- Dr. Babasaheb Ambedkar Mahavidyalaya provides undergraduate and postgraduate courses in the fields of Arts, Commerce and Science.
- The institute has adopted the Choice Based Credit System (CBCS) pattern, emphasizing self-learning and value-based non-CGPA courses of interdisciplinary nature.
- The institute prioritizes inculcating social and human values, professional ethics, gender equality, health and hygiene, and environmental respect in their curriculum.
- Regular seminars, workshops, and invited lectures on various topics, including saving and educating girls, women's empowerment, gender issues, health awareness, and yoga, are conducted to promote these values.
- The institute places great importance on teaching human values to students by organizing lectures or speeches on the occasions of celebrating the birth and death anniversaries of national leaders and freedom fighters.
- The institute collects feedback annually from all stakeholders on the curriculum, which is analyzed, discussed in departmental meetings, and necessary actions are taken after communicating with the Principal.
- Actions taken based on feedback analysis include improving infrastructure, implementing value-added courses, and enhancing student facilities such as tutoring and other resources available to students.
- Dr. Babasaheb Ambedkar Mahavidyalaya is committed to providing a scholarly education that emphasizes academic excellence and the development of human values and a commitment to social responsibility.

## Teaching-learning and Evaluation

### Teaching-learning and Evaluation

- The institute emphasizes inclusiveness and diversity in its learning environment, catering to individual needs and learning levels.
- The faculty implements student-centric teaching methodologies, such as Experiential Learning, Participative Learning, and Problem-Solving Methodologies.
- The institute encourages innovation in teaching and learning, employing various innovative tools and methods to facilitate this.
- Faculty members are encouraged to pursue higher qualifications and awards, resulting in numerous faculty members being awarded Ph.D. and receiving recognition and accolades.
- The institute conducts Continuous Internal Evaluations (CIE) through

various assessments to evaluate student performance and has a mechanism to deal with grievances related to university and college examinations.

- The institute has defined Program Outcomes (POs) and Course Outcomes (COs) for each program and course, assessing these outcomes through both direct and indirect methodologies.
- The curriculum prioritizes social and human values, professional ethics, gender equality, health and hygiene, and environmental respect, promoting these values through regular seminars, workshops, and invited lectures.
- The institute has established incubation centers to foster future scientists and has a culture of consultation through NSS, NCC, and various awareness campaigns.
- The institute has received recognition for its commitment to providing an inclusive and diverse learning environment, innovative teaching methodologies, and promoting social and human values.

## **Research, Innovations and Extension**

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

- The institute is affiliated with Shivaji University, Kolhapur and offers undergraduate and postgraduate courses in Arts, Commerce, and Science.
- The institute has adopted the Choice Based Credit System (CBCS) pattern which includes self-learning and interdisciplinary value-based courses.
- The curriculum prioritizes social and human values, professional ethics, gender equality, health and hygiene, and environmental respect.
- The institute regularly conducts programs such as seminars, workshops, and invited lectures to promote these values among students.
- The institute places a high emphasis on teaching human values by arranging lectures on the occasions of national leaders and freedom fighters.
- The institute collects feedback annually from all stakeholders on the curriculum and takes necessary actions based on the analysis to improve infrastructure and enhance student facilities.
- The institute has a diverse student population and accommodates differently-abled students.
- Upon admission, the institute assesses each student's learning level and organizes special activities to accommodate both advanced and slow learners.
- The institute utilizes various innovative teaching and learning methods and tools to enhance the educational experience, including experiential learning, participative learning, and problem-solving

methodologies.

- The institute encourages teachers and students to undertake research projects, publish research articles, books, and chapters in books.
- The institute has well-equipped laboratories and a good environment for research.
- The library has a good number of reference books and journals.
- The institute has received funding through UGC under various schemes for laboratory modernization and library up-gradation.
- The institute has established incubation centers to foster future scientists.
- The institute regularly conducts activities such as Blood Donations, Cleanliness Campaigns, Environmental Awareness Campaigns, Health and Hygiene related activities, and Gender Awareness activities to promote social, environmental, and health issues.
- The institute has received the best renewal award from Shivaji University, Kolhapur for these activities.

## **Infrastructure and Learning Resources**

### **Infrastructure and Learning Resources**

- The institute provides top-notch facilities, including ICT-equipped classrooms, a seminar hall, fully outfitted labs, computer labs, and other resources to support the learning experience.
- The campus has ample land for sports infrastructure, both indoor and outdoor sports facilities, and a strong record in sports events at the University, State, National, and International levels. The institute also has and a Gymnasium with certified instructors for students, staff, and faculty members.
- The Integrated Library Management System (ILMS) enables efficient management and organization of library collections, which has an extensive collection of resources. The library uses a fully automated system called e-Vidyasagar library management system version 2.0 for accessing resources. The institute regularly updates the college website and library, and has Wi-Fi facilities and CCTV surveillance systems for security.
- The institute has advanced IT infrastructure, including a robust Wi-Fi network, 35 regularly updated computers with licensed software, LCD projectors, and various software for online lectures. The computer labs are maintained by a team of hardware technicians.
- The institute places a high emphasis on inculcating social and human values, professional ethics, gender equality, health and hygiene, and environmental respect in their curriculum. To this end, the institute regularly conducts programs such as seminars, workshops, and invited lectures on topics such as saving and educating girls, women's empowerment, gender issues, health awareness, and yoga. The institute also prioritizes teaching human values to students by organizing



lectures or speeches on the occasions of celebrating the birth and death anniversaries of national leaders and freedom fighters.

- The faculty at the institute employs student-centric teaching methodologies, including Experiential Learning, Participative Learning, and Problem-Solving Methodologies, to enhance the educational experience. The faculty is encouraged to pursue higher qualifications and awards, resulting in numerous faculty members being awarded Ph.D. and receiving recognition and accolades.
- The institute conducts Continuous Internal Evaluations (CIE) to evaluate student performance through assignments, unit tests, seminars, quizzes, projects, and group discussions. The institute has a transparent, time-bound, and efficient mechanism to deal with grievances related to university and college examinations.

## **Student Support and Progression**

### **Student Support and Progression**

- Our institute provides a healthy environment to support the overall development of students.
- Around 50% of students receive Government Scholarships, and all students are insured against accidental benefits.
- Mentoring and counseling services are provided for students' well-being, and workshops and training programs are organized to improve their soft skills, communication skills, life skills, and ICT literacy.
- Many students progress to higher education through succeeding entrance examinations.
- Our institute promotes human values and social awareness through various activities such as Blood Donation Camps, Covid-19 Vaccination Camps, Tree Plantation activities, Cleanliness Campaigns, Women's Day celebrations, and many more.
- The Competitive Examination and Career Counseling Cell holds regular training/counseling sessions, and we have a robust Student Grievance Redressal Cell, Internal Complaints Committee, and Anti-Ragging Cell.
- Our institute has a prosperous sports culture and good infrastructure for sports and cultural events, and students have won awards at various levels.
- Students are represented in various academic and administrative bodies, including IQAC, to enable their participation in the institutional developmental process.

## **Governance, Leadership and Management**

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

- Our institute aligns its vision and mission with national policies on higher education, focusing on education as a means of nation-building and social reform.
- To achieve this, we implement programs and activities such as NSS, NCC, Soft Skills Development, Value-Added Courses, Welfare Schemes, Sports, Cultural Programs and Career Guidance to develop our students academically, personally, socially, and professionally.
- We promote a culture of decentralization and participation through the appointment of coordinators and various academic and administrative committees.
- The Principal plays a key role in governing and managing the institute through the use of committees such as IQAC and CDC.
- We encourage faculty to participate in professional development opportunities and support them in their pursuit of advanced degrees such as M. Phil and Ph.D.
- We have implemented e-governance in various areas such as Administration, Finance, Accounts, Scholarships, Student Admissions and Examinations to ensure efficient and effective management of the institute.
- We have various welfare measures for both teaching and non-teaching staff, and their performance is evaluated through a Performance Based Appraisal System (PBAS) and Annual Self Appraisal System (ASAR).
- We secure funding from sources such as University, UGC, DST and RUSSA.
- We work closely with the IQAC to ensure quality and enhance quality measures within the institute.
- We take pride in our institute's commitment to excellence and strive for the betterment of our students and the community.

## **Institutional Values and Best Practices**

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

- The Institute values openness and honesty in all its activities and strives to maintain ethical standards in all its endeavors.
- The institute regularly celebrates significant birth and death anniversaries of social reformers, freedom fighters, as well as national festivals as declared by the Government of Maharashtra and Shivaji University, Kolhapur. This helps in promoting cultural diversity and national integration among students and faculty.
- The institute actively engages in programs and campaigns in partnership with faculty, staff, and students to raise awareness on gender issues, specifically the empowerment of women and environmentally conscious practices. This helps in creating a socially responsible and sustainable campus culture.
- To secure the well-being of female students, the institute conducts anti-ragging sessions and campaigns such as Beti Bachao and Beti

Padhao and organizes Nirbhaya rallies. This helps in promoting a safe and secure environment for female students.

- The Institute takes necessary steps to manage solid, liquid, and e-waste, and has implemented rainwater harvesting to conserve water resources. This helps in promoting eco-friendly practices and sustainability on campus.
- The institute carries out green audits to maintain a clean and green campus, and utilizes solar energy and LED lamps to reduce energy consumption. It also conducts energy audits for the implementation of energy-saving strategies. This helps in promoting energy conservation and reducing the institute's carbon footprint.
- To keep the campus free of pollution, the institute schedules a "No Vehicle Day" on the last Saturday of every month to create awareness among students and faculty to use public transportation, bicycles, and shared vehicles. This helps in reducing air pollution and promoting sustainable transportation practices.
- The institute aims to enhance future academic excellence through the introduction and development of postgraduate programs. This helps in providing students with more specialized knowledge and skills, and in promoting research and innovation on campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. BABASAHEB AMBEDKAR MAHAVIDYALAYA, PETH- VADGOAN
Address	Barrister Tatyasaheb Mane Vidyanagar, Peth Vadgaon
City	Kolhapur
State	Maharashtra
Pin	416112
Website	<a href="https://www.ambedkarcollege.co.in">https://www.ambedkarcollege.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Disale S.d.	0230-2471086		-	
IQAC / CIQA coordinator	Wadave S.s.	0230-	9922782613	-	sheshanarayanw@ gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	23-06-2006	<a href="#">View Document</a>
12B of UGC	23-06-2006	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,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	Barrister Tatyasaheb Mane Vidyanagar, Peth Vadgaon	Rural	20	16917.55

