



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SANTOSH BHIMRAO PATIL ARTS, COMMERCE AND
SCIENCE COLLEGE, MANDRUP TAL.SOUTH SOLAPUR
DIST.SOLAPUR**

A/P- MANDRUP TAL. SOUTH SOLAPUR DIST. SOLAPUR
413221

www.sbpcollegemandrup.com

SSR SUBMITTED DATE: 20-11-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Solapur Zilla Samajseva Mandal, the parent institute of our college, is a reputed education institute in Solapur district, especially in South Solapur tehsil of Maharashtra. It was established by a visionary Gandhian Shri. D S Kamale Guruji, former minister of state, Government of Maharashtra. Many educational institutions that offer quality education at different levels are run by it. These educational institutions have played a crucial role in the transformation of the region of Bhima-Sina basin in South Solapur tehsil. Late Kamale Guruji established our college on 26 July 2001 on the day of the birth anniversary of Chhatrapati Shahu Maharaj with the aim of accentuating the progress of this rural region by providing quality higher education to the youth of the region, especially girl students as well as the students from economically weaker and socially marginalized sections of the society. The college has following vision and mission to realize the ideals of the founding father.

Vision

Vision:

To groom ideal global citizen by developing creative and proactive attitude among students through education.

- Various curricular, co-curricular and extra-curricular activities are organized throughout a year.
- Universal values like honesty, integrity, reliability, loyalty, respect, responsibility, and fairness are tried to be inculcated in the students.
- Novel, creative, out-of-box thinking and positive, scientific attitude are tried to be instilled in the students.
- There is an attempt to keep the students abreast of global issues and development through ICT.

Mission

1. To provide the facilities of higher education to the students from rural area, especially economically backward and socially marginalized students without any gender bias.
2. To uplift the students from the rural area by providing them quality and competitive education, and enhance their morale.

- The students in the college come from economically backward and socially marginalized rural families.
- They are imparted quality higher education.
- We observe zero tolerance against any kind of discrimination.
- The students are encouraged and helped to face competitive examinations through various expert lectures.
- The students are motivated to participate in sports at various levels.
- The needy students are provided financial aid with the help of the management.

The college, which is situated near the Maharashtra-Karnataka border in the rural area of Bhima-Sina basin in South Solapur tehsil of Solapur district, has truly played a crucial role in the transformation of the region by

imparting quality higher education to the youth of the region, especially the underprivileged ones. Majority of our students are from lower strata of the society. Similarly, a major chunk of our student population is comprised of women students. Before, the establishment of the college, negligible number of girls from the area took higher education. However, the establishment of our college has provided a great opportunity to the girls of this region to pursue higher education which has been well availed by them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution is located in the centre of Bhima-Sina basin of South Solapur tehsil and Maharashtra-Karnataka border. Ours is the only multi-faculty institution in the region
- Our management is supportive and proactive
- The staff is qualified and devoted who have received national, state, and university level awards
- Well-developed infrastructure with continuous upgradation and augmentation
- Security to the students and staff
- Spacious playground and facilities for outdoor and indoor games
- A large green, ecofriendly campus
- Well-equipped laboratories
- The library partially automated with Soul Software that provides rich print and e-resources
- Ph. D. research place for pursuing Ph. D. in Geography and Economics offered by the affiliating university
- Two units of National Service Scheme (NSS)
- Student centric education
- Use of ICT in teaching-learning and administration
- Organization of curricular, co-curricular, and extra-curricular activities for the holistic development of the students
- MoUs with eminent academic and other institutions
- Serving the local community through various extension activities
- Guidance for competitive examinations
- Instilling values in the students through the celebration of national holidays, birth and death anniversaries of great people, and other important days and events
- Platform for the research and creativity of the students through the college magazine 'Deenbandhu' and wall papers
- Decentralized administration
- Organization of seminars and workshops
- Strong representation of the institution on various committees of the affiliating university.

Institutional Weakness

- Lack of autonomy in academic matters
- Lack of varied local industry that could provide internship, placement to the students
- Want of grants for the infrastructure augmentation by UGC
- Need of strong alumni corpus
- Lack of interdisciplinary and entrepreneurship programmes
- Temporary faculty due to the government limitations on recruitment

- The mother tongue of the majority of the students is Kannada as the institution is located on Maharashtra-Karnataka border

Institutional Opportunity

- To introduce more need-based add-on courses
- To start the competitive exam centre
- To procure grants from UGC for building boys' and girls' hostels
- To get grants from UGC and other agencies for research and other academic purposes
- To strengthen the institution-community-industry link
- To promote the staff and the students to undertake research on issues related to the education and society of the region

Institutional Challenge

- To provide skill-based education while providing the education that inculcates values in the students
- Procuring various types of grants for the development of the institution
- To generate fund for the development of the institution
- To inculcate entrepreneurship skills in the students
- To keep pace with the fast-paced changes occurring in the field of higher education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college has permanent affiliation of Punyashlok Ahilyadevi Holkar Solapur University for B A and B Com programmes, and scrupulously follows the curricula prescribed by the University.
- The college offers B A, B Com., and B Sc programmes which follow CBCS curriculum.
- It also offered four certificate programmes during the assessment period.
- The institution was also recognized as a research place by the affiliating university for pursuing Ph. D. degree in Geography and Economics.
- We have fully qualified staff. Of our faculty members 13 have obtained Ph. D. degree, 5 have got M. Phil. Degree, and 20 have qualified either NET or SET.
- Our faculty members have been chairperson/member of various academic committees of the affiliating university; they have been Management Council Members, Senate Members, Chairperson of Board of Studies in various subjects, members of the sub-committees to design the syllabi of various subjects.
- Our teachers have also participated in setting of questions papers and assessment/evaluation process of the affiliating university.
- Our teachers have also worked as resource persons.
- Our faculty members have also done various faculty development programmes like orientation programme, refresher course, short term course, etc. regularly.
- The institution has organized workshops and seminars for the benefit of both the faculty and the students. Our teachers have also actively participated in the workshops on syllabus organized by other institutions.
- Feedback on curricular aspects is taken from stakeholders including the students, which has proved

quite helpful in the effective implementation of the curriculum.

- Certificate courses run by different departments of the institution complement the curriculum thereby helping in the better implementation of the curriculum.
- Use of ICT by both the faculty and the students has helped in the effective delivery of the curriculum.
- E-resources through N-List are made available even to the students.
- Innovative interactive and participatory teaching methods like group discussion, question-answer sessions, oral and written tests, student seminars, etc. are employed for the efficient curriculum delivery.
- Study tours and industry visits have been organized to give the students hands-on experience of what they learn in classroom.
- Teaching plans, syllabus completion reports, preparation and adhering to academic calendar have also been helpful in the effective curriculum delivery.

Best Practices:

- Highly qualified staff
- Good number of faculty on BOS and sub-committees for framing syllabus

Teaching-learning and Evaluation

- The college has transparent admission process. Admission is given on first come first served basis. However, it is ensured that no eligible student is denied admission.
- Majority of our students come from socially and economically backward sections of the society. Therefore, more seats are filled from SC, ST, OBC, NT, SBC, etc. than the number of seats reserved for these categories under reservation policy.
- Most of our students are first generation learners.
- Mentor-mentee schemes help in taking care of their academic and other needs.
- Slow and advanced students are identified and academic guidance and counseling is provided accordingly.
- The faculty members use various interactive and participative pedagogies such as student seminar, group discussion, question-answer sessions, essay writing, role playing, oral and written tests, writing poetry, poetry recitation, etc.
- ICT too is used by the teachers to enhance the learning experience of the students.
- Study tours, industry visits, village survey, etc. conducted to give students firsthand experience of what they learn in classroom.
- Introduction of semester and CBCS pattern allow for continuous evaluation of students. Additionally, college level tests are conducted for internal evaluation. Evaluation methods involve class tests, oral tests, question-answer sessions, unit tests, home assignments, research project, open book exam, student seminar, etc.
- We have fully qualified staff. At the time of the first cycle of accreditation only 4 of our faculty members were Ph. D. holders; however at present 13 of our teachers have obtained Ph. D. degree.

Best Practices:

- Use of interactive and participative pedagogies by the qualified staff
- Organization of seminars and workshops for the enrichment of the staff and students

Research, Innovations and Extension

- Our faculty members have so far written over 31 books.
- Our teachers have also published 8 chapters in edited books.
- Research papers of our teachers have been published in UGC listed/peer-reviewed journals.
- Many of our teachers have regularly presented research papers at conferences of different levels.
- We have successfully organized 5 seminars/workshops during the assessment period for the benefit of teaching fraternity as well as student community.
- One of our teachers has successfully completed a minor research project funded by the affiliating university.
- The institution has organized, especially through our two NSS units, various extension activities to sensitize the students to various social issues in the neighborhood community, which in turn has definitely helped their holistic development.
- We also have functional MoUs with various other institutions which enabled us to undertake many collaborative activities for the teachers, the students, and the local community.

Best Practices:

- Research place for Ph. D. in Geography and Economics as well as good number of Ph. D. guides
- Service to the local community through varied extension activities

Infrastructure and Learning Resources

- The total area of the premises of the institution is five acres. The beautiful premises, which has plenty of trees, is pollution free.
- The institution has spacious playground for playing various outdoor games. Many of our sports students have played at national level.
- We have adequate infrastructure and physical facilities for academic and other purposes which are maintained and updated regularly.
- Our library has a rich collection of books and other reading material. At present the college library has 11212 textbooks and reference books. Of these 1586 books have been donated by the retired eminent professors. Besides, we have 586 rare books. The library is partially automated with the library software: SOUL 2.0.
- The opening hours of the library are from 8.00am to 4.00 pm. During exam times it is open from 8 am to 9 pm. The library has been using ICT to render the services to its users in the best possible manner. OPAC is also available for users in library.
- Our library has subscription for the e-resources: *e-journals, e-ShodhSindhu, Shodhganga Membership, e-books*.

Best Practices:

- A big number of the students participating in sports at different levels
- Partial automation of library that provides print and e-resources

Student Support and Progression

- Majority of our students come from socially and economically backward sections of the society. Obviously, the college ensures that they get scholarships and freeships.
- The college also helps the indigent students through its Poor Students Aid Fund. In addition, our faculty members help such students incognito.
- The institution has provided guidance to the students for competitive examinations, and career counseling by organizing workshops and expert lectures.
- We have also tried to inculcate various skills, communication skills and life skills, through certificate courses and various activities.
- Our students have participated in many cultural events in Youth Festival organized annually by the affiliating university. We have also won a few awards.
- Our sports students have participated in various games at university, inter-university, and national level. They have also won awards at various levels.
- The college has also organized various inter-collegiate sports competition during the assessment period.
- We have registered alumni association which has always helped us financially and otherwise for the development of the institution.
- The Institution has facilitated students' representation and engagement in various administrative, co-curricular and extracurricular activities through student council and by giving representation to the students on various committees.