**2.2 ACADEMIC INFORMATION**

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	H.S.C.	English	15	9
UG	BA,Economics	36	H.S.C.	Marathi	15	11
UG	BA,History	36	H.S.C.	Marathi	20	19
UG	BA,Sociology	36	H.S.C.	Marathi	25	24
UG	BA,Marathi	36	H.S.C.	Marathi	15	14
UG	BA,Political Science	36	H.S.C.	Marathi	15	10
UG	BA,Geography	36	H.S.C.	Marathi	15	13
UG	BCom,Commerce	36	H.S.C.	English,English + Marathi	120	101
UG	BCA,Bca	36	H.S.C.	English	80	19

#### 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				2				17			
Recruited	0	0	0	0	2	0	0	2	3	1	0	4
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	11	1	0	12
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	3	0	0	3
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	1	0	9
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	5	5	0	10
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/MCH	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
	9	2	0	11

**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	588	0	0	0	588
	Female	252	0	0	0	252
	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	123	128	133	137
	Female	64	53	83	93
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	1	1	2
	Others	0	0	0	0
OBC	Male	105	99	103	97
	Female	42	50	55	64
	Others	0	0	0	0
General	Male	277	312	320	335
	Female	124	136	176	235
	Others	0	0	0	0
Others	Male	83	72	77	79
	Female	22	30	35	45
	Others	0	0	0	0
Total		840	883	983	1087

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Dr. Babasaheb Ambedkar Mahavidyalaya is a well-respected institution of higher education that has recognized the value of offering multidisciplinary and interdisciplinary programs to its students.
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	<p>Mahavidyalaya's approach to education involves the integration of knowledge and expertise from multiple fields of study, providing students with a comprehensive understanding of the world around them. This approach aligns with the goals of the National Education Policy 2020, which emphasizes the need for a well-rounded and holistic education that prepares students for the challenges of the modern world. To achieve these goals, Dr. Babasaheb Ambedkar Mahavidyalaya offers a range of programs, including B. Com, BCA, and BA, that enable students to tailor their course of study to their individual interests and goals. The Mahavidyalaya's flexible curriculum allows students to enter the program at different points, such as after completing the first year, second year, or third year of study. Similarly, students can exit the program at different points, providing them with the flexibility they need to pursue their studies at their own pace and take breaks or pursue other opportunities as needed. Ambedkar Mahavidyalaya has also adopted a Choice Based Credit System that encourages the integration of humanities and science with Skill Enhancement Course (SEC) and Value Based Courses (VBC) subjects. This system provides students with greater flexibility in their course choices, empowering them to pursue their interests and achieve their goals. Additionally, the Mahavidyalaya maintains the rigor of learning by setting high standards for coursework and assessments, providing support and resources to help students succeed, and regularly evaluating and revising the curriculum to ensure that it meets the needs of students. Overall, our institution is committed to developing the capacities of its students in an integrated manner, in line with the National Education Policy 2020. The institute's multidisciplinary and interdisciplinary programs provide students with a comprehensive education that prepares them for the challenges of the modern world. By offering flexible curricula and a Choice Based Credit System, the institute is empowering its students to pursue their passions and achieve their goals.</p>
2. Academic bank of credits (ABC):	<p>Dr. Babasaheb Ambedkar Mahavidyalaya is proud to embrace the National Education Policy (NEP) 2020's vision of providing academic flexibility and empowering students with the knowledge and skills</p>

they need to succeed. As a leading institution of higher education affiliated to Shivaji University, Kolhapur, we are excited to implement the Academic Bank of Credits (ABC) system in our college. The ABC system is an innovative and transformative initiative introduced by the Government of India. It is designed to enable students to make seamless transitions between degree-granting Higher Education Institutions (HEIs) and offer them the flexibility to pursue their academic interests with greater ease. With the ABC system, students can now earn academic credits from various HEIs and store them on a single, online repository, the ABC id. This repository serves as an authentic reference to check the credit record of any student at any given point in time. The ABC system is an important mandate under the National Education Policy for the Ministry of Education, Government of India, and the State Government of Maharashtra. The State Government of Maharashtra has recognized ABC as a foundation for the implementation of multi-disciplinary education, which enables an ecosystem that offers more flexible career choices to students. By registering with the ABC system, students can enjoy "multiple exits" and "multiple entries" during their higher education tenure, and the credits can be transferred through the ABC seamlessly. Dr. Babasaheb Ambedkar Mahavidyalaya has formed a committee, and one faculty member has been appointed as a nodal officer to ensure the proper implementation of ABC. Our faculty members have instructed the registration process to the first-year students of all programs. The students have opened their accounts on DigiLocker and downloaded their ABC Id cards from the ABC console. They have submitted their ABC Id cards to the institute, and we have registered them on the university website, i.e., the Online Portal-Academic Bank of Credits (ABC ID) Entry Provision. We believe that the ABC system is a powerful tool that will help our students achieve their academic goals and empower them to pursue their passions. At Dr. Babasaheb Ambedkar Mahavidyalaya, we are committed to providing our students with the best possible education, and the implementation of the ABC system is a testament to that commitment. We are excited to be a part of this transformative initiative and look forward to seeing the benefits it will bring to our students and our

	society as a whole.
3. Skill development:	<p>Our institute focuses on providing vocational education and training to its students, aiming for skill development and employability. It also organizes activities to promote values and civic responsibility among students and has made certain courses on Democracy, Elections and Good Governance mandatory for degree students. In addition to traditional classroom instruction, the institute also uses online learning methods and digital tools to provide vocational education to learners. Value-based education is an approach for teaching and learning that focuses on the development of certain values in students. These values may include humanistic values such as compassion and empathy, ethical values such as honesty and integrity, constitutional values such as respect for the rule of law and universal human values such as truth, righteousness, peace, love and nonviolence. There are several ways that institutions can provide value-based education to inculcate positivity in learners. Some of these may include: 1. Incorporating value-based themes and lessons into the curriculum: This can be done by incorporating value-based themes and lessons into various subjects, such as literature, languages and social sciences. This helps students to learn about and understand the importance of these values in a more holistic and contextualized way. 2. Encouraging reflection and self-evaluation: Institute encourages students to reflect on their own values and behaviors, and to evaluate whether they are living up to their own value based principles. This can be done through class discussions, journaling or other forms of self reflection. 3. Providing opportunities for service learning: Service learning is a form of experiential education that combines service to the community with academic learning. Institute provides opportunities for students to engage in service learning projects that allow them to put their values into action and make a positive impact in their communities. 4. Modeling positive behaviors: Teachers are role models of positive behaviors acting in accordance with these values in them. This can include demonstrating kindness, respect and other positive behaviors in their interactions with students and others. 5. Promoting a positive school culture: Institute works to create a positive school culture that</p>

	<p>supports and promotes the development of positive values in students. This can include promoting a sense of community and belonging and creating an environment that is inclusive, respectful and supportive. The institute has adopted a policy to run skill development programmes for the overall development to mitigate the requirement of 21st century skills in the society. Our institute has conducted Career Oriented Courses like Share Market Trading Course, Foundation Course in English, Certificate Course in Personality Development, and Certificate Course in Banking etc. These skill based courses were successfully completed during the last five years. The Department of BCA organized the tally course as a skill development programme. Our institute has completed the following value added programmes. 1. Certificate course in Self Defence 2. Certificate course in Proofreading 3. Certificate Course in Communication Skills 4. Certificate Course in Basic English. We are also interested in developing new skill development programmes for the upcoming years.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Dr. Babasaheb Ambedkar Mahavidyalaya recognizes the importance of incorporating Indian Knowledge systems in education to preserve and promote traditional knowledge and practices in modern times. To this end, the college has taken various initiatives to integrate Indian Knowledge systems into its curriculum and teaching methods. One of the key approaches used by the college is teaching in Indian languages. Dr. Babasaheb Ambedkar Mahavidyalaya offers a range of degree courses taught in Indian languages such as Hindi and Marathi. This allows students to learn in a language they are familiar with, which can help them connect better with the knowledge and culture of India. Another approach used by the institute is incorporating Indian culture into the curriculum. This includes topics such as Indian literature, art, music, and history in the curriculum. This helps students gain a deeper understanding and appreciation of Indian culture and heritage. In addition to these approaches, Dr. Babasaheb Ambedkar Mahavidyalaya also uses online courses to promote Indian Knowledge systems. The college offers various certificate courses in online and offline mode to introduce students to Indian culture and traditions. These</p>

	<p>courses are a convenient and flexible way for students to learn about Indian Knowledge systems and culture. Furthermore, Dr. Babasaheb Ambedkar Mahavidyalaya actively engages in spreading the rich heritage of our region and traditional knowledge in the fields of arts, literature, and culture. The college has adopted three language systems for running the programmes of UG and PG, namely English, Hindi, and Marathi. The college specializes in Marathi, Hindi, and English literature. All the Humanity subjects are taught in bilingual mode, i.e., Marathi and English. To preserve and spread Indian culture and tradition, Dr. Babasaheb Ambedkar Mahavidyalaya organizes various activities such as traditional day celebrations, Mehendi, Rangoli, Dance, Singing, Zimma fugadi, and various festivals and Marathi Bhasha Sanvardhan Saptah. The college also inculcates Indian culture and values through the participation of students in university-level youth festivals. Dr. Babasaheb Ambedkar Mahavidyalaya's efforts to incorporate Indian Knowledge systems in education are aimed at promoting Indian language culture and traditional knowledge at the grassroots level. These efforts align with the goals of the National Education Policy 2020 and can help students gain a deeper understanding and appreciation of Indian culture and heritage.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-based education is an innovative approach that aims to prepare students for the dynamic and ever-evolving world. At Dr. Babasaheb Ambedkar College, we have embraced this approach to deliver quality education to our students. Our programs are designed to equip students with the knowledge, skills and abilities that will enable them to succeed in their chosen field and make a positive impact on society. We believe that learning should be student-centered and outcome-based education allows us to achieve this objective. One of the key benefits of outcome-based education is that it allows for a personalized learning experience for each student. By focusing on specific outcomes, we can tailor our teaching methods to meet the individual needs and interests of each student. This ensures that each student has the opportunity to reach their full potential and develop the skills they need to succeed in their chosen career. Assessment is an integral part of outcome-based education and at our college, we use a variety of</p>

	<p>assessment methods to measure student learning outcomes. These include exams, projects, essays, presentations, and portfolios. Our assessment methods are designed to be fair, transparent, and rigorous, ensuring that students are accurately evaluated and given the opportunity to demonstrate their learning outcomes. Another key aspect of outcome-based education is flexibility and adaptability. We understand that students have different learning styles and preferences, and we strive to provide a learning environment that meets their needs. Our programs are designed to be flexible, allowing for a range of teaching methods and approaches to be used to achieve the desired learning outcomes. In summary, outcome-based education is an effective approach to teaching and learning that prepares students for success in the modern world. At Dr. Babasaheb Ambedkar College, we are committed to delivering quality education through this approach, and our programs are designed to meet the needs and interests of students. Our focus on specific learning outcomes, student-centered learning, rigorous assessment, and flexibility, makes us a preferred choice for students seeking a transformative educational experience.</p>
6. Distance education/online education:	<p>Online education or distance education has become a crucial aspect of the education system, especially during these challenging times. The NEP 2020 recognizes the importance of technology in promoting quality education and ensuring inclusivity in the education system. At Dr. Babasaheb Ambedkar College, we strive to make education accessible to all, irrespective of their geographical location or time constraints. Our institute has been at the forefront of providing quality education through distance and online learning methods. With state-of-the-art infrastructure facilities and advanced ICT resources, we offer various certificate courses and skill-based programs through distance and online learning modes. Our highly qualified faculties have been utilizing popular platforms such as Zoom, Google Classroom, and Google Meet to conduct online teaching during the COVID-19 pandemic. We have also offered PG courses in distance mode in collaboration with the Distance Education Study Center of Shivaji University, Kolhapur since 2015. Students of BA, B.Com., MA and M Com. can</p>



pursue their undergraduate and postgraduate education through our distance education study centers. Our National Digital Infrastructure for Education provides online resources and platforms for learning and assessment, making education accessible to all learners, irrespective of their location. Our emphasis on providing flexible and innovative learning options such as blended and online learning has been well received by our students. With our student-centric approach, we aim to ensure that all our learners have access to quality education, irrespective of their constraints. At Dr. Babasaheb Ambedkar College we embark on a journey of lifelong learning with the latest technology and infrastructure at your fingertips. In addition to the PG programs offered through distance education, the institute also offers various skill-based programs and certificate courses that can be pursued through online and distance learning modes. These programs are designed to help students develop practical skills and knowledge in a variety of fields, including computer applications, digital marketing, entrepreneurship, and more. The institute has a team of experienced faculty members who are well-versed in the latest teaching methods and technologies, and are dedicated to providing high-quality education to all students, regardless of their location or background. Moreover, the institute provides extensive support services to its online and distance learners, including access to online resources, digital libraries, and virtual classrooms. Students are also provided with regular feedback and guidance from their instructors, as well as opportunities to collaborate and interact with their peers through online discussion forums and group assignments. The institute's online learning platform is user-friendly and intuitive, allowing students to easily navigate and access course materials, assignments, and assessments. Overall, the institute's commitment to online and distance education reflects its broader mission to provide inclusive, accessible, and high-quality education to all learners, regardless of their circumstances. By leveraging the latest technologies and teaching methods, the institute is able to create a dynamic and engaging learning environment that fosters intellectual growth, personal development, and professional success for all its students.

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in the College. Under the initiative of Systematic education and Electoral participation (SVEEP), Electoral Literacy Club was established in the academic year 2021-2022 on 24/08/2021. The objectives of Electoral Literacy Club are as follows. OBJECTIVES</p> <ul style="list-style-type: none"> <li>• To create democratic awareness among students.</li> <li>• To increase participation of students in the electoral process.</li> <li>• To register first time voters.</li> <li>• To give systematic education to voters.</li> </ul> <p>ELECTROL LITERACY CLUB 2021-2022 1) Mr. S. S. Wadave (Nodal Officer) 2) Mr. P. S. Karade (Nodal Officer) 3) Student Members (6) ELECTROL LITERACY CLUB 2022-2023 1. Mr. S. S. Wadave (Nodal Officer) 2. P. S. Karade (Nodal Officer) 3. Kamble Ajit Tukaram- Campus Ambassador 4. More Krushna Balasaheb - Member, 5. Powar Pravin Prakash – Member 6. Sarvgod Ankush Ajit – Member 7. Shinde Swapnil Sambhaji - Member 8. Suryavanshi Pravin Vishwas - Member</p>
<p>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?</p>	<p>The Electoral Literacy Club (ELC) is an exceptional student organization at our esteemed college, dedicated to promoting knowledge and understanding of electoral processes among the student body. At the helm of this club is a highly efficient coordinator who is responsible for overseeing the club's activities and managing its events with utmost professionalism. A co-coordinator who plays a crucial role in planning and executing events and programs ably assists the coordinator. Apart from the coordinator and co-coordinator, the ELC comprises student representatives who are handpicked by the Principal of the college. The club is inclusive in character, consisting of students from diverse departments and years of study at the college, to ensure the programs are accessible and inclusive for all students. The ELC committee, which consists of the coordinator, co-coordinator, and student representatives, is responsible for planning and executing the club's programs and activities throughout the year. The committee works closely with the faculty co-coordinator, who provides guidance and support to ensure the success of the club's initiatives. The ELC is an extraordinary platform for students to hone their</p>

	leadership and organizational skills while also gaining knowledge and expertise in electoral processes.
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.	The ELC at our college is committed to creating an informed and engaged student community through various activities and programs. Every year, we carry out a range of initiatives that help students to participate actively in the democratic process and exercise their right to vote. With the support of the district administration, we organize engaging lectures and workshops that create awareness about voter registration and the importance of casting one's vote. Our team also ensures that voter registration forms are easily accessible to students, and we provide guidance for online voter registration as well. We believe that celebrating 'National Voter's Day' (25th January) is an excellent way to promote the importance of voting among students. In addition to these activities, we also conduct rallies and street dramas during the election period in various villages and cities to raise awareness and encourage participation in the democratic process. Our approach is unique as we strive to involve students from diverse backgrounds, ensuring that everyone has equal access to information and opportunities to engage in the electoral process. By fostering a sense of civic responsibility and empowering students to participate in the democratic process, we aim to create an informed and active citizenry that will contribute to the growth and development of our society.
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.	Various initiatives have been undertaken by the Electoral Literacy Committee for a new voter registration program to increase participation in democracy of college students. Voter registration forms are made available by the institute for voter registration to students who have completed 18 years of age. At the same time, information about online link for online voter registration is given and encouraged to fill the form. Various activities are conducted on the occasion of National Voter's Day such as Quizzes, Lectures on Democracy and Voters, Rangoli Competition and Wall Paper Presentation etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Voting is a fundamental right and an essential element of any democracy. Unfortunately, many

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

students are not enrolled as voters in the electoral roll, which can limit their ability to participate in the democratic process. At our institute, we are committed to promoting voter registration among our students and ensuring that they have the opportunity to exercise their right to vote. Our dedicated staff members and committee work tirelessly to coordinate voter registration efforts and ensure that students have the resources they need to register. We understand that there may be obstacles that prevent students from registering to vote, and we are constantly working to identify and address these challenges. Through a variety of activities such as information sessions, voter registration drives, and partnerships with other organizations, we are committed to making voter registration accessible and straightforward for all of our students. We believe that by promoting the importance of voting and encouraging our students to participate in the democratic process, we are helping to shape the future of our country.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
840	883	983	1087	1161

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

### 2 Teachers

#### 2.1

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

Response: 24

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

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
46.01	24.13	25.20	36.01	36.70

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

To ensure that the curriculum planning and delivery is effective, the institution conducts regular academic audits. This involves a thorough review of the academic processes and procedures to identify any areas that need improvement. The principal, the HODs, and the mentors monitor the progress of the students to ensure that they are meeting the academic standards set by the institution. The institution regularly reviews and updates its curriculum to keep pace with the changing needs of society and the industry. This is achieved through the involvement of industry experts and academic professionals who provide valuable input to the curriculum development process.

The institution's academic calendar is well-planned and structured to ensure that students receive adequate time for learning, assessments, and other academic activities. The academic calendar also includes co-curricular and extracurricular activities that contribute to the holistic development of the students.

The institution also places a strong emphasis on continuous evaluation of students through the conduct of Continuous Internal Assessment (CIA). The CIA comprises unit tests, seminars, projects, surprise tests, study tours, industrial visits, and open book tests. This ensures that the students are regularly evaluated and given feedback on their progress, which helps them improve their academic performance. In addition to the well-planned and documented process, the institution also ensures that the curriculum is delivered effectively through the use of modern teaching methods and technologies. For example, the faculty uses ICT methods such as laptops, overhead projectors, videos, WhatsApp groups, audio clips, and PPTs as per the need of the syllabus. This ensures that the students receive a well-rounded education that is up-to-date with the latest advancements in their field.

The institution also encourages faculty members to engage in research and professional development activities to stay updated with the latest advancements in their fields. The faculty members participate in conferences, seminars, workshops, and training programs to enhance their knowledge and skills. The institution provides financial assistance and leaves to the faculty members for attending such

programs.

Moreover, the institution has a system of continuous feedback and improvement. It is a well-defined process for monitoring and evaluating the effectiveness of its curriculum planning and delivery process. The feedback is collected from various stakeholders, including students, alumni, employers, and faculty members, through various means such as surveys, suggestion boxes, and focus group discussions. The feedback is analyzed, and appropriate measures are taken to improve the teaching-learning process and the overall functioning of the institution. The feedback is used to make necessary improvements to the curriculum and ensure that it remains relevant and effective.

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

## 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: 21**

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

### Other Upload Files

1	<a href="#">View Document</a>
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**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:** 0.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	00	02	05	06

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

### 1.3 Curriculum Enrichment

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

**Response:**

Dr. Babasaheb Ambedkar Mahavidyalay, Pethvadgaon, Tal- Hatkangale, Dist: Kolhapur believes in incorporating cross-cutting issues such as professional ethics, human values, gender equality, environment and sustainability into the curricula of the affiliating university. The syllabi of courses across streams, including Arts, Commerce and Science, are designed to create awareness about these issues and inculcate the values in students. In line with this, the university has made three non-credit courses compulsory at the undergraduate level, which cover Democracy, Elections and Good Governance, Environment Science, and Introduction to Indian Constitution for B.A., B. Com., and B.C.A. Part I, II, and III, respectively.

The Literature courses in English and Marathi also emphasize gender, environmental issues and human values through short stories, novels, dramas, and poetry, etc. Additionally, other courses such as Sociology, Political Science, History, Geography, and Commerce also incorporate cross-cutting issues, further promoting the values and awareness in students.

To promote these issues, the college's NSS and NCC cells organize activities such as workshops, seminars, and community outreach programs. Moreover, professional ethics are instilled through career-oriented courses, internships, project-based activities, and personality development programs.

To monitor and promote these activities, the college conducts regular Green Audits, which help assess the activities related to crosscutting issues. This emphasis on crosscutting issues helps the institution create socially responsible and ethically aware students who can contribute positively to society.

Additionally, the college has established a Women's Cell and a Grievance Redressal Cell to address issues related to gender equality and social justice. The Women's Cell organizes various activities like workshops, seminars, and awareness campaigns on gender-related issues. The Grievance Redressal Cell ensures that complaints related to any form of discrimination, harassment or injustice are addressed in a timely and effective manner.