Best Practices:

- Poor students aid fund besides government scholarships and freeships
- Guidance on competitive examinations

Governance, Leadership and Management

- The institution has been practicing decentralization and participative management since its inception.
- Strategic/perspective plan has been effectively deployed.
- Appointment of the staff has been done transparently on merit basis following all the rules and regulations of the concerned authorities.
- The institution has successfully implemented e-governance.
- Our teachers have done orientation programme, refresher course, short term course, and other faculty development programmes regularly.
- Academic and Administrative Audit (AAA) of the institution has been done by the affiliating university.
- The institution has received funds from the alumni, other stakeholders, and philanthropists.
- The IQAC, formed as per NAAC guidelines, has played an instrumental role in enhancing and sustaining the quality. It has played a crucial role in reviewing teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. AQARS of all the five years have been submitted to NAAC within the stipulated period of time.
- The institution has MoUs with various other institutions under which many collaborative activities have been organized during the assessment period.
- The institution has regularly participated in NIRF and AISHE.

Best Practices:

- Motivating and supportive management
- Decentralized and participative management

Institutional Values and Best Practices

- The institution initiated many measures for the promotion of gender equity during the last five years.
- Special care is taken through Internal Complaint Committee (ICC), Anti-Sexual Harassment Committee, and Anti-ragging Committee to ensure the safety and security of the female students and staff. The whole campus is under CCTV surveillance.
- There are separate staircases for the female and male students.
- Self-defence training programme for the female students has been organized.
- The students are sensitized to gender equity through lectures, counseling, and other activities.
- The institution has facilities for alternate sources of energy and energy conservation. LED bulbs, solar energy, and power efficient equipment are used.
- The institution has effective management in place for different kinds of waste: solid, liquid, hazardous chemicals, and e-waste.
- The college campus has plenty of trees and there is a beautiful garden in front of the college. We have planted trees in the campus and outside since the inception of the college. The campus is plastic free. Most of the students use public vehicles for commuting, while the staff uses carpool for the same.
- Quality audits on environment and energy are undertaken by the institution
- The institution has promoted tolerance and harmony among the students toward cultural, regional, linguistic, communal, socioeconomic and other diversities by organizing lectures of eminent people from different walks of life on the topics related to national integration, social harmony, tolerance of varied diversities. The uniform of the students create a sense of oneness and unity among them.
- The students and employees of the institution are sensitized to constitutional obligations too through many activities, including the celebration of Constitution Day. The mottos of our parent institution are: Service to Society is Service to God, Equal Attitude towards All Religions, Labor Alone Triumphs. Our NSS units too have played a great role in this regard by taking up many a socially relevant activity. The duties and responsibilities of the students as well as the teachers are displayed in the main part of the college building.
- The Institution has a prescribed code of conduct for students, teachers, and other staff. The code of conduct is displayed in the main part of the college building. It is also given in the college prospectus.
- The Institution celebrates national and international commemorative days, events and festivals and also organizes various activities on these occasions.

Best Practices:

- Clean and green campus
- Environment conscious staff and students
- 'Manthan Program' for inculcation of human values in the students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANTOSH BHIMRAO PATIL ARTS, COMMERCE AND SCIENCE COLLEGE, MANDRUP TAL.SOUTH SOLAPUR DIST.SOLAPUR
Address	A/P- Mandrup Tal. South Solapur Dist. Solapur
City	Mandrup
State	Maharashtra
Pin	413221
Website	www.sbpcollegemandrup.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B M Bhanje	0217-2255847	9423330864	-	sbpcollegemandrup @rediffmail.com
IQAC / CIQA coordinator	C S. Mulage	0217-2255151	9359158845	-	mulagecs@gmail.c om

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status of Parent Institute.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic minority
Any Other	

Establishment Details	
Date of establishment of the college	26-07-2001

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	Solapur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-07-2013	View Document
12B of UGC	02-07-2013	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1635679294.pdf
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P- Mandrup Tal. South Solapur Dist. Solapur	Rural	5	5007

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,Arts	36	HSC	English + Marathi	20	18
UG	BA,Arts	36	HSC	Marathi	20	17
UG	BA,Arts	36	HSC	English	20	17
UG	BA,Arts	36	HSC	Marathi	20	16
UG	BCom,Commerce	36	HSC	English + Marathi	120	70
UG	BSc,Science	36	HSC	English	20	20
UG	BSc,Science	36	HSC	English	20	5
UG	BSc,Science	36	HSC	English	20	8
Doctoral (Ph.D)	PhD or DPhil,Ph D	72	MA	English + Marathi	8	5
Doctoral (Ph.D)	PhD or DPhil,Ph D	72	MA	English + Marathi	6	3

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	2				4				25			
Recruited	2	0	0	2	4	0	0	4	22	2	0	24
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	3	0	0	7	1	0	13
M.Phil.	0	0	0	0	0	0	5	0	0	5
PG	0	0	0	1	0	0	9	1	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	501	0	0	0	501
	Female	316	0	0	0	316
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	0	0	0	7
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	26	0	0	0	26
	Female	16	0	0	0	16
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	76	89	68	65
	Female	26	35	25	29
	Others	0	0	0	0
ST	Male	2	3	3	3
	Female	5	4	3	4
	Others	0	0	0	0
OBC	Male	91	84	77	101
	Female	71	63	71	73
	Others	0	0	0	0
General	Male	192	193	149	175
	Female	125	134	114	130
	Others	0	0	0	0
Others	Male	174	176	125	159
	Female	84	80	74	77
	Others	0	0	0	0
Total		846	861	709	816

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
204	204	204	196	180
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	7	5

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
817	709	860	848	948
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
300	300	300	300	300

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	126	138	132	121

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	31	31	27	25

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
31	31	31	27	27

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 24

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
8.42	9.7	7.25	11.67	8.49

4.3

Number of Computers

Response: 18

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution ensures effective curriculum delivery through the following.

Allotment of Courses: Courses are allotted to the teachers considering their area of interest and expertise which helps in the effective implementation of curriculum.

Flexible Time Table: The time table committee prepares the time table of lectures and practical in consultation with all the faculty members for the effective delivery of curriculum. The suggestions, demands by the students are also taken into consideration. The fact that majority of the students come from rural area is also considered. The time table is ensured to be flexible and convenient to the students, especially female students. We have two time-tables – one for the faculties of Arts and Commerce, and the other for Science faculty.

Teaching Plan: Every faculty member prepares the semester-wise teaching plan of the courses he/she deals with according to the lectures allotted to the concerned paper by the BOS of that subject, and submits them to the principal through the head of the department at the outset of each semester. He/She tries to adhere to the plan to the utmost for effective delivery of the curriculum.

Academic Calendar: The academic calendar is prepared at the beginning of an academic year, which comprises curricular, co-curricular and extra-curricular activities to be conducted during the academic year, based on the inputs by the committees. Academic calendar plays an instrumental role in the effective delivery of curriculum as curricular and co-curricular activities are organized adhering to it.

Use of ICT: ICT is used to make teaching-learning more effective. Faculty and students use e-resources. The LMS Google Classroom too is used for teaching-learning and assessment. Google Form is also used for evaluation. Class-wise WhatsApp groups of the students are created which are used for the purposes of sending study materials, providing links to various useful e-resources, etc.

Participatory Teaching Methods: Innovative interactive and participatory teaching methods like group discussion, question-answer sessions, oral and written tests, student seminars, etc. are employed for the efficient curriculum delivery.

Study Tours and Industry Visits: Study tours and industry visits organized every year by various departments prove to be helpful in effective delivery of curriculum.

Submission of Syllabus Completion Reports: Every faculty member submits Syllabus Completion Reports to the principal through the concerned HOD at the end of a semester.

Submission of Activity Reports: All the departments submit the report of the activities carried out by them during the academic year to the principal before the prize distribution ceremony.

Feedback on Curricular Aspects: Feedback on curricular aspects is taken from students and valid suggestions by them are considered for making the curriculum delivery more effective from the succeeding year.

Certificate Courses: The institution runs three certificate courses: Communication Skills in English, Travel and Tourism; and Editing and Writing Skills in Marathi. They prove helpful in the effective curriculum delivery.

Regular Meeting by the Principal: The principal holds meetings of the staff regularly who report him about the work completed, in progress, and still to be undertaken by them.

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

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

Response:

The academic calendar is prepared at the beginning of an academic year, which comprises curricular, co-curricular and extra-curricular activities to be conducted during the academic year, including the conduct of continuous internal evaluation. The internal examination and the evaluation of the certificate courses are scheduled taking into consideration the exam schedules of the affiliating university. The academic calendar is displayed on notice boards for the reference of the students and staff. It is also uploaded on the college website for the all-time information of the students and stakeholders. It carries approximate schedules of admission process, teaching-learning, evaluation, curricular, co-curricular activities, extra-curricular activities, major departmental and institutional events, etc. It also shows holidays.

The college follows its academic calendar for conducting internal examinations. Continuous internal evaluation of the students is made by conducting home assignments, tutorials, unit tests, open book exams, as well as evaluation of certificate courses. The examination committee works on the slots reserved in academic calendar for internal evaluation, and prepares and displays the time-table well in advance. The departments prepare their own teaching plans keeping in mind the schedules of internal evaluation given in the academic calendar of the college. Only those students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date. The assessment of the certificate courses is conducted separately by the concerned departments.

The following are the important aspects of the academic calendar.

- a. Academic calendar of departmental activity
- b. Planning of multiple activities of various committees.

- c. Planning of extra-curricular activities of N.S.S. and cultural department.
- d. Sports activities of the Gymkhana Department including Annual Sports Meet, organization of inter-collegiate sports tournament, if any.
- e. Planning of internal evaluation.
- f. Tentative schedule of the prize distribution ceremony.
- g. Tentative schedule of University Examinations.
- h. University schedule of holidays and vacations, term end and term start dates.

The college implements the examination and evaluation process as follows:

1. Semester Examination Evaluation procedure

One Unit Test and one Home Assignment per semester.

Annual practical examination

This is the part of CIE to assess the students' knowledge of their courses they studied. As it is already mentioned, field visit, internship, study tours, industrial visits and project work are mandatory for some of the courses which help the students in the better understanding of the topics. These are flexibly managed in the academic calendar. The college has been recognized by the affiliating university as a Ph.D. research place for the subjects of Geography and Economics.

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

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>														
<p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 8</p>														
File Description	Document													
Minutes of relevant Academic Council/ BOS meetings	View Document													
Institutional data in prescribed format	View Document													
Any additional information	View Document													
Link for Additional information	View Document													
<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 16</p>														
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	3	4	3	3	3
2019-20	2018-19	2017-18	2016-17	2015-16										
3	4	3	3	3										

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 5.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	77	30	27	41

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

1.3 Curriculum Enrichment

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

Response:

These cross-cutting issues are reflected in the vision, mission, and motto of the institution. Naturally, the institution integrates various life skills, values, issues related to environment and sustainability into the curriculum. The college offers three programmes and three certificate courses in which various crosscutting issues such as civic sense and responsibility, gender equity, issues related to environment, sustainability, and human values are addressed. Naturally, each teacher integrates all these issues in their teaching. In the traditional faculties like Arts, Commerce and Science, all these aspects are practically addressed. The courses offered under the programmes of B A, B Com, and B Sc, have one or other crosscutting issue as part of curriculum. Besides teaching the prescribed syllabus, the institution arranges various activities and programmes to address the crosscutting issues such as:

a) Gender Issues: Reservation policies, constitutional provisions especially for women are covered in

Political Science. Sex ratio, and concept of child mortality are covered in the syllabi of Geography. The Department of Geography conducts village surveys every year. Gender issues are reflected in History, while demographic issues are included in Economics. In the literature of Marathi, Hindi, and English gender issues are discussed. The issues of gender equality are best portrayed in poetry, drama and novels such as Pride and Prejudice, Three Sisters, Theories of Feminism, Stories of Premchand, Mahadevi Verma, Mamta Kalia, V.S. Khandekar, and dramas of Tendulkar. Lectures on gender equity are organized every year.

b) Environmental Issues: Environmental studies is a compulsory subject at the second year of B.A, B.Com. and B. Sc. Similarly, some environmental issues are included in the syllabi of Physics, Chemistry, Botany, History, Economics, Geography, Marathi, and English also. Water scarcity, drought, flood, pollution, urbanization and modernization are covered in the syllabi of Geography.

c) Human Values: Human Values are covered in the curriculum of political science, Economics, History, Geography, Marathi, Hindi, English, and even in some courses of B. Com and B.Sc. programmes.

d) Professional Ethics: Professional ethics are inculcated in the students by the teachers while dealing with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Business Communications, Business Economics, and the courses of Physics, Chemistry, and Botany. Communication and soft skills, too, find a place in many of these courses. Professional ethics are also integral parts of the curriculum of all the three programmes. Business skills, economic and commercial values are inculcated among the students of the commerce faculty. There is a compulsory paper of Environmental Science in which a detailed project report is prepared based on the surrounding area.