The college also promotes environment and sustainability through various initiatives. The campus has a rainwater harvesting system, solar panels, and waste management practices. The college organizes tree plantation drives, cleanliness drives, and awareness campaigns on environmental issues. The college also encourages students to participate in eco-friendly activities like cycling and walking to reduce their carbon footprint.

Moreover, the college has a strong emphasis on human values and social responsibility. The college has tie-ups with various NGOs and social organizations, and students are encouraged to volunteer for community service activities. The college also conducts regular value education sessions, workshops on social responsibility, and community outreach programmes to instill a sense of empathy and social consciousness among the students.

In conclusion, the college ensures that cross-cutting issues such as professional ethics, human values, gender equality, environment and

sustainability are incorporated in the curriculum and various activities. The college's commitment towards these issues is reflected in its various initiatives, cells, and programmes aimed at creating socially responsible and environmentally conscious citizens.

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

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

**Response:** 56.43

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

Response: 474

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

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 68.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
366	329	418	422	510

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

2021-22	2020-21	2019-20	2018-19	2017-18
680	680	680	440	510

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 45.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	119	153	119	144

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

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	340	220	255

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.2 Student Teacher Ratio****2.2.1 Student – Full time Teacher Ratio  
(Data for the latest completed academic year)****Response:** 35**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:**

The vision and mission of our institute is centered around enhancing the learning experiences of our students. We place great emphasis on student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, all of which are facilitated by the use of ICT tools.

Experiential learning is a key aspect of our teaching approach, with a focus on improving students' employability and skills. For example, various departments have organized field visits to different locations, such as language labs, state governance sites, and historical sites, to provide students with hands-on experiences that enhance their understanding of complex concepts.

Participative learning is also emphasized in all departments, with seminars, group discussions, workshops, and paper presentation methods being regularly conducted. Additionally, we organize various competitions, such as debates, elocutions, and essay writing, to encourage students to develop their communication and critical thinking skills.

Problem-solving methodologies are another important aspect of our approach. Faculty members encourage students to lead their learning towards solving problems and achieving satisfaction. This is achieved through various activities such as case studies, surveys, and field projects. For instance, students learn marketing, management, communication, and advertising skills through food stall competitions. The department of Commerce conducts practical-based activities in the computer lab to teach Tally, ERP-9 with GST, E-Commerce, and E-Banking.

To facilitate all these teaching methodologies, we have invested in ICT infrastructure. We have seven ICT-enabled classrooms, with LCD projectors and Wi-Fi facilities, and all teachers are well-versed in the use of ICT tools. We also have a well-equipped library with online resources, educational CDs and DVDs, and subscriptions to various e-resources.

Moreover, our college is adept at utilizing social media to connect with students, with active WhatsApp, Facebook, Google Scholar, Research Gate and LinkedIn groups. Each department also has its own blog, which provides students with study material such as e-notes, e-books, and links to open resources.

Overall, our college is committed to providing a holistic and student-centric learning experience, which is facilitated by the use of innovative teaching methodologies and ICT tools. The college uses a combination of student-centric methods, experiential learning, participative learning, problem-solving methodology, and ICT tools to create an environment that fosters learning and development in its students.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 100

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 55

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	13	13	11



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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Mechanism of internal/external assessment is transparent and the grievances redressal system is time- bounded and efficient**

The institution's dedication to promoting transparency and efficiency in its internal and external assessment mechanisms is truly praiseworthy. By implementing a well-defined evaluation and communication process as recommended by the Internal Quality Assurance Cell (IQAC), the institution has set a high standard for other institutions to emulate. Moreover, by preparing an Academic Calendar that includes internal assessments at the beginning of each academic year, and by having the IQAC, Heads of Department, and Examination Committee prepare a time table for internal assessments, the institution has demonstrated its commitment to ensuring that students are informed in advance of all assessment-related activities.

The institution's decentralization of the internal assessment process has further bolstered transparency and objectivity, with assessments such as unit tests, open book tests, surprise tests, multiple choice questions, project work, practical exams, entry-level tests, seminars, and quizzes being conducted before the University Examinations. Furthermore, the institution provides question banks to students, and question papers are set in college as per the University format. This ensures that the assessment process is fair and unbiased.

The institution's commitment to a time-bound and efficient grievance redressal system is equally impressive. Grievances related to examinations are resolved through a grievance committee that has a well-defined process for addressing grievances at both the college and university levels. The College Exam Committee collects applications from students and suggests particular subject experts for solving complaints, and grievances related to second and third-year students are solved by the University Exam Cell.

The institution's efforts have not only ensured that grievances are addressed promptly but have also fostered a strong bond of trust and faith between students and teachers. By maintaining records of the internal assessment process, the institution has provided students with a sense of security that their performance is being evaluated fairly, transparently, and objectively.

Overall, the institution's commitment to transparency, objectivity, and efficiency in its assessment mechanisms and grievance redressal system is highly impressive, making it a beacon of excellence in the academic world.

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

## 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:

In accordance with the guidelines of the Maharashtra Public Universities Act 2016, the institute has formed a CDC Committee that focuses on the welfare of rural and semi-urban students and strives to promote their educational growth and development. The IQAC plays a vital role in introducing subject-related Add-on-Courses, and the college administration instructs departments to define Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all regular and additional programs offered by the college. The program outcomes of all subjects are clearly stated and explained to students, and successful alumni are invited to interact with both

students and teachers to share how different courses shaped their lives and careers. Learning objectives are communicated through various means such as the college prospectus, principal's address, and alumni meets. The college organizes career counseling lectures and capability enhancement programs to effectively communicate learning objectives and expected outcomes. All learning outcomes create an atmosphere in which students can accomplish their potential and stimulate a strong sense of belonging to the college.

To ensure that these learning outcomes are effectively communicated to all stakeholders, the college employs various means of dissemination, such as displaying them on notice boards and prominently featuring them in college publications and during conferences and seminars. The learning outcomes are also communicated to students and parents through the college prospectus, the principal's address, and alumni meetings. Moreover, successful alumni students are invited to interact with both students and teachers to share how different courses have shaped their life and career. This helps students to understand the program outcomes and motivates them to achieve their potential.

In addition, the college conducts unit tests, home assignments, seminars, projects, and oral examinations in each semester and evaluates group projects and seminars. The principal discusses the results in staff meetings and identifies reasons for poor performance, along with solutions to improve the outcomes.

Furthermore, the college organizes career counseling lectures and capability enhancement programs to effectively communicate learning objectives and expected outcomes. Through these efforts, students acquire lifelong skills, deep subject knowledge, and disciplined behavior, enabling them to realize their potential and develop a strong sense of belonging to the college. All these outcomes have been prepared neatly and discussed with all stakeholders, and are displayed on the college website and notice boards in all departments.

For details see:

<https://www.ambedkarcollege.co.in/program-outcomes-course-outcomes/>

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

**2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words**

**Response:**

The evaluation system for Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are interconnected. The affiliated university, Shivaji University, Kolhapur, prescribes the POs. The quality enhancement process depends on the evaluation of the attainment of outcomes, and the college has been continuously working towards achieving them.

Efforts are made by the Internal Quality Assurance Cell (IQAC) through meetings and planning mechanisms to evaluate the attainment of POs, PSOs, and COs. This evaluation process focuses on observing and assessing the performance of students. The institution's goal is to promote social and moral values among students through quality education.

Learning outcomes are obtained through curricular, co-curricular, and extra-curricular activities organized by various departments. The attainment of these outcomes is measured through successful implementation of the activities. The courses designed by the university help ensure the adoption of learning outcomes through formal and informal interactions with students.

The attainment of POs, PSOs, and COs are categorized based on the previous year's marks as slow, average, and advanced learners. These outcomes are communicated to students through various means, such as the Principal's address, induction programme, expert lectures, and classroom interactions. The college also displays the POs, PSOs, and COs at various locations on the campus and on the college website.

Various tools such as Continuous Internal Evaluation (CIE), Google Classroom, PPT Bank, MCQs, Peer Evaluation, Home Assignments, Unit Tests, and University Assessments are utilized to evaluate learning outcomes. The college provides subject-related add-ons and value-added certificate courses to inculcate actual outcomes at the end of the course and extend them throughout the student's life.

Lectures on competitive examinations, career counselling, and soft skills play a crucial role in the overall development of students. The course examinations of B.A. and B. Com. part I and II have a weightage of 50 marks per semester, while B.A. and B. Com. part III has 40+10, i.e. the University question paper is for 40 marks, and the internal college evaluation is for 10 marks.

The principal, along with the Internal examination coordinator,

discusses the results in the staff meeting, and if the result is less than the University's standard, the reasons are identified, and solutions to improve results are discussed. The attainment of learning outcomes is ensured after the final result of students at the undergraduate level. The faculty takes support of feedback analysis from students to realize the learning outcomes.

The institution evaluates the attainment of program outcomes through direct and indirect methods. The direct method includes the internal and university results, while the indirect method is through observing the overall behavior of students with faculty on the premises.

The attainment of outcomes is evaluated through co-curricular and extra-curricular activities, various competitions and exhibitions, merit scholarships, awards, and prizes, addressing cross-cutting issues, teaching of curriculum in stipulated time, career-oriented courses, mentor-mentee scheme, result analysis, progression to higher studies, placements, and feedback mechanism.

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

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

**Response:** 83.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	228	247	161	159

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

2021-22	2020-21	2019-20	2018-19	2017-18
214	269	265	212	232

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.66	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	0.5

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

### 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 Institution has implemented a multitude of measures to enhance the learning environment and ensure a holistic learning experience for its students. The pedagogy is based on practical classes in laboratories, projects, dissertations, quizzes, debates, visits to industries, and skill development programs. The students in BCA and BA in Economics are encouraged to undertake projects in diverse domains, thereby broadening their knowledge base.

To keep pace with the latest advancements in various fields of study, the Institution has incorporated technology into the learning process. It has equipped its classrooms with ICT and encourages the use of presentations with PPTs related to the syllabus. The Library has a vast collection of books, journals, and references, including e-journals and e-books that are regularly updated to provide students with access to

the latest research and literature.

The Institution offers a comprehensive learning experience by organizing various events such as guest lectures, seminars, webinars, and workshops on contemporary concepts, inviting experts from diverse fields to share their insights, problem-solving techniques, critical thinking, and analytical skills. These events serve as platforms for students and faculty members to interact with leading scholars and professionals, broadening their horizons and fostering a culture of intellectual inquiry.

The Institution also offers personality development programs that aim to enhance the students' communication, presentation, leadership, and journalism skills. This helps to equip students with essential soft skills that are necessary for their future success in a rapidly changing world.

To promote a well-rounded education, the Institution encourages students to participate in cultural activities, inter-departmental competitions, quizzes, inter-collegiate competitions, sports, seminars, and conferences. A separate Computer Lab is provided for BCA students. The Institution emphasizes extra-curricular activities such as awareness campaigns for environmental protection, cleanliness, hygiene, and social issues, including drug abuse and protection of monuments.

The faculty members are encouraged to write research papers and present them at national and international seminars and conferences. The Institution also arranges industrial visits to provide real-world exposure to students, enabling them to understand the workings of different industries and businesses.

Innovative teaching methods such as the use of LCD projectors in classrooms, online assignments, open-book tests, and online tests are also employed to enhance the transfer of knowledge. The Institution recognizes the importance of interdisciplinary learning and has organized group discussions on social issues. The faculty members are also encouraged to have MOUs for better knowledge transfer.



In conclusion, the Institution is committed to providing a scholarly and inclusive learning environment for its students, aimed at preparing them for the challenges of the contemporary world. By incorporating technology, emphasizing extra-curricular activities, and organizing intellectual events, the Institution has created an ecosystem of learning that promotes critical thinking, fosters a culture of inquiry, and prepares students to become lifelong learners.

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

### **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: 19**

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	04	01	03	04

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

## **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**

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	01	02	04	08

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:

## Outcomes of Extension activities

The institution aims to instill human values in students and create an enlightened society. To achieve this, it has established dedicated departments, including Vidyarthi Vikas Kaashya, Vishakha Committee and Women Council, NSS, NCC, Cultural Committee, Extra-mural committee, Unnat Bharat Abhiyan, and Anniversaries celebration committee. These departments guide and counsel students to participate in social-issue related activities, fostering a sense of social responsibility and civic engagement.

## Social Extension

The institution actively engages in socially-oriented initiatives through various committees and departments, including organizing events on critical social issues such as gender discrimination and environmental conservation. They also contribute to relief efforts during times of crisis, such as floods and the Covid-19 pandemic, and actively participate in managing crowds during fairs and festivals. Furthermore, the college visits orphanages, old age homes, and other institutions to celebrate festivals and donate necessary items, demonstrating their commitment to social welfare and community development.

## Conservation of Environment

The institution and its students are committed to environmental conservation through various activities like promoting cleanliness, tree plantation, sewage water absorption, campaigns against plastic use, water and digital literacy rallies, waste management, and preventing natural resource depletion. They also organized a mega bicycle rally and a poster presentation to raise awareness about eco-friendliness and pollution-free Diwali. The institution also hosts seminars, workshops, and guidance sessions to promote environmental conservation and sustainability.

## Health Awareness

The institution takes the health and well-being of its students and the community seriously, and has undertaken several initiatives to raise awareness about various health issues. These initiatives include camps

for blood and organ donation, health checks and hemoglobin testing, as well as expert lectures and rallies on diseases such as AIDS and cancer. The institution has also focused on mental health, with lectures on stress management and hypnotism being organized for students. In response to the Covid-19 pandemic, the institution has made efforts to disseminate information on the virus through social media channels.

## Gender Sensitization

Our Institute is dedicated to promoting the holistic development of our students and the wider community. We believe in creating socially responsible and enlightened citizens who can contribute to society in a positive manner. To achieve this, we have established various departments and committees, such as NCC, NSS, and others, that organize a range of extension activities.

Our Institute is committed to environmental conservation through cleanliness campaigns, tree plantation drives, and rallies promoting awareness of natural resource preservation. We also prioritize health awareness through camps for organ and blood donation, health checks, and lectures on various health issues, including mental health.

Our Institute prioritizes gender sensitization and encourages students to participate in initiatives such as street plays, rallies, and webinars. We also organize activities that promote awareness of social issues and help students develop important life skills such as teamwork and critical analysis.

We are committed to creating awareness among our students and society on issues related to environment, health, national integration, safety, gender sensitization, and gender equality.

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

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

Response:

Our college is committed to creating an impact on society through our faculty's efforts and student engagement. We recognize the importance of giving back to the community and making a positive difference. Our ultimate goal is not just to excel in academics but also to contribute to the betterment of society.

Our faculty members are involved in extensive research and work actively towards resolving societal issues. One such outstanding faculty member is Dr. Sarjerao Vilas Padmakar, who has been recognized for his remarkable efforts in raising awareness and research in social and educational fields. He was awarded the 'Vibhagiy Rajyastariya Gunvant Puraskar' in 2019 and 'Lions Gurujan Gungourav Sanman' in 2020.

In the face of the pandemic, our college made significant efforts to raise awareness about COVID-19 by conducting seminars and hosting vaccination drives. We collaborated with the National Service Scheme (NSS) to organize these events, and we are proud of their appreciation for our work.

We believe that "Safe blood saves lives" and hold a blood donation drive every year to contribute to society. Our students and faculty members actively participate in this drive and have received recognition for their selfless contributions. In 2018, we held the blood drive at the Abhinav Shikshan Mandal's Snejeevan Blood Bank in Nagala Park, Kolhapur, and in 2019, at Vaibhavlaxmi Blood Bank on Rajaram Road, Kolhapur. We also educate our students on the importance of blood donation and motivate them to participate in the drive.

Our college continuously strives to promote social awareness and actively participate in government-organized drives. We believe that by working together, we can create a positive impact on society and contribute to its betterment.

Our college is dedicated to making a positive impact on society by actively participating in various social initiatives and community-driven projects. We believe in creating a meaningful impact by collaborating with non-profit organizations and charities to support underprivileged communities. Our students take the lead in organizing several events and activities such as health camps, environmental awareness drives, and educational campaigns to promote social equality and empower rural areas. In addition to our commitment to social welfare, our college also promotes awareness about organ donation and sustainable living. We encourage our students to pledge their organs and promote sustainable practices such as rainwater harvesting, waste segregation, and solar energy usage. Our inclusive and diverse environment fosters a culture of appreciation and celebration of different cultures, traditions, and backgrounds. At our college, we believe in empowering our students to become responsible citizens who

contribute positively to society.

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

**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: 73**

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	16	23	19	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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: 11**

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

## 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 college boasts adequate infrastructure and physical facilities that adhere to the standards set by the Government of Maharashtra resolution no. NGC 2012 / (247/12) / MS4 dated 2 September 2013. Renovations to infrastructural facilities are conducted as needed.

Situated on a **sprawling 20-acre campus**, the college has numerous well-maintained classrooms, laboratories, library, administrative office, well-furnished seminar/conference hall, ladies' common room, boys common room, open to sky recreation stage, separate washrooms, and ramps for differently abled students. The classrooms are equipped with ICT facilities, and there is a playground to support academic and extracurricular activities. The institution continually aims to upgrade and maintain infrastructure to provide excellent teaching and learning facilities.

Out of the 20-acre campus, **10 acres** are utilized for office space, classrooms, seminar hall, IQAC, hostel, library, sports facilities, ladies' room, and canteen. The office area consists of cabins for the Principal, OS, Accountant, and a counter for senior and junior clerks. There are 20 classrooms, out of which five have ICT facilities. The well-furnished library has 27,548 books, 35 journals, and periodicals. The ladies' hostel has well-furnished rooms, a kitchen, and a dining hall. The conference halls are used occasionally for conducting conferences, seminars, and workshops. The departments of B.C.A. and Geography are equipped with computer and internet facilities. The college has 51 desktops, six laptops, seven projectors, and audio-visual aids like 65 and 250 watt sound systems, which enhance the teaching-learning process. CCTV cameras are installed for campus security. To ensure uninterrupted power supply, the college has one 3-phase electrical connection of MSEDCL, a 15 KVA DG set, and 5 KVA inverter backup. Separate back-ups for the library, computer laboratory, and office ensure continuous power supply. The campus also has a canteen and two bore wells, and the entire campus is connected with Wi-Fi. The central library is well-developed, with a reading



section for students and faculty of 2000 sq. ft. The library has an ample number of textbooks, reference books, e-books, newspapers, question papers, magazines, journals, and periodicals. Additionally, some departments have a separate departmental library to provide subject-related books.

Other physical infrastructure includes a competitive examination center, yoga centre, NSS room, competitive exam room, non-teaching room, gymkhana room, well-furnished administrative section, examination room, common staff room, and two Xerox machines located in the administrative office to provide service to students at an affordable cost. There are hygienic food items available at an affordable cost in the canteen, and provide safe drinking water facility for students.

In addition to the existing infrastructure and facilities, the institution has plans to further develop its physical infrastructure in the coming years. The college administration is working towards constructing new buildings for the office, Science Departments and a separate building for the library. The construction of these new buildings will provide additional space for offices, laboratories, classrooms, reading rooms, and facilities for research and innovation.

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

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

**Response:** 2.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.57	0.77	0.31	0.95	0.84

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

### Response:

The **e-Vidya library management system version 2.0 cloud based software** used by the college library is an integrated **library management system (ILMS)** that streamlines the library's day-to-day operations. The system consists of various modules such as masters, book management, barcode facility, book accession, membership, circulation, catalogs, and administration.

The software offers several facilities like database backup, restore facility, book reservation, and the ability to locate the status of books such as withdrawn, lost, damaged, write-off, and paid easily. This makes it easier for the librarians to manage the library's resources efficiently and effectively.

The library is an essential knowledge source for the college community, with a vast collection of **27,548 books, 35 journals, and periodicals**. The library caters to the needs of researchers, teachers, students, and staff members. Additionally, it also serves the outsider users under the library for society schemes.

The central library has several sections, including books stacking, periodicals, references, reprography, technical processing, circulation, and a digital library. The central library and reading hall can accommodate users, providing ample space for students and staff to study and work.

Moreover, the central library has the **membership of N-List**, which provides access to e-journals and e-books in various categories,

including art, business, computer, education, entertainment, fashion, fiction, health, hobbies, music, photography, science, technology, travel, newspapers, and more.

The library is currently **fully automated**. Almost all the housekeeping work is computerized, and book issue-return facilities are made available to staff and students of three classes (B. C.A.II, B. Com II, B. A. I). The library also has an independent tab on the college website, where stakeholders can access various services such as automated circulation system, online public access, catalogue, reprography, internet browsing, library orientation, interlibrary loan facility, book banks facility, newspapers, clipping, and selective document information, among others.

To ensure the smooth functioning of the library, a library advisory committee consisting of members from the faculty, administration, and student body has been formed. The committee meets regularly to discuss and recommend ways to improve the library services and facilities.

Furthermore, the library has adopted various measures to ensure the safety and security of its resources. **CCTV cameras** have been installed in the library, and users are required to follow strict guidelines while handling library materials. The library also has a strict policy against plagiarism and takes necessary actions to prevent and detect any such incidents.

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

## 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 **Institution's IT infrastructure** is not only used for academic purposes but also for administrative tasks. The administrative section of the college uses the IT facilities for tasks like student admission, fee collection, record-keeping, and communication with other departments. This helps in streamlining the administrative tasks and

ensures efficient functioning.