Apart from these issues included in the syllabi of the affiliating university, our college has taken various steps to make the students know about these issues. Activities of our NSS units play an important role in addressing these cross-cutting issues at community level. Sports play an important role in strengthening the students mentally and physically. The college organizes various lectures and activities to address these issues.

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

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

Response: 2.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	5	4	5	3

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

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

Response: 31.82

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

Response: 260

File Description	Document
List of programmes and number of students undertaking project work/field work /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 58.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
817	709	860	848	948

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1464	1440	1440	1440	1356

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 88.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
261	226	284	259	301

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The learning level differs from student to student; therefore the institution assesses the learning levels of the students using various methods after their admission and organizes special programmes for advanced learners and slow learners.

Advanced Learners: Advanced learners are identified soon after their admission on the basis of their academic performance in the exam of the previous year, their participation in classroom activities, interaction with them and their peers, oral question-answer sessions, and other informal means by the concerned teachers. Then the advanced learners are given special guidance by their teachers. They are given the list of websites related to the subjects they study and are advised to use them to enhance their subject knowledge. They are also advised by their teachers to use print and e- books, print and e-journals, and other print and digital resources related to the subjects of their study for the same. They are also provided Book Bank facility. They are advised to prepare their own notes using recommended and other related print and digital resources. They are encouraged to prepare research articles which are published in the wall papers and the college magazine. They are encouraged to participate in student seminars. They are encouraged to participate in maximum curricular and co-curricular activities conducted in the college. They are also motivated to participate in conferences organized by the college and other institutions. Their participation is taken in *Avishkar* (Research Competition) at the college and the university level.

The institution gives away the following prizes to motivate the students, especially advanced ones to excel in the study. The meritorious students are felicitated with these sponsored prizes at Annual Prize Distribution Ceremony and their photos are published in the college magazine, which in turn inspires other students to do better in the exams.

The prizes given are: Late Gangappa Gadag Puraskar, Late Bhaurao Badnore Puraskar, Former Principal K M Jamadar Puraskar, Late Dr Mahesh Nikam Puraskar, Dharmanand Kosambi Puraskar, William Shakespeare Award, Sant Kabir Puraskar, Best Library User Award, Dr Babasaheb Ambedkar Gunvant Vidhyarthi Puraskar, Dinbandhu Kamale Guruji Gunvant Vidhyarthi Puraskar, Dinbandhu Puraskar and Santosh Puraskar.

Slow Learners: Slow learners are identified by using the same methods that are used to find out advanced learners. Slow learners are given extra coaching and counseling by the teachers. They are explained the concepts in the syllabi in the simplest language. They are asked to solve the question papers of the previous exams available in the library which are evaluated by the concerned teachers, and encouragement and suggestions are given for further improvement. They are free to contact the teachers after the lecture hours and even after the college hours, if they have any questions, queries, doubts, problems, etc. regarding study. They are constantly counseled by the teachers. Advanced learners are also asked to help their peers who are slow learners in the study.

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

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)	
Response: 27:1	
File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
<p>Response:</p> <p>Student centric methods, such as experiential learning, participative learning, problem solving methodologies, etc. are used in the institution for enhancing and enriching learning experiences of the students. Student seminars, group discussions, oral and written class tests, question-answer sessions, etc., which are some of the best methods of involving students in teaching-learning process, are organized in the institution. The students' participation is also taken in the collection of the study material of Botany. The faculty members make an effective use of ICT to provide experiential learning to the students; besides power point presentations, movies, plays, and other video clips based on the syllabi are screened. The Department of Geography conducts village survey (agriculture settlement, and population,) every year to provide experiential learning to the students. With the same purpose, tours to industries, financial institutions, the places of historical and geographical importance are organized. The students are encouraged to do creative and research writing in English, Hindi, and Marathi for the wall papers and the college magazine. The students are given an opportunity to interview eminent persons from various walks of life for the college magazine. The students are also motivated to write poetry and a competition is held wherein the students recite their own poems. They are motivated to participate in workshops and seminars. The library visits of the students are also organized to acquaint them with the study material. The students of political science visited Mandrup grampanchayat to study its administration. The concepts in the subject of Economics were taught through <i>rangoli</i> designs resulting in drawing <i>rangolis</i> based on various concepts in Economics by the students in their courtyards. The students are also given representation on various college committees. Various subject associations in the institution play a crucial role in ensuring the participation of the students in teaching-learning and all other activities. In addition, various awards are given by the institution – Deenbandhu Puraskar for standing first in the exam of third year across all disciplines, Santosh Puraskar for the participation and contribution in curricular, co-curricular, and extra-curricular activities; Best Library User Award, Best NSS Volunteer Award, etc., also motivate students to participate in all kinds of activities and events. The students are counselled from the time of admission till they pass out and after, and their problems – academic and otherwise – are tried to be solved by the faculty. The students are free to contact the faculty inside and outside classroom, within and after work hours regarding their problems, doubts and queries. The faculty members do their utmost to sort out their</p>

problems. The students are encouraged to ask questions in classroom about the teaching component being taught. Considering the needs of the students, three certificate courses are run in the institution in order to enhance the employability of the students. In short, the institution strives to make education imparted in it student centric in every possible way.

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

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

Response:

The faculty members of the institution use ICT enabled tools to enrich teaching-learning process. They make an effective use of ICT to provide experiential learning to the students. They use power point presentations to make teaching-learning effective. Movies, plays, and other video clips related to the syllabi are screened to give them virtual experience of what is taught in the classroom. These help in the better understanding of the concerned topics or units. Lectures on topics in the prescribed syllabi available on You Tube are also shown to the students. The links of the same are also provided to the students through the WhatsApp groups. The list of useful websites, related to the courses they study, are also given to the students. The students are encouraged to do creative and research writing in English, Hindi, and Marathi with the help of e-resources. The teachers try to make the best possible use of mobile phone in teaching-learning. For instance, in a language class the teacher asks the students to find out the word class, spelling, pronunciation, and meaning(s) of an unfamiliar or difficult word using their mobile phone. LMSs are also used by our teachers for effective teaching-learning process; Google Classroom is used for the purposes of teaching, providing study material, as well as assessment. Google Forms are also used for assessment purpose. They are quite time saving and helpful for providing the students extra practice of solving question papers. The teachers also use them to provide the questions banks prepared by them to the students. The three certificate courses offered by the institution, viz. Communication Skills in English, Editing and Writing Skills in Marathi, and Travel and Tourism help in the enriching of the students' knowledge of the subjects of English, Marathi, and Geography respectively. ICT has proved quite helpful in offering these certificate courses. The institution has subscribed for INFLIBNET. Both the teachers as well as the students can have access to N-List, which provides them access to immense e-resources – e-books, e-journals, etc. These e-resources are also used for effective teaching-learning process.

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

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

Response: 28:1

2.3.3.1 Number of mentors

Response: 29

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

2.4 Teacher Profile and Quality

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

Response: 97.87

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

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

Response: 32.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	10	10	10	4

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)	
Response: 8.7	
2.4.3.1 Total experience of full-time teachers	
Response: 261	
File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode
Response:
<p>Mechanism of internal assessment adopted by the institution is transparent and robust in terms of frequency and variety. Evaluation is an integral part of teaching-learning process. The examination committee holds regular interactions with the IQAC and heads of the departments, and plans and works out reforms in evaluation system. The college adjusts academic calendar after taking into consideration the schedules of internal assessment, certificate courses and the university examination. The institutional internal evaluation system is decentralized in order to make it more transparent and objective. Continuous internal evaluation of the students takes place throughout the academic year using various methods of assessment. The Class tests, Question-answer sessions, Project reports, Surveys, Student seminars, Internal Exam, Home assignments, Multiple choice questions tests, etc. are some of the methods used by the teachers of the institution to do continuous evaluation of the students learning:</p> <p>The marks of the unit tests and home assignments are displayed on the notice board, and if there is any grievance regarding the evaluation, it is rectified immediately. Answer sheets are also shown to the students to make know about their strengths, weaknesses, errors, if any, they committed in writing answers. They are told the model answers too. Evaluation of the students is also done through surveys and projects. Thus, the mechanism of internal assessment at the institution is transparent and robust in terms of frequency and variety.</p>

Unit tests/tutorials are conducted periodically. Pre-semester examinations are arranged before university examinations. The assessment work is carried out by the concerned subject faculty in the institution. There is at least one internal test per semester though it may not be a requirement of the university system since last few years. The departments with small number of students conduct more tests. Question papers for all tests and assignment are linked with course outcomes (COs). Students are provided with question bank with questions linked with all COs in the beginning of the semester. Results are declared within a week from end of exam. Some departments arrange students' parents teachers meet in which their performance is discussed.

To encourage students in co-curricular activities ten extra marks are assigned who successfully complete the two years of NSS with camp, outstanding performance in cultural activities and Physical Examination conducted by the university.

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

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

Response:

Solapur University has its own strategy of examination, assessment of learning evaluation process and reforms to increase the efficiency and effectiveness of the examination system which is bound to all affiliated colleges. There is college assessment system viz internal evaluation of the student and university assessment system viz external evaluation system. The university examination time table is displayed well in advance and accordingly examinations are conducted.

After the university examination the result is declared within forty days. Now if there will be any grievances related to examination a student can apply for rechecking or asked for photocopy of the answer sheet. The part of rechecking is done within stipulated time. If students seek for photocopy, then after getting the photocopy, students can verify it. If he/she found unsatisfied then he/she apply for revaluation by paying the prescribed fee of the university.

Again at the time of written examination if there happens any misbehavior or misconduct from any student or any student found guilty under the inspection of external squad then a written case is filed and then it will be resolved by the grievance redressal committee of the university.

About college internal evaluation system, internal tests, home assignments, seminars, etc are well announced in advance on notice board and in lectures in the class. To ensure proper conduct of formative tests, one invigilator is assigned to each block. After the examination, the marks are allotted and displayed and also the evaluated papers are shown to the students. And if any doubts are observed then it will be discussed with faculty and HOD and clear it. The continuous evaluation of students is carried out at department level by faculty regarding theory, lectures, practicals, assignments and unit tests.

At the college level the principal forms committee for conduction of examinations. If students are facing any problems they are solved by the committee coordinator. The grievances during the conduction of online / offline examinations are considered are discussed with committee members and resolved.