The Institution also provides IT facilities to its examination section, which helps in the smooth conduct of examinations. This includes tasks like creating exam schedules, generating admit cards, publishing results, and maintaining records of marks and grades.

The Institution has a dedicated **seminar hall and an ICT hall** equipped with the latest IT facilities like projectors, screens, and sound systems. These facilities are used for conducting seminars, workshops, training sessions, and other academic and non-academic events.

The Institution regularly upgrades its IT and Wi-Fi infrastructure to keep up with the latest technology and software. This helps in providing a better learning and teaching experience for students and faculty.

The college also takes measures to ensure the safety and security of its IT infrastructure. The campus is under **CCTV surveillance**, and the IT equipment is periodically checked and upgraded by technical experts. The college also has a backup power supply in the form of generators and inverters to prevent any disruptions due to power outages.

The **Institution's website** is a valuable resource for students, faculty, and other stakeholders. It contains information about the college's history, infrastructure, academic programs, faculty, and events. It also provides access to important resources like syllabus, exam schedules, admission procedures, and online forms.

The **biometric attendance** system helps in ensuring that the teaching and administrative staff are punctual and regular. This also helps in tracking the attendance of staff members, which is useful for tasks like salary calculation and performance evaluation.

The **CCTV cameras** installed in the campus help in ensuring the safety and security of the students and staff members. The cameras are monitored from the principal's cabin and chairman's cabin, which ensures prompt action in case of any untoward incidents.

The Institution also provides access to a range of **software tools and applications** that are essential for teaching, learning, and research. These include statistical analysis software, database management software, programming languages, and multimedia editing software. These tools are available in computer labs and also accessible remotely via the college's virtual private network (VPN).

To ensure the smooth functioning of IT infrastructure, the institution has a **dedicated IT team** comprising of qualified and experienced professionals who are responsible for managing and maintaining the IT facilities. The IT team also provides technical support to faculty, staff, and students on various IT-related issues.

Overall, the Institution's IT infrastructure and facilities are designed to provide a seamless and integrated learning experience to students and faculty. The continuous upgradation and maintenance of IT facilities ensure that the college remains at par with the latest technological advancements in the field of education.

### Details of IT Infrastructure

Sr. No.	Item	Number
1	Other Computers	21
2	Document Scanner	02
3	Router	04
4	Biometric	01
5	Black White Printer	07
6	CCTV Camera	36
7	Generator	01
8	Sound System	01
9	Xerox Machine	02
10	Laptops	06
11	Colour Printer	01
12	LCD TV	02
13	Battery Backup system	02

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

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

**Response:** 24

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

**Response:** 35

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

## 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:** 17.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.32	5.60	5.32	6.21	6.26

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 22.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
154	172	288	264	227

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

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



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

### 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:** 59.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
504	529	589	652	696

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

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

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

## 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:** 16.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	84	51	31	18

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	289	281	229	294

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 1.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	04	02	04

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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: 30**

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	01	01	18	01

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 14**

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	02	19	15	12

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

## 5.4 Alumni Engagement

**5.4.1 There is a registered Alumni Association that contributes significantly to the development of**

the institution through financial and/or other support services

**Response:**

The college has formed an Alumni Association to interact and get feedback from the graduated students. The association is not registered under charitable trust act due to some reason but it is active. One of the alumni is in charge of the Alumni Association. He takes initiative to organize a meeting in a year in the college. The ex-students share their experiences at work and express their gratitude towards the institution in the meeting. The principal and the faculty appeal to the students to help the institution for up gradation. The Association is dedicated to bringing together the alumni committee on a common platform to build another channel of personal and professional support to members through "Self Help" within the community. The alumni of our college is working in different sectors like education, business, different types of industries, entertainment, social work, agriculture, economics, banking, civil services and research. Some of the alumni are public representatives; they help us whenever there are some local problems, they also help the college. Their feedback is valuable for the overall development of the college.

**The objectives of the Association are:**

1. Involve alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, and placements.
2. Fund raising activities to the development of the college
3. To promote best practices in different areas of social life for the benefit of society. A transformative and empowering role for the students in today's digitalized world.

Jayprakash Education Society family is proud of students who are achievers in every field, carrying with them the values imparted by Dr. Babasaheb Ambedkar Mahavidyalaya and are making a significant contribution to society.

In order to foster a warm relationship, the association maintains regular contact with the alumni and former faculty through various medias. The Alumni Association is very active in promoting, mentoring and guiding the current students of the College. It has worked extensively in connecting the alumni with its Alma Mater through

motivational talks, workshops by eminent Alumni at various levels. Our former faculty and alumni have been keenly involved in all major college functions such as the annual college festival.

Independently, various Departments of the College have taken initiatives to organize Departmental Meets which have facilitated the strengthening and widening of alumni association. The objective has been the same, to build a strong alumni network which will participate in keeping Dr. Babasaheb Ambedkar Mahavidyalaya's banner flying high. We are an able bodied team with a lot of enthusiasm, motivation and dedication to promote the Society under the able guidance of the alumni association.

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

## 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:**

**Responses :**

**VISION :**

To provide a prioritized education which includes Agriculture, Healthcare and Technology with a special concern for agrarian community, women, socially deprived and poor.

**MISSION STATEMENTS**

1. To provide education for the upliftment of socio-economic status.
2. To provide education to help the students individually in the rural areas to cross the hurdle of the poverty trap.
3. To aid educational associations at educationally backward places in the district of Kolhapur and The State of Maharashtra to improve learning outcomes.
4. To step towards universalizing Science, Literature and Fine Arts.
5. To provide amalgamated universal education of co-operation to society and institutions.
6. To encourage the students with great aims and continuous acquisition of knowledge through great books, great teachers, hard work and perseverance.

The college administration is not just a mere bureaucratic hierarchy, but a dynamic and progressive system that adheres to the Vision, Mission statements, and Goals of the institution in letter and spirit. The college governance system is highly responsive to the changing educational needs of the 21st century, and the proactive Management ensures inclusive participation of all stakeholders while formulating policies and action plans.

The Institutional Perspective Plan (2016-2021 and 2021-2026) is a testament to the participatory decision-making process that takes place between the Management, Principal, and faculties. This roadmap covers a broad spectrum of areas such as curricular enrichment, teaching and evaluation reforms, research promotion, and extension activities, infrastructure augmentation, student support services, transparent administration, and staff welfare. All the programmes and activities are aligned with the Vision, Mission statements, and Goals of the institution.

The effective leadership of the institution is evident in its decentralization and participative management practices. The institutional administration is highly decentralized, and the governance of the college is conducted through the College Development Committee (CDC), as per Maharashtra Public Universities Act, 2016 and the statutes of the affiliating university. The CDC consists of members of the Management, Principal, Nominated HOD, IQAC Coordinator, teacher representatives, a woman representative, representative of administrative staff, Community, and student representative.

A great example of decentralization and participative management is the successful organization of a National Seminar in the year 2017-18. This seminar was organized through the CDC, IQAC, and Principal. The seminar was a grand success due to the collective efforts of all the stakeholders involved. The decentralization and participative mechanism ensured that all the decisions were taken after thorough deliberations, and all the stakeholders had equal participation.

In conclusion, the Institution's administration is a progressive, democratic, and transparent system that works towards achieving the Vision, Mission statements, and Goals of the institution. The decentralization and participative management practices ensure that all the stakeholders have a say in the decision-making process, which ultimately leads to the success of various programmes and activities organized by the college.

<b>No.of Beneficiary of National Conference</b>	<b>No. of Research Paper Presented</b>	<b>No.of Students Participated</b>
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115	46	76
<b>File Description</b>	<b>Document</b>	
Upload Additional information	<a href="#">View Document</a>	
Provide Link for Additional information	<a href="#">View Document</a>	

## 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 Perspective Plan, a comprehensive blueprint for the college's activities from 2016-2026, reflects the changing needs of higher education, with a focus on achieving the institution's Vision, Mission statements, Goals, and Core values. The Plan, formulated by the IQAC after the second cycle of NAAC assessment, covers a wide range of aspects, such as curriculum enrichment, teaching-learning and evaluation, research and extension, infrastructure augmentation, student support facilities and services, e-governance adoption, gender and environmental awareness. The Plan incorporates recommendations from the Peer-Team, such as student-oriented courses, need-based short-term courses, research culture promotion, and innovative evaluation practices. It also includes initiatives for overall development, such as student-centric methods, diversity-oriented activities, seminars and workshops, academic and extension collaborations, library resource enrichment, and faculty development and welfare programmes.

The institution's unwavering commitment to the upliftment of rural, socially, and economically weaker sections of the society is commendable. To cater to the changing demands in higher education and provide vertical and horizontal mobility, the college has developed infrastructure including classrooms and laboratories, and introduced a variety of courses, and career-oriented courses. The overall result is the institution provides an exceptional educational experience and enables students to thrive in an ever-changing world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Institution provides various welfare measures for both teaching and non-teaching staff, including:

- State Government Employees Group Individual Accidental Insurance Scheme
- Shivaji University Kolhapur, Kalyan Nidhi Yojana (Welfare Fund Scheme) for teaching and non-teaching staff

- Different types of loans
- Staff Academy Committee
- Felicitation by management for employee achievements and their wards
- Concession in fees for wards of employees
- Financial support to staff for attending and presenting research papers in various seminars, conferences, and workshops
- Wifi and internet facilities for faculties
- Library facilities
- Various leave facilities, including paternity leave
- General Provident Fund scheme by Govt. of Maharashtra
- DCPS scheme for employees appointed after 2005
- Assistance for Housing and Higher purchase loans from various banks
- Insurance facility of Bank of Maharashtra for salary account holders
- Teachers Benevolent Fund
- PLI scheme of Indian Post for Govt. servants

The institution follows the university stipulated Academic Performance Indicator (API) for the faculty, which follows UGC Regulations act 2010 and four amendments thereafter for performance appraisal of teachers. Currently, the institution follows guidelines with respect to API for performance appraisal of teachers contained in the UGC Regulation 2018. The IQAC collects the filled API forms from all faculty members, and the faculty performance is assessed based on the API by the IQAC Coordinator and the Principal. The API scores, along with the positive and negative aspects, are communicated to the concerned faculty. The consolidated sheet of API scores is submitted to the Principal. Every year, faculty submits a confidential report at the end of the academic year, which is reviewed by the Head of the Department and then by the Principal and submitted to the Office Superintendent with recommendations for further consideration and for appreciation or corrective action. Every non-teaching staff fills a self-appraisal form at the end of the academic year.

The self-appraisal is first reviewed by the Head of the Department for technical staff and by the Secretary for administrative staff and then by the Principal. The self-appraisal reports with recommendations are submitted to the Office Superintendent for further considerations for appreciation or corrective action. The outcome of self-appraisal includes:

- Improvement in the working of the college
- Better motivation
- More focus on the teaching-learning process and research
- Identification of talent and shortcomings of staff through appraisal reports.

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

### 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:** 6.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	04	01	02

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

**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:** 20.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	9	8	03	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	05	02	02

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

## 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:**

### Financial Management and Resource Mobilization

The college has implemented a comprehensive and effective resource mobilization strategy that focuses on maximizing available resources for academic, co-curricular, and extracurricular activities.

The college is affiliated with Shivaji University, Kolhapur, and follows the rules and regulations of an aided college. It mobilizes funds through various means, such as government grants, stakeholder contributions, and local well-wishers. Additionally, the college has been registered under the Societies Act 1860, and donations made to the college are exempted under 80G.

To ensure optimal utilization of resources, the finance committee plans, controls, and monitors the utilization of funds.

The funds allocated for the creation and maintenance of infrastructural facilities are utilized optimally. Furthermore, the institution conducts internal and external financial audits regularly to ensure

transparency, accountability, and compliance with regulatory guidelines.

## Audits

- The Internal Audit Committee conducts the internal audit annually
- A professional Chartered Accountant Firm and the State Government through the Joint Director of Higher Education carry out the external audit
- The audits are aimed at identifying and resolving audit objections, if any, at the time of finalization of the audited statement of accounts
- The Chartered Accountant thoroughly checks receipts yearly to ensure that financial transactions are accurately recorded and reported
- The Audit Report is discussed in the College Development Committee (CDC) and submitted to the Parent Institute
- In addition, the college conducts an annual salary and non-salary audit that is verified and approved by the Senior Auditor of Higher Education, Kolhapur
- The budgetary provisions are approved in CDC meetings, and the prepared budget is sent to the Parent Institute for approval
- The college also conducts an audit of university examinations yearly and submits a report to the University for approval
- NSS & Lead College Scheme Audits are conducted regularly

Overall, the institution's resource mobilization strategy and financial management practices are impressive and reflect the institution's commitment to excellence and accountability. The regular internal and external audits, comprehensive financial planning and budgeting, and stakeholder contributions ensure that the college is well-funded, and its resources are effectively utilized to promote academic and overall growth of the institution.

Details of External Audit conducted during the assessment period.

Year	Name of Agency	Date
2017-18	M/S Patil Ghevade Mahapurkar and Associates Chartered Accountants	30/07/2018
2018-19	M/S Patil Ghevade Mahapurkar and Associates Chartered Accountants	30/07/2019
2019-20	M/S Patil Ghevade Mahapurkar and Associates Chartered Accountants	20/12/2020
2020-21	M/S Patil Ghevade Mahapurkar and Associates Chartered Accountants	10/08/2021
2021-22	M/S Patil Ghevade Mahapurkar and Associates Chartered Accountants	07/07/2022

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

## 6.5 Internal Quality Assurance System

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

### Response:

The IQAC has been striving for a quality system of conscious, consistent, and catalytic programs to improve the academic and administrative performance of the institution. Departmental and committee reports are submitted at the end of every academic year. It submits AQARs to the NAAC, Bangalore.

- IQAC implements quality maintenance and enhancement measures in the teaching-learning process



- It sets up systems and mechanisms of operations to achieve expected learning outcomes
- IQAC monitors the implementation of the vision and mission of the institution
- It prepares a Perspective Plan of Development and executes it strategically
- It has been trying to institutionalize several quality assurance strategies such as digitalization of academic and administration facilities, gender equality, and strengthening extension activities
- Since the First cycle of NAAC, IQAC has been promoting quality culture in overall activities
- Positive motivation from the CDC and the quality strategy of IQAC encouraged the majority of teachers to register for Ph.D. and submit more and more research proposals
- Academic and Administrative Audit of the Academic Cell of the Parent Institute has been conducted to create a quality culture in institution
- E-journals, Purchase of reference books and equipment, Increase in research publications, Organization of NSS extension activities, workshops, Feedback system, Student satisfaction survey, mentor and mentee system, Use of ICT, Distribution of workload student-centric Activity
- Activities of the committees are inspected by the IQAC team
- Personal academic growth and research-related activities are recorded
- The IQAC reviews the teaching-learning process of the institution through an Annual Academic Audit

### ***Increase in academic activities***

The institution reviews its teaching process, structures, and methodologies of operations and learning outcomes at intervals through IQAC

## **IQAC monitors the increase in academic activities:**

- Introduction of several Career-Oriented Courses
- Unit tests are conducted before university examinations
- The faculty and the students are participating in workshops, seminars, and conferences
- Seminars and projects are organized for third-year students
- The analysis of the annual results of students is prepared and discussed
- The reviews of the teaching plan and syllabus completion are taken
- Feedback on teachers' teaching and curriculum is collected and analyzed
- Guest lectures are organized to interact with the students
- Institutional collaborative and quality initiatives activities are organized

## **Gradual growth in using ICT in teaching, learning, and evaluation.**

- PPTs are used in the classroom
- Audio and video clips are used
- Notes are being provided online mode ( Google Classroom, WhatsApp group and Youtube)
- Online tests are being conducted
- Online feedback is introduced
- SRPD system is used for University examinations
- Online e-journals are made available for students and teachers
- Blogs of Department and individual faculty

- Google Meet, Zoom, Google Classroom, WhatsApp, etc have been used

### Outcomes:

Due to the use of modern technology in the teaching-learning process, teaching-learning has become more interactive, students friendly and attractive.

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

### 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:** B. Any 3 of the above

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

## 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:**

The Institute's Vision for Gender Sensitivity: Celebrating Diversity and Inclusivity

In our institute, gender sensitivity is not just a term, but a philosophy that guides our every action. We recognize and respect the desires, aspirations, abilities, and professional skills of all our human resources, irrespective of their gender. To ensure a safe and secure environment, we have implemented various facilities, such as:

**CCTV Monitoring:** With 24-hour surveillance of our campus, we ensure a safe and secure environment for all our staff and students.

**Complaint Box:** We have set up a complaint box in the reception area to provide a platform for female staff and girl students to voice their concerns and complaints, if any.

**Counseling:** Our institute provides academic and stress-related personal counseling to all our students, with mentor-mentee meetings regularly monitored by our appointed mentors. We ensure that every mentee is provided with guidance and support to resolve any academic, personal, and stress-related issues.

**Common Room:** Our institute provides a well-equipped common room for women to ensure their comfort and convenience.

Jaiprakash Education Society's Dr. Babasaheb Ambedkar College in Peth Vadgaon is not just a place for academics but also a hub of cultural and social activities. Over the last five years, the institution has celebrated and organized various national and international commemorative days, events, and festivals.

Every year on the 15th of August, the institution celebrates Indian Independence Day with great fervor and enthusiasm.

On the occasion of National Unity Day, the NSS organized the "National Unity Day Oath" where all teaching and non-teaching staff, NSS volunteers, and students took an oath for national unity. In addition, the NSS and the Department of Political Science organized a "Voter Awareness Campaign" on National Voters Day.

Rajmata Jijau and Swami Vivekananda's birth anniversary are celebrated with great enthusiasm. The institution also organizes lectures on Ozone Day. The institution also observes International Disability Day, which raises awareness about the importance of inclusivity and accessibility.

The institution celebrates International Bicycle Day in collaboration with the court authorities. The Sociology department, along with court personalities, organizes a bicycle rally to promote the use of bicycles and promote eco-friendliness.

A special lecture on Dr. Babasaheb Ambedkar Jayanti was organized through Alok Jatratar, Public Relations Officer, Shivaji University, Kolhapur. On Shahu Jayanti, the institution pays tribute to Chatrapati Rajarshi Shahu by observing 100 seconds of silence as per the Maharashtra government's order.

The institution also observes International Transgender Day by organizing a guest lecture by Smt. Sonal Jadhav, the first transgender journalist in Maharashtra and a social worker. The institution also celebrates Geography Day to promote the importance of geography and its role in our lives.

The institution celebrates National Sports Day on 29 August to commemorate the birth anniversary of hockey legend Major Dhyan Chand. The day is dedicated to the nation's sports heroes and champions, honoring their contribution and dedication towards bringing laurels to the country.

Activities in the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
09	07	03	03	03

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

### 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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:**

Our Institution is committed to promoting and maintaining an inclusive environment that encourages tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. The college actively celebrates and embraces the diversity of its student population and takes pride in its multicultural ethos.

To promote cultural diversity, the college organizes various cultural events and festivals throughout the year. These events celebrate different cultures and traditions and allow students to learn and appreciate the diverse customs of their peers. Additionally, the institution offers a platform for students to showcase their talents in music, dance, and drama competitions.

The college recognizes the importance of regional diversity and takes measures to promote the cultural heritage of Kolhapur district. The following national and international days, Events & Festivals are celebrated in our college every year. This mainly includes Lal Bahadur Shastri & Gandhi Jayanti, National Unity Day Oath, Samajik Suraksha Abhiyan, Voting Awareness Campaign, Indian Constitution Day, NSS & Youth Day, NSS: Orientation Program, Jabaradasti Kasli Mardanagi Abhiyan, LPG Gas Safety Campaign, Sant Balumama Palakhi Payi Dindi, Jijamata & Swami Vivekanand Birth Anniversary, Nation Girls Child Day, International Women's Day, International Transgender Day, Understanding Shahu Maharaj, Shahu Maharaj Gratitude Festival, International Bicycle Day, etc.

To promote communal harmony, the institution organizes interfaith dialogues and seminars on communal harmony. It also takes students on visits to religious places to promote tolerance and understanding of different faiths and cultures.

The college recognizes that socioeconomic diversity is a significant barrier to education for some students. To help alleviate this, the institution helps to get scholarships and financial assistance to students from economically weaker sections of the society.

The college promotes social inclusivity by encouraging students to participate in community service activities. By volunteering at orphanages, old age homes, and NGOs, students learn empathy and develop an appreciation for the less privileged sections of society.

The institutional efforts and initiatives taken by Dr. Babasaheb Ambedkar college to provide an inclusive environment:

**Cultural Events and Festivals:** The college organizes various cultural events and festivals throughout the year that showcase the diversity of cultures, traditions, and customs. Students from different communities organize the events, and all students and staff members are encouraged to participate and celebrate together.

**Cultural Exchange Programmes:** The college also organizes cultural exchange programmes in collaboration with other colleges and institutions to promote understanding and appreciation of different cultures. The exchange programmes allow students and staff members to interact with people from different regions, communities, and languages.

**Language Learning:** The institute offers language learning courses to help students learn different languages, including English, Hindi, and Sanskrit.

**Scholarships and Financial Assistance:** The institute provides scholarships and financial assistance to students from economically weaker sections and marginalized communities to ensure that everyone has access to education.

**Grievance Redressal Cell:** The institute has a grievance redressal cell that ensures that students from all backgrounds are treated fairly and respectfully. The cell addresses any complaints or grievances related to discrimination or harassment.