Also at the time of college examination any student unable to attend due to medical cause, sports tournament, NSS camp, etc, then he/she will be given one chance and a separate examination is conducted for such students.

This is the mechanism of university and college to deal with examination related grievances, which is efficient and transparent in nature and the stakeholders are satisfied with such mechanism.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The institutions affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur which decides the programme outcomes, programme specific outcomes and course outcomes. The institute is following the same programme and course structure. The institution offers B A, B Com, and B Sc. programmes. They are communicated to the stakeholders through the college prospectus and website. The course outcomes are given with the syllabus of the concerned course. At the beginning of each semester, the teachers give the students the syllabus of the course. They deal with and communicate them the course outcomes. They also communicate the pattern of the question papers of the courses to the students.

General objectives of curricular are i) To sensitize the students about background knowledge of the subject ii) To familiarize the students with new concepts. iii) To comprehend language skills iv) To improve the communication skills.

The institution also offers three certificate courses whose syllabi and outcomes are decided by our faculty members. They are also communicated to the students in the initial lectures of the each course besides displaying them on the institutional website.

Programme Outcome (PO): After successful completion of programme the student is awarded with graduation degree. Now he/she is eligible to apply for higher education like master's degree, law, management etc. This degree is also basis of administrative recruitment and a student can opt the career in administrative sector by appearing the examinations of UPSC, MPSC, Banks, and social services, etc.

The B.Sc graduates are eligible to join the industrial sector or can get job in technical fields, Research

institute's e.g. NCL, ISRO, ARI, BSI, chemical industries. One can also able to open one's own business.

The commerce graduates preferably go to banking sector, insurance sector, career oriented sector. These commerce graduates get opportunity in the local market. They give the support services to chartered accountants.

The Arts graduates have opted mostly as teachers, and entered into mass communication and media, police departments etc.

Course Outcome (CO): According to objectives of syllabus set by concerned Board of Studies each faculty member is completing syllabus. Generally the syllabus of I year classes is in link with 12th class. The objectives cover fundamentals in each subject are taught to the students. For example the B.Sc. part I syllabus reviews the various laws, phenomenon's, theorems etc. and related to this the theory describes the detail. Hence it clears the concepts of related subjects.

The second year syllabus covers most descriptive theories. Some modern theories and new approach of modern technology where the students are aware about new equipment.

The third year syllabus is linked to second year, where the theories are explained in depth with all details. The students are also exposed to projects and seminars. The projects give clue about research. At the same time the students are made aware about inter-disciplinary approach. At the end of the semester students are able to understand concepts and related theories in improved fashion.

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

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

Response:

The institution is affiliated to Punyashlok Ahilyadevi Holkar Solapur University which has not yet formulated Programme Outcomes and Programme Specific Outcomes. However, course outcomes of all the courses prescribed by Punyashlok Ahilyadevi Holkar Solapur University are given with the syllabi of the said course. The attainment of the course outcomes are evaluated by the institution through continuous internal evaluation in terms of oral and written tests, student seminars, group discussions, debates, quizzes, essay writing, etc. The attainment of course outcomes is also evaluated at the end of each semester before university exams through unit tests and home assignments. The result of the course also shows the attainment of the course outcomes.

The COs, POs and PSOs are displayed on the college website. Close awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure and their behavioral change are few of the

parameters to recognize or evaluate the attainment of their course outcomes. CIE, Google Classroom, PPT Bank, MCQs, Peer Evaluation, Home Assignments, Unit Tests and university assessment are substantially helping to evaluate the learning outcomes. Program specific outcomes are measured through both academic and non-academic performances of the students. The performance of the students in the internal and external examinations, in the practical and assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the college in the various academic events provides another index of their learning-levels. Course outcomes are measured through the performance of the students in the class, practical, internal evaluations, and external evaluations. Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance. Thus, they are helped to improve their performance in the examinations conducted by the affiliating university.

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

2.6.3 Average pass percentage of Students during last five years

Response: 74.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	126	138	132	121

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

2019-20	2018-19	2017-18	2016-17	2015-16
185	159	202	189	197

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0.60	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

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

Response: 10

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 2.5

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

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

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	8

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

3.2 Innovation Ecosystem

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

Response:

Ecosystem for Innovations, and the Creation of Knowledge and its Transfer

Research Centre in Geography and Economics

We have research centre for Ph. D. in Geography and Economics established in 2013 and approved by the affiliating university, Solapur. Prin. Dr. B M Bhanje and Dr S N Kadam are the research guides in Geography and Economics respectively. 6 and 8 Ph. D. students have been approved to Prin. Dr. B M Bhanje and Dr. S N Kadam respectively. 1 and 3 research scholars have completed their Ph. D. under the guidance of Prin. Dr. B M Bhanje and Dr S N Kadam respectively.

Faculty with Ph. D. and M. Phil

Thirteen of our faculty members have obtained Ph. D. degree, while five of them have got M. Phil degree too. Thereby they have contributed to knowledge corpus of their respective subject.

Research Projects

Shri. J L More, the head of Marathi department was sanctioned the research grant of Rs. 60000 by the affiliating university for the research project in the academic year 2017-18. The title of his minor research project is 'Waghya Murali Sadarikanachya Badalya Swaroopacha Kshetriya Abhyas'. The research has addressed a very important social issue. It had definitely created important knowledge on the said subject.

Ph. D. Guides

In the academic year 2019-20 three of our teachers were the Ph. D. guides recognized by the affiliating university in the subjects of Geography, Economics, and Sociology. At present seven of our faculty members have been recognized as Ph. D. guides by the affiliating university in the subjects of Geography, Economics, Sociology, Physical Education, English, and Hindi. Two of our faculty members are Ph. D. guides in Geography. All these teachers are also recognized PG teachers.

Faculty Representation on Research Committees of the Affiliating University

Our principal was on DRC in Geography. Prof. Dr S N Kadam was a member of DRC in Economics and CRC in commerce. Dr R M More was a member of CRC in Sociology. Dr S N Kadam, Dr S S Toravi and Dr R M More have evaluated Ph. D., M. Phil. theses of other universities as external examiner. Dr. B M Bhanje and Dr S S Toravi have worked as chairman of Ph. D. Viva Voces.

College Magazine and Wall Papers

These provide platform to the students to create knowledge and transfer it to others. Articles by the students in the college magazine have won prizes by the affiliating university.

Staff Academy

Our teachers have given lectures on topics related to their subject in staff academy transferring their knowledge to others.

Organization of seminars and workshops

We organized 2 national seminars and 3 workshops on the revised syllabi of Geography, English, and Hindi. In 2020 one interdisciplinary international webinar and one national webinar were organized. We received 190 research papers for the international webinar. These have added in the existing knowledge of the concerned subjects.

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

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

Response: 0

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

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

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

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

Response: 4.33

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

Response: 13

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

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 4.48

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
23	35	28	20	23

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 2.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	8	13	23	10

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

3.4 Extension Activities

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

Response:

The institution was founded with the aim of uplifting the neighborhood community. Obviously, the institution strives to sensitize the students to various social issues in the neighborhood community by organizing various extension activities, which in turn help their holistic development. The NSS units are actively working in the surrounding villages. Our students actively participated in blood donation, tree plantation, etc. The College NSS volunteers built percolation tanks, safety tanks, and playground for students and villagers at Yelegaon (Adopted Village) and Mandrup. Our parent institution has organized 'Educational Enlightenment Camp' every year to familiarize the teachers with the recent trends in education. Local people, too, attend the lectures in this camp as some topics are related to agriculture and other issues of their life.

In order to make the holistic development of the students the college regularly conducts the social

awareness activities like Voter Awareness Campaign, Swachchh Bharat Abhiyan, Aids Awareness Rally, Beti Bachao Beti Padhao, Organ Donation Campaign, Programs about Health and Hygiene, Women's Health, Self Defense Training For the Female Students, Blood Donation Camp, Swachchh Vari Nirmal Vari on Ashadhi Ekadashi (Pandharpur), Tree Plantation, Tobacco Free Campus, Fit India, Yoga Day, Stress Management, Out Of The School Children Survey, etc. Social awareness activities were successfully conducted in the neighborhood community through rally, lectures and field visits. The students of the college are emotionally attached with the villagers through NSS special camps.

The college organized lectures on women's health every year. The college organized Elocution Competition on the occasion of Revolution Day (9th August) and International Literacy Day (8th September) every year. Elocution Competition was conducted by Farmers Association, Solapur Branch also in the year 2019-20. The work of collection of fund for Flood Relief (Sangli and Kolhapur) has tremendously transformed the mindset of the students helping their holistic development. One more example of the students' involvement with the local community is village surveys conducted every year by the department of Geography. Voter Awareness Programme helped the newly enrolled voters to get their voter id cards. The institution organized Aids prevention and Control Programme with the help of the Red Ribbon Club. Our College organized the one day workshop on 'Anti- Sexual Harassment Act 2013' and also arranged the lecture on Consumer Awareness in association with the Department of Consumer Affairs, Mumbai. Almost every department organized the activities for the neighborhood community to sensitize the students to social issues and thereby help in their holistic development.

The college is well recognized, honoured and awarded for its contribution by the Govt. and NGOs:

Awards for Extension Activities by:

1. Department of Water Supply and Sanitation, Govt. of Maharashtra, Solapur ZP.
2. To a research article by the affiliating university.
3. Ministry of Youth Affairs and Sports Nehru Yuva Kendra, Solapur.
4. Maharashtra Sahitya Parishad, Pune (Solapur Branch).
5. Punyashlok Ahilyadevi Holkar Solapur University (Youth Festival).
6. Lions Club of Mandrup.
7. Sanchar Press, Solapur.
8. Indian Association for Angiosperms Taxonomy.

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

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

Response: 43

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	11	8	11

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

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

Response: 133

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	30	29	24	19

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

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

Response: 200.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
2382	1771	1598	1456	1005

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

3.5 Collaboration

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

Response: 99

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	19	20	12

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

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

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	1	5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has the following infrastructure and physical facilities for teaching-learning.

The total area of the premises of the institution is five acres. As our institution is in rural area, the beautiful premises, which is full of trees, is pollution free. The built up area of the institution is **16674** sq. ft. The details of the infrastructure and physical facilities are given below.