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



## 7.2 Best Practices

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

**Response:**

**Best Practices No. I**

**Empowering Safety and Preparedness: Best Practices in First Aid Training for Students and Staff**

**Context:**

Welcome to our first aid training certificate introduction program! We believe that it is essential for everyone to have awareness of first aid treatment, which can be administered to someone who suddenly falls ill or becomes injured. Our program offers a comprehensive explanation and demonstration of first aid knowledge and skills.

**Objectives:**

To achieve the goal of implementing best practice activities, the following objectives have been laid out:

1. Foster the development of knowledge and skills pertaining to first aid.
2. Enable students to recognize critical and potentially life-threatening situations requiring first aid.

**The Practice:**

To ensure that the best practices in first aid are carried out effectively, several measures have been implemented. The first step taken is to provide training on various first aid emergencies such as unconsciousness, heat burns, external bleeding, epistaxis, heat stroke, drowning, shock, choking, electrocution, seizures, poisoning, animal bites, frost bite, foreign body in ears and eyes, angina pain, heart burn, fractures and dislocations. These emergencies were taught by experienced experts who have in-depth knowledge and skills in first aid.

The training sessions were conducted in the form of scenarios that depicted real-life situations, enabling the participants to apply the learned skills in practical situations. These scenarios covered all the essential aspects of first aid, ensuring that the trainees had a thorough understanding of the subject matter.

#### Evidence of Success:

- The first aid emergencies, such as unconsciousness, heat burns, external bleeding, epistaxis, heat stroke, drowning, shock, choking, electrocution, seizures, poisoning, animal bites, frostbite, foreign body in ears and eyes, angina pain, heartburn, fractures, and dislocations were taught by experienced experts.

#### Impact:

This best practice is designed to create a safe and secure environment for all employees and students, instilling in them the critical knowledge and confidence to effectively manage an emergency without fear or confusion. By participating in first aid training, trainees are equipped with the skills needed to react in an emergency and understand the contents of their first aid kits.

#### Best Practice No. II

#### Towards a Sustainable Future: Environmental Initiatives and Awareness at Our College

#### Context:

As the world becomes more aware of the impact of human activities on the environment, there is an urgent need to take action towards sustainability. Educational institutions have an important role to play in this effort, as they can promote environmental awareness and encourage sustainable practices among their students, staff, and the wider community.

#### Objectives:

1. To create and maintain a green and sustainable campus by implementing various eco-friendly measures and practices.
2. To raise awareness and consciousness among students, staff, stakeholders, and the community about the importance of environmental conservation and sustainability.

#### The Practice:

The practice at our college involves a range of initiatives and activities aimed at promoting environmental awareness and sustainability. These initiatives include regular tree plantation drives, water conservation measures, waste management, energy audit, and digitalization of administrative processes. The college also has a Green Policy Document that outlines specific goals and guidelines for

promoting environmental sustainability.

#### Evidence of Success:

The activities conducted under this best practice have helped to foster a culture of environmental awareness and sustainability among the college community and beyond. The various initiatives such as tree plantation drives, energy and environmental audits, waste management policies, water conservation efforts, and digitization of administrative processes have all played a significant role in creating a green campus and promoting sustainability practices.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

Response:

#### Green Culture Development

The Institution's vision is focused on the development of a green culture and creating awareness about eco-friendly environments in the community. The Institution has taken a remarkable step towards achieving this vision by initiating a tree plantation project in Peth-Vadgaon, a small town prosperous with nature. With the town undergoing rapid urbanization, the tree plantation project is a significant effort to sustain the health of the town and maintain the ecological balance of the region.

The Institution's distinctiveness in the area can be attributed to its remarkable efforts to create awareness and educate the community about environmental conservation. By connecting the younger generation of the college with the environment, the Institution is creating a generation that is aware and conscious of the importance of environmental conservation.

The Institution's performance in the area is commendable, and its efforts to create a green culture and sustain the health of the region are praiseworthy. Through its tree plantation project and emphasis on environmental education, the Institution is contributing to a sustainable future.

## **Imbibing Environmental Values: The Distinctive Performance of Our Institution**

At our esteemed institution, we firmly believe that environmental education is vital for creating a sustainable future for all. By providing learners with a robust foundation of knowledge about environmental issues, we empower them to make informed decisions and take action towards preserving our planet.

Our community recognizes the critical role that trees play in enhancing our quality of life and maintaining ecological balance. Therefore, we have taken up the tree plantation project in Peth-Vadgaon, a small town experiencing rapid urbanization. By planting trees in this region, we aim to sustain the health of the town and preserve the environment.

We understand the significance of trees in an educational setting as they create a peaceful and natural environment that encourages learning and fosters creativity. Our campus is surrounded by lush greenery, providing our students with a serene and aesthetically pleasing atmosphere that supports their academic and personal growth.

In our commitment to environmental awareness, we understand the importance of conserving energy and water. To that end, we have taken steps such as using LED bulbs and power-efficient tube lights in our college and pursuing the installation of solar panels. We take pride in our beautiful campus landscaping, which provides a pollution-free environment and promotes the health of our community. Our dedicated construction, maintenance, and beautification committee ensures that our campus is not only aesthetically pleasing but also environmentally friendly, with sustainable practices incorporated into our landscaping and maintenance efforts.

We understand our responsibility towards the environment and continuously strive to imbibe environmental values in our daily practices. Our institution practices sustainable celebration of festivals such as the Ganesh festival, collecting all the material before immersion and disposing of it in an environmentally friendly manner.

We firmly believe that these initiatives and practices are essential for preserving our environment and creating a sustainable future. As an institution, we are committed to continuing our efforts towards environmental conservation and sustainability.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Information

1. **Research and Innovation:** The institute encourages research and innovation through various means such as funding for research projects, organizing seminars, workshops, and conferences, and providing incentives for publishing research papers. The institute also has collaborations with industries and other research institutions to enhance research and innovation.
2. **Internationalization:** The institute aims to promote internationalization by establishing collaborations and partnerships with universities and research institutions in other countries. This helps in promoting cross-cultural exchange and provides opportunities for students and faculty members to participate in international academic and research programs.
3. **Entrepreneurship Development:** The institute promotes entrepreneurship development by providing support and training to students who wish to start their own ventures. This includes mentorship, incubation, and financial assistance through tie-ups with various funding agencies and government schemes.
4. **Alumni Engagement:** The institute has an active alumni association that engages with former students to promote networking, career opportunities, and philanthropic activities. The alumni association also provides feedback to the institute on academic and administrative matters to improve the quality of education and services offered.
5. **Community Outreach:** The institute engages in various community outreach activities such as providing healthcare services, conducting awareness campaigns on social issues, and organizing cultural and sports events for the local community. This helps in promoting the institute's image and building a positive relationship with the community.
6. **Industry Interface:** The institute has collaborations with industries to provide internships, projects, and training programs to students. This helps in enhancing the practical knowledge and employability of students. The institute also conducts campus placements for graduating students, and has a good track record of placing students in reputed companies.
7. **Technology Enabled Learning:** The institute utilizes technology to enhance the teaching-learning process by providing e-learning resources, online courses, and virtual classrooms. The institute also encourages faculty members to incorporate technology into their teaching methods to make the learning process more interactive and engaging.

## **Concluding Remarks :**

### **Conclusion**

Based on the information provided, the institute appears to be focused on providing a well-rounded education to its students. They prioritize the overall development of their students by providing various opportunities for extracurricular activities, student support, and career counseling. The institute's commitment to quality is evident through their adherence to national policies on higher education, the implementation of e-governance, and their efforts to secure funding from various sources.

The institute promotes a culture of participation and decentralization by appointing coordinators and committees to govern and manage the institution. They prioritize the well-being of their faculty and staff by offering professional development opportunities, welfare measures, and performance evaluations. The institute also values social awareness, environmental conservation, and gender equality by implementing various programs and campaigns.

Overall, the institute appears to be committed to providing an excellent education to its students while also prioritizing their well-being, personal development, and social awareness. Their efforts to maintain a clean and green campus, encourage energy conservation, and promote the use of public transportation align with their commitment to sustainability and the environment. The institute's focus on continuous improvement and excellence, as evidenced by their commitment to quality assurance and securing funding, suggests that they are dedicated to ensuring that their students receive a high-quality education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>336</td><td>329</td><td>418</td><td>473</td><td>570</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>366</td><td>329</td><td>418</td><td>422</td><td>510</td></tr></table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1560</td><td>1560</td><td>1560</td><td>1200</td><td>1200</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>680</td><td>680</td><td>680</td><td>440</td><td>510</td></tr></table> <p>Remark : DVV has made the changes as per (Only first year admissions to be considered).</p>	2021-22	2020-21	2019-20	2018-19	2017-18	336	329	418	473	570	2021-22	2020-21	2019-20	2018-19	2017-18	366	329	418	422	510	2021-22	2020-21	2019-20	2018-19	2017-18	1560	1560	1560	1200	1200	2021-22	2020-21	2019-20	2018-19	2017-18	680	680	680	440	510
2021-22	2020-21	2019-20	2018-19	2017-18																																					
336	329	418	473	570																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
1560	1560	1560	1200	1200																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
680	680	680	440	510																																					
2.1.2	<p><b><i>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</i></b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>195</td><td>156</td><td>227</td><td>228</td><td>272</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>149</td><td>119</td><td>153</td><td>119</td><td>144</td></tr></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p>	2021-22	2020-21	2019-20	2018-19	2017-18	195	156	227	228	272	2021-22	2020-21	2019-20	2018-19	2017-18	149	119	153	119	144																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
195	156	227	228	272																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
149	119	153	119	144																																					



Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	340	220	220

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
340	340	340	220	255

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	26	26

Answer After DVV Verification :

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

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	15	15	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	13	13	11

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	02	07	14	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : DVV has made the changes as per clarification.

**3.4.3. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.****3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	24	42	24	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	16	23	19	06

Remark : DVV has excluded days activities.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per shared report 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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1339	02	1010	1045	921

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	02	19	15	12

Remark : DVV has made the changes as per shared report 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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	13	04	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	9	8	03	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	05	02	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	05	02	02

Remark : DVV has excluded shared certificate of participation.

**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: B. Any 3 of the above

Remark : DVV has made the changes as per clarification.

**2.Extended Profile Deviations**

Extended Form Deviations

ID	Extended Questions																				
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 26 Answer after DVV Verification : 24																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>26</td><td>26</td><td>26</td><td>26</td><td>26</td></tr></table>  Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>24</td><td>24</td><td>24</td><td>24</td><td>24</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	26	26	26	26	26	2021-22	2020-21	2019-20	2018-19	2017-18	24	24	24	24	24
2021-22	2020-21	2019-20	2018-19	2017-18																	
26	26	26	26	26																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	24	24	24	24																	