1. **Classrooms:** There are total 24 four classrooms with ample light, ventilation, fans, platforms, lecterns, green-boards, etc.
2. **Seminar Hall:** There are 2 seminar halls in the institution with internet access. One seminar hall, which has a fixed LCD projector, can accommodate 150 students/persons, while the other one can accommodate 100 students where portable LCD is used.
3. **Laboratories:** There are 4 well-equipped laboratories for the departments of Chemistry, Physics, Botany, and Geography. Practical of these subjects are organized in two sessions.
4. **Common Room:** There is a separate common room for female students.
5. **Playground:** The institution has a spacious playground where students can play various types of outdoor games. There is a large hall which is used by our sports students to play indoor games.
6. **Library with Reading Room:** At present the college library has 11212 books. There are 7609 text books, 3603 reference books, 32 journals and magazines, 80 DVDs/CDs, and N-LIST e-resources. Of these 1586 books have been donated by the retired eminent professors. Besides, we have 586 rare books. The library is partially automated with the library software: SOUL 2.0; the library has OPAC system. It also has a barcode scanner. There are separate reading sections for faculty, male students, and female students.
7. **Auditorium:** The institution has a huge auditorium wherein guest lectures, cultural activities, conferences, curricular, co-curricular, annual educational enlightenment camp of the parent institution, etc. are organized.
8. **Office and Store Room:** The well-equipped computerized office has separate sections for the office superintendent, the senior and junior clerk.
9. **Research Place:** The institution has been recognized by the affiliating university as a research place for Ph. D. in Geography and Economics. The research place is well equipped with furniture, and computer with internet and printer.
10. **CCTVs:** 13 CCTVs are installed in the institution for the purpose of safety and security.
11. **Internet facility:** Internet facility is given to the office, the library, the research place, the IQAC, the Gymkhana Department, the Department of Geography, and the science discipline.
12. **Science Equipment:** All of our science departments are well equipped. There are 165, 22,17, and 27 major equipment/apparatus in the departments of Physics, Chemistry, Botany, and Geography respectively.
13. **Other Facility:** The institution provides ample parking space for cycles, motorcycles, and four wheelers of the students and the staff. RO drinking water is also provided to the students and the staff. There are separate washrooms for the principal, the teaching staff, the non-teaching staff,

male students, female students. The institution also has a generator, inverters, a digital camera, and a fridge for storing chemicals of the Department of Chemistry.

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

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

Response:

Cultural Activities:

The cultural unit is active throughout academic year. With the changing times, college has realized that cultural activities are not only to entertain or exhibit one's performing skills, but they can provide ample career opportunities and are an effective tool for community awareness. Our performance in cultural activities has been good in the last five years. To develop personality of the students, the cultural unit organizes various programmes like welcome programme, Teacher's Day, elocution competition, essay writing competition, *rangoli* competition, quiz competition, traditional day programme, send off, etc. The students of the college have always participated in 'Yuva Mahotsav' of the affiliating university annually. The college makes various equipment required for cultural activities available to the students participating in cultural activities. The college has a huge hall named 'Gandhi Bhavan' wherein the students do rehearsal of cultural events. The Cultural unit invites college alumni to prepare our current students for cultural activities. Also, our college hires choreographers, and professional trainers to train our students. Our students have participated in different events like mime, skits, folk dance, one act play, street play, group song, folk song, *rangoli*, installation, rally, spot photography, elocution, spot painting, clay making, etc, in youth festivals organized by the affiliating university. Our cultural team won the third prize in street play at university level 'Yuva Mahotsav' in the year 2016-17. In the year 2016-17 our cultural team won the second prize in installation, and our student Sagar Devidas won third prize in clay making at university level 'Yuva Mahotsav' organized by the affiliating university at Shri. Sant Damaji Mahavidyalaya, Mangalvedha. Cultural activities expand student's awareness, develop multiple perspectives, and help build social skills. Our principal, cultural coordinator, cultural committee members, all teachers, and non-teaching staff played a proactive and supportive role in the cultural development of the students.

Sports: The institution has adequate facilities for both outdoor and indoor games.

Outdoor game: The institution has given all the facilities for different sports to students of the college. The institution has adequate facilities for indoor and outdoor games. The institution has the provisions for the following outdoor games. The sports department provides the facilities and equipment for playing kho-kho, kabaddi, cricket, volleyball, long jump, shot-put, discus, etc.

Indoor game: The institution also provides facilities for playing indoor games like chess, wrestling, judo, taekwondo and yoga.

Gymkhana: The department of gymkhana was established in 2001 in the college.

The institution has a spacious ground measuring 94x55 mt. for playing outdoor games. It also provides facilities for playing indoor games like chess, wrestling, judo, taekwondo and yoga.

Infrastructure for Yoga and Fit India: The institution organizes Yoga Day on 21st June of every year. On this occasion yoga is made compulsory and the college teaching and non-teaching staff take part in it. The college also organizes Fit India programme every year as per the guidelines of the central government.

Thus, the institution provides adequate facilities for cultural activities, sports, both outdoor and indoor games, and yoga.

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

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

Response: 8.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

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

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

Response: 0

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

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

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

Our library has a rich collection of books and other reading material. At present the college library has 11212 books. Of these donated books are 1586. The library is partially automated. It has four computers for its smooth functioning. It also has the membership of N-List INFLIBNET.

There is the library committee for improvement of library. The Librarian works with two library attendants. The opening hours of the library are from 8.00 am to 4.00 pm. During exam times, it is open from 8 am to 9 pm. Reading room is open for 24 hours during exam times. The library has been using ICT to render the services to its users in the best possible manner.

The details of the ICT in the college library are as follows:

Name of the ILMS software: SOUL2.0 (when purchased), SOUL3.0 (now)

Nature of automation: Partial

Version: 3.0

OPAC: OPAC is available in the library for the users. One Computer is made available for this purpose

Electronic Resource Management package for e-journal and e-books: Available through N-List INFLIBNET

Year of automation:

Library Management System installed and automated in the year 2018.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 0.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.61	0.71	0.9	1.57	0.83

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

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

Response: 10.04

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

Response: 85

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution frequently updates its IT facilities. It has provided computers with internet facility to the teaching and the administrative staff for their academic and administrative use. There are six computers in the office, two in the library, one each in the IQAC room, Gymkhana Department, Department of Physics, Department of Geography, and Ph. D. research place. The computers are protected with NPAV anti-virus net protector. There are four printers in the office, while there is one printer each in the library, IQAC room, Gymkhana Department, Department of Geography, and the Ph. D. research place. The institution also has a laptop, a digital camera, fax, and xerox machines. There are two LCD projectors in the college – one is fixed and the other is portable so that ICT could be used in any classroom. CCTV cameras are installed at important places in the college campus for the purpose of safety and security. The institution also has a biometric machine to record the attendance of the teaching and non-teaching staff. The office uses College Management Software (CMSV1.0.0) developed by Master's Soft ERP Solutions Pvt. Ltd., Nagpur for administrative purpose. Our library is partially automated with the help of the library software SOUL 2.0 and OPAC. It also has a barcode scanner. These help to render the library service in the best possible manner to its users. Both the faculty members and the students are given user ID and password to access e-resources through N-LIST. All the essential information is hoisted on the college website which is regularly updated. ICT is also used to send notices, and other essential and urgent information to the staff and the students.

The details of the ICT facilities available in the institution and the agencies that help update them are given in the following table.

Sr. No.	Facilities	Firm/Person concerned with its updating/maintenance
1	Computers – hardware and software	Gayatri Computers, Solapur, Opal Computers, Solapur, Master Software, Nagpur
2	LCD Projectors	Opal Computers, Solapur, Master Software, Nagpur

3	Printers and scanners	Opal Computers, Solapur, Master Software, Nagpur
4	Photocopier	Canon Co., Solapur
5	Library software	INFLIBNET Centre, Gandhi Nagar, Gujrat
6	Barcode Scanner	RS Technology, Pune
7	Generator	Kirloskar Co., Solapur
8	Biometric device	Mr. Mahesh Mhaske
15	CCTV Cameras	Prime Digitech Corporation, Solapur
19	Sound system	Class IV staff
20	Battery backup	Mahaveer Auto, Solapur
21	Office Software	Master Softtech, Nagpur
22	LED TV	Kirti Home Appliances, Solapur
23	Digital Camera	Balaji Photos, Solapur

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

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

Response: 45:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 05 MBPS – 10 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
8.42	9.7	7.25	11.67	8.49

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

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

Response:

Laboratories: We have Chemistry, Physics, Botany, Geography laboratories which are well equipped to conduct the experiments of the concerned subjects. In the beginning of every academic year these departments demand the necessary laboratory equipment. They are provided them after the approval of the purchase committee. The equipment are maintained with the help of the non-teaching staff.

Library: Every year the library purchases reading material after taking approval of the Library Advisory Committee. The proper account of the students and staff on daily basis is maintained. The books in bad condition are got bound every year. The question papers of all the courses have been uploaded on the college website. The librarian with his support staff helps the students and the faculty in searching the proper reading material and lending it to them.

Playground: The institution after the approval of the Gymkhana Department purchases sports equipment, and dress kits for the sports students which is recorded in the register kept by the department. The department has kept one more register to note the issuing and return of the sports equipment. The institution has a spacious playground which is used for playing various outdoor games. It is under surveillance of CCTV. The Gymkhana Department organizes an intercollegiate competition as well as interclass competition every year. The gymkhana is well equipped with sports equipment needed to play various games. The equipment are maintained by the gymkhana committee with the help of the sports students. The Class IV staff also helps in the maintenance of the playground.

Computers: There are 18 computers with internet and printer used for academic and administrative purposes.

Classrooms: There are 24 classrooms in the institution. There are two LCD projectors in the college – one is fixed and the other is portable so that ICT could be used in any classroom. All the classrooms are well equipped with desks, boards, lecterns, electricity, etc. They are maintained by Class IV staff of the institution.

Lecterns: Lecterns also have been made available in the classrooms for the teaching purpose.

The following table shows the particulars of the upkeep and maintenance of various facilities provided by the institution.

Sr. No.	Facilities	Firm/Person concerned with its Maintenance
1	Computers – hardware and software LCD Projectors Printers and scanners	Gayatri Computers, Solapur, Opal Computers, Solapur, Master Software, Nagpur
2	Photocopier	Canon Co., Solapur
3	Library software	INFLIBNET Centre, Gandhi Nagar, Gujrat
4	Books and manuscripts	Library staff
5	Generator	Kirloskar Co., Solapur
6	Biometric device	Mr. Mahesh Mhaske
7	Sports equipment	Gymkhana Committee
8	Playground	Gymkhana Committee
9	Electric devices	Mr. Ravikumar Audusiddha Mhetre
10	Laboratory equipment	Mr. Anil Kalaskar
11	Sanitary and plumbing	Mr. Nandu Jadhav and Mr. Ganesh Kanade
12	Borewell/ Underground Tank	Laxmi Pump House, Solapur
13	CCTV Cameras	Prime Digitech Corporation, Solapur
14	Water tanks Classrooms Benches, tables, and lecterns Sound system	Class IV staff
15	Water Cooler	Onkar Agencies, Solapur
16	Refrigerator	Kirti Home Appliances, Solapur

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 58.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
529	429	414	526	534

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

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

[View Document](#)

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

Response: 1.45

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

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

File Description

Document

Upload any additional information

[View Document](#)

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

[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 28.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
294	260	295	166	140

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 7.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	11	7	6	16

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

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

Response: 212.35

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

Response: 361

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

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

Response: 0

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 89

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	8	20	27	21

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

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

Response:

The institution has the active student council which acts as a mediator between the institution and the students. It plays an important role in various activities. It plays an important role in getting the participation of the students in various activities. The student council is formed every year as per rules of the Maharashtra University Act 1994 and the Maharashtra Public University Act 2016. A college committee is formed to constitute the college student council which comprises the following members:

- 1.Principal – chairman
- 2.A member of faculty nominated by the Principal – coordinator
- 3.NSS Programme Officer – Member
- 4.Director of Physical Education – Member
- 5.Coordinator of Cultural Committee - Member

This committee ensures that the college Student Council is formed on the stipulated date as per the concerned rules and regulations. First, Class Representatives (CR) are selected; the student who obtained the highest marks in the exam of the previous academic year is selected as CR. Besides the principal also nominates two active female students generally from the reserved categories as class representatives. The class representatives then select the University Representative (UR) unanimously or through election, if there is no consensus regarding it. Barring a one or two years, the institution has the long history of selecting the University Representative unanimously without an election. We take pride in the fact that two of our University Representatives worked as the President and the Secretary of the Student Council of the affiliating university.

The college Student Council plays an active and important role in the following activities.

- Help in conducting various co-curricular, extra-curricular, and extension activities.
- Ensuring maximum participation of the students in them.
- Playing the role of volunteers in workshops and seminars organized by the college, annual sports meet, and other functions.
- Help maintain the discipline in the campus.
- Ensuring maximum attendance of the students in the classes.
- Acting like liaison officers, facilitators, and mediators between the institution and the student community.
- Help create and sustain quality culture in the institution.
- Convey suggestions, and demands of the students, if any, to the principal.

The students are given representation on the following committees:

- 1.College Development Committee
2. Internal Complaints Committee
- 3.Students' Grievance Redressal Committee
- 4.Internal Quality Assurance Cell (IQAC)
- 5.Editorial Board of wall magazines.
- 6.The following subject associations:

- 1.Languages Literary Association
- 2.Economics and Commerce Association
- 3.Social Sciences Association
- 4.Geography Association
- 5.Science Association

File Description	Document
Upload any additional information	View Document

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

Response: 332.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
332	316	342	398	274

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

5.4 Alumni Engagement

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

Response:

The alumni association of the institution was registered on 17/09/2020. However, it existed even before that in unregistered form. The registration has further enhanced the relationship of the institution and the alumni as well as the participation of the alumni in shaping the policies and overall development of the college. The members of the association are representatives of diverse alumni, and are from different streams. They are also working in different fields. The members along with the alumni they represent are always ready to help the college in every which possible way.

Financial help

The alumni meet is organized every year with the help of the association. During these meets, achievements, progress, and plans are shared, and feedback is taken, which is taken into consideration while preparing the plans. The alumni who have done remarkable work in different fields are also honored by the institution on these occasions. These meets motivate the alumni to render help to their alma mater. Most of the students of the college belong to lower middle class and very poor families. They work in different local private firms to meet their family needs. All this puts restriction on their financial contribution to the college. Even in such circumstances, the Alumni Association has given the financial help of Rs. 103513/- so far for the development of the college development and the poor and needy students.

Non- financial help

The non-financial help of the alumni association is noteworthy. The alumni contribute in policy making by their representation in the statutory and academic committees of the college such as IQAC, CDC, Anti-sexual Harassment Committee/Internal Complaint Committee, Women Development Cell. They also help the current students with the rehearsal of cultural activities before the cultural team's participation in Youth Festival. Our alumni who are working in the police department help the current students who aspire to do career in this field. Some of the alumni who are working on administrative posts also communicate about the vacancies in their firm/institute to the teachers who communicate about it to the current students, especially studying in the third year of the program, and other alumni through WhatsApp groups. The alumni also help in the organization of NSS Special Camps; apart from financial help, they also provide

goods and other required things. Some of our alumni are working as news reporters of various daily newspapers. They ensure that all the activities organized by the institution are published on time in their dailies. They also see to it that the articles by the faculty on social and other issues get published in their dailies. They also get and publish the views of the teachers and the students on current academic, social, and other issues. Many of our alumni have donated books to our Library during the last five years. Our alumnus Mr Shivraj Mugale is a recognized Taekwondo trainer who taught our female students defence techniques. Sunil Pawar, who is a professional choreographer, trains the current students regarding all kinds of dance.

File Description	Document
Upload any additional information	View Document

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

Response: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution given below.

Vision:

To groom ideal global citizen by developing creative and proactive attitude among students through education.

Mission:

- 1) To provide the facilities of higher education to the students from rural area, especially economically backward and socially marginalized students without any gender bias.
- 2) To uplift the students from the rural area by providing them quality and competitive education and enhance their morale.

The institution is governed always keeping its vision and mission in mind. The institution being situated in rural area, nearly all of our students hail from educationally as well as economically backward and socially marginalized sections of the society. Moreover, most of them are first generation learners. The institution is striving to provide them quality education and thereby help in their betterment. It is ensured that no qualified student is denied higher education. We are doing our best to prepare them for competitive examinations by providing them coaching in competitive examinations, the required study material, and inviting the people from different fields who succeeded through competitive examinations and providing the students opportunities to get their guidance and interact with them. Utmost efforts are being done to groom the students as ideal global citizens in terms of their competence as well as values by developing creative and proactive attitude among them through education. Before the establishment of the institution few male and fewer female students from this region got higher education as they had to go to Solapur city for the same which was not possible for many reasons. Due to the establishment of the institution there has been an exponential increase in the number of youth of the region – both male and female – getting higher education. It would not be wrong to state that the institution has played an important role in the development of the region over the last fifteen years. It proves that the governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution. The perspective plan of the institution was prepared keeping in mind the vision and mission of the institution as well as the need of the hour. Governance of the institution has been decentralized by giving representation to the teachers on decision making bodies like College Development Committee (CDC), Standing Committee, Purchase Committee, IQAC, etc. Even the non-teaching staff and the students have been given representation on some of these committees.

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

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

Response:

The college has been practicing decentralization and participative management since its inception. Almost all the processes are done in many stages and by many members. Therefore, it becomes precise, accurate and transparent.

Purchase Committee: Every purchase is done through purchase committee. First, the concerned person discusses the issue with the principal. The principal gives his consent to it. Then the concerned person makes a proposal. Then the principal discusses the matter with the management. Its utility, need, relevance, urgency and importance are discussed in detail. Then the College Development Committee gives approval to it. In the meantime, suggestions, improvements, changes are made to get the optimum result. Three quotations from the reputed and reliable sellers or service providers are taken for consideration. Then the purchase committee discusses the subject in detail and gives its final consent to order. Then all the minutes of the meeting are sent to the management of the college. Then the product or service is ordered. Once, the product is received, it is inspected by the experts in it and the purchase committee. In this the way, purchase process is completed.

With this example, we can say, that any transaction is carried out with many people. So that we achieve optimum results.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution prepared a perspective plan of five years after the first cycle of accreditation. Various activities have been conducted in the institution adhering to it.

Introduction of Science Faculty: The major thing in the perspective plan of the institution is the introduction of Science Discipline. At the time of first cycle of accreditation, the institution offered degrees

only in Arts and Commerce Disciplines. Therefore, it was resolved to introduce Science Faculty in the institution during the next five years. The purpose behind it was to make higher education in science discipline available to the students of the region which was the need of the hour for the students had to go to Solapur or some other place to pursue higher education in the said discipline, and due to it many deserving students would enroll themselves for B A or B Com against their wish who otherwise would have preferred to enroll for the B Sc, if the facility for the same was available in our institution. Therefore, we decided to incept science faculty in the institution after the first cycle of accreditation and we succeeded in it. We received approval for Science Faculty in late 2013 and it was introduced in the institution in the academic year 2014. Today the institution offers B Sc program besides B A and B Com for the benefit of the students of the region. The institution offers the following courses in the discipline.

Main subjects:

1. B Sc in Chemistry
2. B Sc in Physics
3. B Sc in Botany

Subsidiary subjects:

1. Mathematics
2. Geography

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism is as follows:

Governing Body:

The college is run by the parent institute Solapur Zilla Samajseva Mandal, Solapur which was formed by late Shri. D S Kamale Guruji, a former state minister, Government of Maharashtra with the aim of serving the rural masses living in South Solapur Taluka, especially Bhima-Sina basin of the tehsil.

College Development Committee:

College Development Committee comprises 15 members. It is constituted according to the Maharashtra Public University Act, 2016. It prepares the budget and financial statements, recommends to the management to recruit the teaching and other posts, discusses the academic progress of the college, and makes recommendations to the management for the up-gradation of teaching and academic activities in the college. It advises the principal on academic and other activities.

Principal and College Administrative Committees:

The principal looks after the daily affairs of the college - both academic and administrative. He takes stock of completed and uncompleted academic and administrative activities on daily basis and guides the concerned person(s) accordingly. Heads of department assist him in academic matters, while the non-teaching staff helps him in administrative matters. Various committees also help him in both academic and administrative activities.

Service Rules, Procedures, and Recruitment:

The procedures given in the Maharashtra Public University Act 2016, the rules and regulations of the UGC, the Government of Maharashtra, and the statutes of Punyashlok Ahilyadevi Holkar Solapur University are observed by the parent institute and the institution for service rules and recruitment. The recruitment in the institution has been done on the basis of qualification and merit abiding by the aforementioned rules and procedures.

Promotional Policies:

The institution follows the aforementioned rules and regulations in its promotional policies too. The policy for the promotion of teaching staff is in accordance with the Career Advancement Scheme of UGC. The teacher who is due for placement writes an application to the principal requesting to begin the process for the same. After getting approval from College Development Committee, the principal asks the teacher to submit his/her filled in API forms. After that the API Evaluation Committee of IQAC verifies the API Scores and recommends accordingly. The institution asks for the committee after receiving the recommendations. Thus, the faculty members are provided all the necessary help by the institution for their promotion.

Grievance Redressal mechanism:

The institution has constituted two Grievance Redressal Cells – one for the staff and the other for the students. Besides, the institution has also constituted Internal Complaint Committee (ICC), and Anti-ragging Committee to address and redress the grievances of women students and staff, and the students of both genders respectively. The function of Grievance Redressal Cell is to address and resolve the grievance of the staff/the students, if there is any.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution has always been striving for the welfare of its teaching and non-teaching staff. It has always tried its best to address their issues and resolve them. It has fulfilled their valid requirements. There is a separate committee for the redressal of the grievances of both the teaching and non-teaching staff. Their grievances are promptly redressed. Duty leaves are given to the teachers for attending conferences/seminars/workshops, setting question papers, doing evaluation work, or discharging any duty outside the college. The teachers working on the university committees are given special leaves (duty leaves) to discharge their duties. The teaching and non-teaching staff are encouraged to do faculty development programmes. They are relieved on time for the same. Timely placements of the staff under Career Advancement Scheme are ensured. The teachers are also encouraged to undertake research work and obtain M Phil, Ph. D. The teaching and non-teaching staff are felicitated for their achievements/recognition in annual prize distribution ceremony. The non-teaching staff is motivated to pursue further study. Many members of the non-teaching staff have taken higher education in distant mode from Yashwantrao Chavan Open University, Nashik, Maharashtra. One of them has done even M Lib. The institution has healthy work environment. Among other things, a cricket match between two teams consisting of both teaching and non-teaching staff helps create a healthy, friendly environment. The

teaching and the non-teaching staff are provided with all the required help for their medical reimbursement bills. After the unfortunate death of a member of the faculty, the staff helped the family of the deceased financially apart from giving them emotional support in times of great distress. It was ensured that his family got the pension at the earliest. The teachers working on class hour basis are made timely payments. Besides, the institution extends all the welfare schemes provided by the university, UGC, and the government to the teaching and the non-teaching staff. In short, the institution has great concern for the wellbeing of its staff – both teaching and non-teaching.

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

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

Response: 1.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	0

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

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

Response: 0

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

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

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

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

Response: 37.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	16	13	6	10

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The institution has Performance Appraisal System for teaching and non-teaching staff in place. It follows the guidelines laid down by the UGC, the State Government, and the affiliating university regarding the assessment of the performance of members of the faculty. After receiving the notification of the placement camp by the affiliating university, the faculty members who are due for placement are asked to prepare their proposal by filling in the API Forms approved by the UGC and the affiliating university. Such teachers are guided by the IQAC regarding the filling up of the API forms and meeting the requirements to get themselves placed properly. The teaching faculties submit their filled API forms with supporting documents to the college office when they are due for placement under CAS. The API Evaluation Committee comprising the principal, IQAC Coordinator, two senior teachers who are also the members of

IQAC appraise and scrutinize the forms under the guidance of the principal. These forms play a crucial role in the appraisal of the teaching staff. They do the detailed assessment of the API forms considering the documents provided with them and the circulars of UGC, the state government, and the affiliating university. Besides, the feedback on the concerned teacher by the students is also considered while recommending his/her proposal to the affiliating university for further action. In addition, the principal gets oral inputs on the teachers' performance from various sources. All this helps in the appraisal of the teaching staff. Due to this effective performance appraisal system, many of our teachers have been placed in higher grades from time to time.

Similarly, we also have effective performance appraisal system for the non-teaching staff. Annual Confidential Reports (CR) of the members of the non-teaching staff are filled by the office considering their performance and compliance with the orders of the administration. The principal also takes oral and written feedback on the non-teaching staff from the students. Based on all this, the appropriate instructions are given to the concerned member of the non-teaching staff for the improvement of his performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution conducts internal and external financial audits regularly. Although all the transactions are transparent, it becomes our duty to get it audited regularly. For this we have internal as well as external auditors. Our parent body Solapur Zilla Samajseva Mandal keeps a hawk's eye on our transactions. The college has appointed an expert auditor to get it audited every year. We get funds from government of Maharashtra, PAH Solapur University, Solapur, parent body Solapur Zilla Samajseva Mandal, local representatives, alumni, philanthropists, our staff members, etc. First, we get it audited by a professional Chartered Accountant appointed by our parent body and then we go for senior auditor of the government of Maharashtra. All other transactions especially salary related are inspected by the Joint Director (Higher Education), Solapur Division, Solapur. All the compliances, though minor ones, are fulfilled and corrected in the coming audit. All the audit reports are available with the office. Any decision related to expenditure is first discussed in the College Development Committee (CDC) meeting and get the same approved by it. Then the proposal is sent to the parent body and again it is approved by them. After that the college implements it. Any query, question, doubt, compliance is cleared immediately. Almost all major transactions are done via cheques.

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

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

Response: 1.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.3224	0.115	0.712	0.426	0.405

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

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

Response:

The following are the strategies of our institution for mobilisation of funds and the optimal utilisation of resources.

Our college is grant-in-aid and we have limited resources of funds, but we make optimum use of the meager fund. We get funds from Government of Maharashtra, our parent body Solapur Zilla Samajseva Mandal, Punyashlok Ahilyadevi Holkar Solapur University, local political representatives, generous alumni, generous staff members, philanthropists, and local villagers. The funds received from the parent institution is used for the augmentation and maintenance of infrastructure. The affiliating university provides funds for conduction seminar, workshops, sports activities.

The funds received for salary are used to pay the salaries of the employees. The funds collected under Gymkhana fee are used to upgrade sports facilities. Library fee is used to enrich books and knowledge resources. In this way, the funds are utilized for the academic and constructive purposes.

The collected funds are used for academic activities, maintenance of infrastructure, regular expenditure, maintenance of the building, establishing and maintaining laboratories, purchasing and maintaining books, magazines, journals, purchase and maintenance of machines and tools, organization of seminars, workshops, expert lectures, helping poor students for their tuition fees, book bank scheme. We provide funds for very urgent and very important activity first.

Many stakeholders have helped for our NSS Special Camps in kind.

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) of the college has contributed significantly for institutionalizing the quality assurance strategies and processes. The following are the two of the practices institutionalized as a result of IQAC initiatives.

- 1.Promotion of research:** Realizing the significance of research in accentuating the quality of education imparted in the institution, the IQAC motivated the faculty members to undertake research in various forms. As a result, today thirteen members of the faculty are Ph. D. holders, whereas this number was just four during the first cycle of accreditation. At present five of our teachers have been recognized as guides for M. Phil. and Ph. D. In addition, the institution has been recognized as a research place to pursue Ph. D. degree in the subjects of Geography and Economics. Four students have obtained Ph. D. degree from the research place so far. 31 books, and 8 chapters in edited books have been written by our faculty members. The research papers of all the permanent faculty members are published in UGC notified and peer-reviewed journals. Their full research papers are also published in internal, national, state, and local conference proceedings. Moreover, due to the encouragement by the faculty members, our students too have participated in Avishkar, a competition of research projects held every year by the affiliating university. Our students have also participated in workshops and seminars at different levels organized by our institution as well as other institutions. Because of this practice, our students write research articles on varied subjects for the wall papers and the college magazine. Some of their articles published in the college magazine have won awards by the affiliating university.
- 2.Organization of workshops and seminars:** The faculty members were motivated to organize workshops and seminars for the benefit of teachers and students. As a result, two interdisciplinary national seminars and three university level workshops were organized by the institution during the assessment period wherein teachers and students belonging to our institution as well as other institutions participated. They definitely benefited from the deliberations that took place in these

workshops and seminars. We received research papers from the teachers and research scholars belonging to different states of India for the seminars which were also published in conference proceedings. The experts in the respective subjects were the resource persons for the workshops and seminars. These workshops and seminars proved helpful in updating the knowledge of the teachers and the students. Apart from these workshops and seminars organized by the institution, student seminars are also organized by our faculty members throughout an academic year which help enhance the quality culture of the institution.

These are two of many activities that the IQAC undertook to create quality culture in the institution as well as enhance it.

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

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

Response:

The institution reviews its teaching learning process through the IQAC with the aim of improving the quality of education imparted.

Example 1: Review of teaching plan and its execution

In the beginning of the academic year, the workload of the courses is distributed among the members of the department keeping in mind their expertise and interest. After that, all the faculty members prepare the semester-wise teaching plan of the courses they deal with. The teaching plans are prepared taking into consideration the number of teaching days required and available, the holidays during the semester declared by the affiliating university, the departmental activities, other curricular, co-curricular, and extra-curricular activities. Teaching plans also include the lectures required for assessment apart from teaching. After verification by the head of the respective department, they are submitted to the IQAC. The heads of the departments at month end review whether the teaching plans are being implemented properly. The principal too takes stock of it occasionally. Thus, it is ensured that they are implemented properly. Syllabus completion reports are submitted to the IQAC at the end of each semester.

Example 2: Feedback on Teachers that Includes Teaching-learning Process

The performance of the teachers is evaluated at the end of every academic year by taking feedback from the students on the teachers. For this purpose, IQAC has designed a structured feedback form on teacher's

performance. The students as stakeholders review the teaching learning process by giving feedback on their teachers. Every teacher is evaluated in this process for his/her performance in the classroom as well as his/her academic and other help to the students. Some of the parameters of evaluation are teacher's subject knowledge, communication skills, teaching methods, use of ICT, and learning resources. The Feedback Committee takes the feedback and analyses it. The analyses are submitted to the principal who then shares it with the respective teacher confidentially, and makes suggestions based on it for the improvement of the teacher, in particular, and the quality enhancement, in general. This review of the teaching by the students has proved very helpful in bringing about necessary reforms in teaching-learning process resulting in the improvement of the quality of the education imparted in the institution.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

One of the aims of the founding fathers behind establishing our college was to make higher education easily accessible to the girl students of the region. The college is very keen regarding safety and security of the girl students and women faculties. All the classrooms receive enough light. The entire campus is covered under 13 CCTV cameras. The principal constantly keeps careful watch on the recording of these cameras and takes immediate action, if any suspicious activity is observed. There are separate staircases for the male and female students. In addition, the staff has been assigned the duty of campus supervision to maintain discipline on the premises. We have many committees that constantly work for the counseling, safety and security of the female students and staff. Internal Complaint Committee (ICC), Anti-Sexual Harassment Committee, and Anti-ragging Committee ensure the safety and security of the female students and staff. We also have separate Grievance Redressal Cells for the students and the staff. Since the inception of the college, strict discipline has been maintained in the campus; therefore, there was not a single harassment case all these years from the students. Since the beginning of an academic year, all the students are sensitized about the gender equity through various means. We have two boxes – one of the institution and the other of Mandrup Police Station – installed in the main parts of the college building for the written complaints. Believing in prevention is better than cure, we strive to avoid bad occurrences by sensitizing all the students of the college towards gender equity. For this purpose, various activities are organized. Mentor-Mentee Scheme adopted by the institution too proves helpful in this regard. The mentor teachers counsel their mentees regarding gender equity. They strive to solve the students' problems, including the psychological ones.

The following programs for gender equity were organized during the assessment period:

1. Haemoglobin checking of 108 women students was done with the help of Primary Health Centre, Kandalgaon. The students were also checked for Malaria, Dengue, and Chikungunya during the academic year 2015-16.
2. A lecture on 'Woman's Self-defence and Laws' by Shri. Ajit Tripute, Sub-inspector, Mandrup Police Station was organised.
3. A workshop was organised in association with Maharashtra State Commission for Women and Solapur University, Solapur to create awareness about sexual harassment of women at workplace.
4. Taekwondo Academy, Mandrup gave the women students tips for self-defence with practical.
5. A lecture on 'Changing Lifestyle and Women's Healthcare' by Dr Vishweshwar Maindargi was held.
6. Nirbhaya Unit of Solapur Rural Police Department visited the college and gave their valuable guidance.
7. A rally was taken out in Mandrup to create awareness about girls'/women's health, right diet, and education.
8. A lecture on 'Women's Health' by Dr Kiran Pathak was organized.
9. Haemoglobin checking of 200 women students was done with the help of Gopabai Damani Blood Bank, Solapur during 2019-20.

Our female students also participated in SAN, a cultural festival organized by Sangameshwar College, Solapur.

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

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

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

Response: B. 3 of the above

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

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

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

Response:

The institution strives to keep the college premises clean by managing various kinds of waste. Members of the non-teaching staff have been assigned the responsibility of cleaning the campus regularly. The students and the faculty too take care to keep the premises clean. Care is also taken to keep all kinds of waste to the minimum.

- **Solid Waste Management**

There are two bins for solid waste collection – one for dry solid waste and the other for the liquid one. One dustbin is kept for dry waste and the other dustbin is used for wet waste. In addition, a dustbin is kept in every room to collect the waste. The collected waste is properly disposed of regularly. Dry waste, mainly leaf litter, is allowed to decompose systematically over a period of time. The college has a vermin-compost unit in which it is collected. Organic waste is converted into bio-fertilizer by the vermin-composting plant developed by the college. It is used for plants on the campus. Moreover, the extra solid and liquid waste is handed over to garbage truck of Mandrup Grampanchayat. Old newspapers, old answer papers, and waste papers are sold out.

- **Liquid Waste Management / Hazardous Chemicals Waste Management**

Waste chemicals in the labs are properly disposed of by dissolving them in water. This water is let out in the underground tank. Regular maintenance of drinking water tap, RO water filter, and drainage and water pipelines is done by the college support staff. Plumbing maintenance is done on a regular basis to prevent the wastage of water.

- **E-Waste Management**

The e-waste materials are sold as scrap for safe recycling to Maharashtra pollution control board agency 'Green Tech Solution Industries'. Refilling of toner and cartridges of printers and maintaining of IT infrastructure is made by an appointed technician who makes reuse of toners and reduces the rate of e-waste generation. Students and staff store their data in the soft format in their web drives.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

Ours was the only senior college in South Solapur taluka during the assessment period. Majority of our students are from the villages in the Bhima-Sina basin of South Solapur tehsil. They have different socio-economic background. Most of them are from socially and economically backward sections of the society. However, great care is taken to create inclusive atmosphere. The male and female students have to come to the college wearing the uniform decided by the institution which creates the sense of oneness and unity

among the students. Tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities is innate in rural students. However, the institution organizes various activities to promote and accentuate it. Lectures of eminent people from different walks of life are organized on the topics related to national integration, social harmony, tolerance of varied diversities. National festivals, birth and death anniversaries of great people are celebrated. The preamble of Indian Constitution is read by the staff and students on the occasion of Constitution Day. The institution is situated near Maharashtra-Karnataka border; therefore, the mother tongue of the most of the students is Kannada. All our students speak at least two languages. All this helps in inculcating tolerance towards linguistic differences. Moreover, most of the members of our teaching and non-teaching staff can speak Kannada, which helps form the linguistic and cultural bond between the staff and the students. Our parent institution is Kannada linguistic minority institution. The NSS special camps have been organized at different places. They also have played an important role in inculcating tolerance and harmony towards different diversities. Study tours are also helpful in many ways in this regard. The students come to know the various kinds of diversities in India and the unity among diversity. Hence, these values are obviously imbibed by them consciously or unconsciously.

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

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

Response:

The mottos of our parent institution are: Service to Society is Service to God, Equal Attitude towards All Religions, Labor Alone Triumphs. They are displayed at the main part of the college, hence easily visible. They speak of various values. We all – the staff and the students – strive to imbibe and practice them. The preamble of Indian constitution too is displayed at the important part of the college building. The boards bearing the duties of the staff and the students too are put up at the central part of the building. National anthem is sung in the morning before the commencement of the classes. One of the best practices of the college is that both the staff and the students gather on the college ground in the morning and one student speaks on any topic of his/her liking, mainly socially relevant one. This greatly helps in sensitizing the students and the staff of the institution to the values, duties and responsibilities of a good citizen. Lectures organized by the staff academy of the college too have proved helpful in sensitizing the employees of the institution to the constitutional obligations. Celebrations of national festivals, birth and death anniversaries of national heroes and other great people too play an important part in this regard. The collective reading of the preamble of Indian constitution by the employees and the students is organized on the occasion of Constitution Day celebrated every year on 26th November. The aforementioned issues are covered in most of the lectures organized on different occasions. One of the reasons of the local community regarding the institution highly is the socially responsible employees, students, and alumni. Our students visited Mandrup Gram Panchayat to understand the working of this democratic institution. A Voter Awareness

Day too is celebrated every year. Our NSS units also organize socially significant activities. We have always tried to serve the community in every which possible way in the best possible manner.

The institution coordinates the Educational Enlightenment Camp organized by the parent institution in which lectures have been delivered on values, rights, duties, and responsibilities of citizens.

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

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

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

Response: A. All of the above

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

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

Response:

The institution tries to inculcate human values and life skills in the students through the celebration of national and international commemorative days, events and festivals. The mottos of our parent institution are: Service to Society is Service to God, Equal Attitude towards All Religions, Labor Alone Triumphs. We celebrate the birth and death anniversaries of great people. On such a day, a programme is organized to celebrate and recall the inspiring life of the great person. The image of the great person is put in the main part of the college building. The principal, all the members of the teaching and non-teaching staff, and the

students come together and pay tribute to that great person. On such occasions, some activity like elocution completion, essay competition, etc. is also organized.

Apart from the birth and death anniversaries of great people the following main days and festivals are celebrated in the institution.

1. International Yoga Day
2. Kranti Din
3. Independence Day
4. Republic Day
5. International Literacy Day
6. Reading Inspiration Day
7. Constitution Day
8. Punyashlok Ahilyadevi Holkar Solapur University Anniversary
9. NSS Day
10. World AIDS Prevention Day
11. World Population Day
12. National Youth Day
13. National Integrity Day
14. Teacher Day
15. Marathi Rajbhasha Din (Marathi State Language Day)
16. Geography Day

Besides the celebrations of above festivals and days, the institution celebrates other days and important events as suggested by the UGC, and central and state government. The celebration of aforementioned days as well as the birth and death anniversaries of great people help inculcate values in the students. Remembering the lives of the great people through the organization of various activities inspire the students in many ways.

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

7.2 Best Practices

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

Response:

Best Practice 1

Title: Book Bank Scheme

Objectives of the Practice

- 1.To provide extra study material to the advanced learners
- 2.To provide extra study material to the underprivileged students.
- 3.To motivate the students to better in studies
- 4.To inculcate reading habit in the students

The Context

Majority of our students come from underprivileged classes. Most of them are advanced learners who want extra reading. However, due to their financial constraints, they cannot buy books. Therefore, this intellectual need of theirs is fulfilled through this scheme.

The Practice

Advanced learners, mainly from the underprivileged classes of the society, are identified and their list is displayed on the notice board of the institution. Such students are given any three books, generally related to their study, that they demand. They can keep these books with them throughout the academic year. Besides these books, they are given a book on a certain day for a week. This helps them greatly in their study. Many students across all programmes and courses have benefited from the scheme so far.

Evidence of Success

The students that have availed this scheme have fared well at the examinations. They admit that the scheme was quite helpful in preparing for the examination in a better manner. Due to this scheme the advanced learners get more books to read. It has proved helpful in inculcating the reading habit in the students. The scheme has motivated the other students too; the other students also try to perform better in

the examinations to avail themselves of this scheme.

Problems Encountered and Resources Required

A large number of students wish to avail of this scheme. However, due to certain criteria for giving benefits of the scheme, all these students cannot be encompassed.

The institution provides the required resources to make the books available to the poor and needy intelligent students under this scheme.

Best Practice 2

Title: Book Monetary Help to the Students

Objectives of the Practice

- 1.To help the students not to get deprived of higher education due to financial constraints
- 2.To help the sports students
- 3.To attempt to bring the motto of the parent institution 'Service to Society is Service to God' into reality

The Context

Our college is situated in rural area. Many of our students come from socially and financially weaker sections of the society. Some of them find it difficult to pursue higher education due to their financial constraints. Such students are helped by the institution so that they are not deprived of higher education.

The Practice

Every year poor and needy students are helped financially by the institution so that they are not denied the right to higher education. The indigent students have been helped financially so far. Many sports students too have been helped financially since the inception of the institution. In addition, Rs. 5500/ is given to the meritorious students in the form of prize money by our faculty members every year. In addition, other stakeholders also give monetary help in the form of prize money to those students who excel in various curricular, and co-curricular activities. Moreover, the poor and needy students are given incognito financial help by the members of the faculty.

Evidence of Success

Due to this practice many poor students are getting higher education who otherwise might not have been able to pursue higher education. Many students have been given financial help by the institution so far. Sometimes even our alumni are given help to pursue PG degrees.

Problems Encountered and Resources Required

The institution has Poor Students Aid Fund. The poor and needy students are given economic assistance

from this fund by the institution. Our alumni and other stakeholders also help us in this cause. Our faculty members also give incognito financial help to the poor students. These are the major resources. However, more indigent students can be given economic assistance, if the philanthropists, well-placed alumni, and rich people come forward to give donation to the institution.

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

7.3 Institutional Distinctiveness

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

Response:

Late Shri. Kamale Guruji, ex-state minister of Government of Maharashtra, a great follower of Mahatma Gandhi and Sane Guruji who strived for the betterment of the downtrodden. Kamale Guruji knew that education, especially higher education can play an instrumental role in the upliftment of the underprivileged people living in the region. With this noble aim in his mind he established our college to provide quality higher education to the people of South Solapur tehsil, especially the ones living in Bhima-Sina basin most of whom are underprivileged. Therefore, the institution has been striving to realize his noble vision. Shri. N B Badnore Sir, the former president of our parent institution, has had the privilege of living with Shri. Acharya Vinoba Bhave, an eminent philosopher who is considered to be the spiritual successor of Mahatma Gandhi and a National Teacher of India. The motto of our parent institution is 'Service to the Society is Service to the God'. Obviously, our aim is to groom ideal global citizens by providing our youth quality higher education and inculcating values in them. Therefore, besides striving to impart quality education, the institution conducts a unique activity called 'Manthan' (Brainstorming) wherein the students express their views on various topics including the current issues related to various spheres of life after singing the national anthem and before the first lecture every day. The major purpose of this activity is to inculcate ethics and human values in our students and make them socially responsible citizens of the world. The activity has also helped the students in terms of gaining confidence, stage daring, leadership qualities. It gives platform to all the students to come forth and express themselves. Many students have benefited from this activity of the institution. In addition, we also organize various activities throughout an academic year which aim at the holistic development of our students. Socially responsible alumni of the institution are serving the society and the nation in various capacities. The empowered youth only can empower the society, Therefore, the institution ensures that no deserving youth of the region who wishes to enrol himself or herself for a program in the institution is denied higher education. We provide them help in terms of counselling, sometimes even money. The book bank facility is mainly provided to the poor intelligent students. Apart from them, the local community is served through various extension activities. Due to our remarkable extension work, we have been granted two NSS Units that can accommodate 200 socially responsible students. Moreover, a public library for the benefit of the local

community has also been opened by us. Various activities are organised to create awareness among the local community regarding various issues. Every effort is made to help the holistic development of the students by making the education imparted by the institution student centric. The following prizes are given to motivate them:

Sr. No.	Name of the Award	Given for
1	Deenbandhu Award	standing first in B. A./ B.Com/B.Sc Programme
2	Santosh Puraskar	excellent achievement in curricular, co-curricular, and extra-curricular activities
3	Shakespeare Award	standing first in B A in English
4	Late Dr Mahesh Nikam Memorial Award	standing first in B A in Marathi
5	K M Jamadar Puraskar	standing first in B A in Geography
6	Prof. Dharmanand Kosambi Puraskar	standing first in B A in History
7	Late Gangappa Gadag Memorial Award	standing first in B. Com. program.
8	Late Bhaurao Badnore Memorial Award	standing first in B. Com. Program among female students
9	Sant Kabir Puraskar	standing first in Hindi at B A II.
10	Dr. Babasaheb Ambedkar Award	standing first in Political Science at B A I.
11	Best Library User Award	making the optimum and best use of library resources
12	Best NSS Volunteer	for exceptional extension activity

In short, the institution is striving to provide quality higher education to the youth of the region along with inculcating ethics and values in them who later on definitely serve the society and the nation working in different spheres of life.

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

5. CONCLUSION

Additional Information :

Institutional values

The following are the core values of the institution:

- Quality education
- Student centric education
- Ethics and values
- Service to the society
- Dignity to labour
- Equality
- Women empowerment

Environmental consciousness

Concluding Remarks :

Late D S Kamale Guruji, a Gandhian and former minister of state, Government of Maharashtra established the institution with the aforementioned values in mind. We are striving to realise them. One of his aims behind establishing the institution was to provide quality higher education to the youth of the region, especially girls and those who come from the economically weaker and socially marginalized sections of the society. This dream of his has been realized to a great extent due to the establishment of the institution. It has played pivotal role in bringing about positive changes in the local community; it has helped accelerate the progress of the region.