



# **SELF STUDY REPORT**

**FOR**

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

**RADHANAGARI MAHAVIDYALAYA, RADHANAGARI**

**A-P/TAL- RADHANAGARI DIST. KOLHAPUR**

**416212**

**[www.radhanagaricollege.ac.in](http://www.radhanagaricollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Radhanagari Mahavidyalaya, Radhanagari** is an institution run by **the management, Shri Radhanagari Taluka Shikshan Prasarak Mandal, Radhanagari** (established in 1985). The institution is located in the hilly region and on the outskirts of the famous Radhanagari Reserve Forest. Radhanagari tehsil is a hilly, remote and economically backward region of southernmost district of Kolhapur district of Maharashtra.

The institution was established in 1991 by **the founder-president Late Shri Shankarrao Patil-Koulavkar**. As there was no other institution in the whole tehsil of Radhanagari to provide higher education at that time, many students, particularly the girl-students remained cut-off from the main stream of the higher education. Considering this lacuna, Shankarrao Patil-Koulavkar and the management took an initiative and laid the foundation of Radhanagari Mahavidyalaya, Radhanagari. From 1991 up to 1997, the institution ran on the non-grant basis. Since 1997, the institution is receiving the 100% salary-grant from the government of Maharashtra. Initially, the institution was started with the arts faculty. But considering the needs of students and parents, the management decided to introduce the commerce faculty. So in the year 2009, the institution started the commerce faculty. It is also receiving 100% salary grant since 2015. Today, the institution offers six programmes namely BA in Marathi, Hindi, History, Economics, English and B.Com.

The institution is affiliated to Shivaji University, Kolhapur. The institution has been recognised under 2(f) and 12 (B) status of the University Grants Commission, New Delhi since 2008. The institution offers the co-education. The institution is run through its own campus which is sprawled over the area of 1.61.06 hectares.

The institution has gone through the two cycles of NAAC. In the first cycle (2004), the institution was accorded C+ grade, and in the second cycle (2012), it was accorded with B grade (CGPA 2.15). The IQAC of the institution established in 2006 has been functioning as a catalyst in promoting measures for quality sustenance and enhancement in academic and administrative domains. The recommendations made by the NAAC peer teams in the previous cycles have shaped the institution's perspective plan and priority has been given to implement those recommendations.

### Vision

- **To make the students competent, self-reliant and responsible citizens of India**

### Mission

- **To make students responsible students**
- **To enhance the socio-economic status of the surrounding vicinity**
- **To make the students aware about the social evils**
- **To provide the equal opportunities to the weaker sections of the society**

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

### **Institutional Strength**

- Providing higher education to divergent groups of society
- Providing higher education at affordable cost
- Intake of a good number of girl-students
- Intake of a good number of reserve category students
- Academic flexibility catering to diverse needs of students
- Strategic location of the institution being located on the outskirts of the reserve forest region
- Organization of substantial number of co-curricular, extra-curricular and extension activities
- Well qualified, committed and competent teaching faculty
- Dedicated and supportive management
- Adequate infrastructure
- Green campus with natural scenery

### **Institutional Weakness**

- Lack of adequate financial resources
- Students with low merit at the entry level
- Located in hilly, and remote region
- Continuous and heavy rainfall
- Inadequate infrastructure for sports facilities
- Inadequate transport facilities
- Majority of the students are the first generation learners
- A large number of students belonging to the economically weaker section

### **Institutional Opportunity**

- To develop sports infrastructure
- To increase the number of smart classrooms
- To start a full-fledged competitive exam centre and a career guidance cell
- To take rigorous efforts to enhance students' English communication skills
- To strengthen research and teaching activities through linkages and collaborations

### **Institutional Challenge**

- Demographic changes in the locality due to government policies because of Reserve Forest Regulations and the establishment of the Eco-sensitive Zone
- No scope for industrialization in the locality due to restrictions of the Reserve Forest zone
- Gradual decrease in student enrolment due to inclination towards science and technical fields; and pandemic situation,
- Very limited employment opportunities after completion of traditional degrees such BA and B.Com.,
- No government recruitments
- Extracting financial support from the society for the development of the institution
- To cope up with the challenges of the New Education Policy

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- **Curricular Planning and Implementation:**

- The institution ensures effective curriculum delivery through well-planned academic calendar and timetable and by monitoring teaching-learning process by means of departmental meetings, teaching plans, syllabus completion reports. The institution adheres to the academic calendar for conducting CIE and all the activities planned. There is a one faculty member who is a member of the Board of Studies of the affiliating university. Almost all the teachers of the institution are involved in the setting of question papers for UG programmes and participate in the assessment and evaluation process of the affiliating University.

- **Academic Flexibility:**

- There is a choice based credit system for the BA/B.Com. Part I students introduced from the academic year 2018-19; for the BA/B.Com. Part II students from the academic year 2019-20; and for BA/B.Com. Part III students from the academic year 2020-21. Thus 100% programmes of the institution are choice based. There is a semester system for all the six programmes offered by the institution. During the assessment period, the institution has offered 17 add on courses.

- **Curriculum Enrichment:**

- Cross cutting issues are integrated directly or indirectly into the curriculum of almost all the courses while teaching or through co-curricular and extra-curricular activities. A compulsory course like Environment Studies or the non-credit courses like “Election, Democracy and Good Governance”, “Yoga and Physical Management”, “Indian Constitution” and “Travel and Tourism” also address the cross-cutting issues. Every department of the institution has identified the cross-cutting issues which have been displayed on the institution’s website. For BA/B.Com. Part III, Semester VI students for almost all the courses there is a mandatory project work. Similarly, for BA/B. Com. Part II students, for the course in Environment Studies, there is a mandatory project work.

- **Feedback System:**

- The institution obtains feedback on curriculum from students, teachers, alumni and the employers. All these feedbacks are analysed and the action taken reports are available on the institution’s website. Besides these feedbacks, the institution has obtained the student satisfaction survey for the academic years 2018-19 and 2019-20.

### Teaching-learning and Evaluation

- **Student Enrolment and Profile:**

- Average percentage of student Enrolment is 55.72%. Average percentage of Seats filled against seats reserved for various categories is 43.81%.

- **Catering to Student Diversity:**

- After seeking an admission, the slow and advanced learners are identified by the respective departments and the concerned teachers. The learners who have secured less than 45% and more than 60% marks in the previous exam are identified as slow learners and advanced learners respectively. Various academic initiatives are taken to help the slow learners and the advanced learners which enrich their learning experiences. Student:Full Time teacher ratio is 35:01.

- **Teaching- Learning Process:**

- The institution has adopted student centric various teaching-learning methods which include

project work, seminar presentations, study tours, field works, wall-paper participation, etc. Mentor-mentee system has been implemented for personal and academic counselling. All the teachers use ICT tools for effective teaching-learning. Student mentor ratio is 35:1.

- **Teacher Profile and Quality:**

- Average percentage of full time teachers against sanctioned posts is 64.21%. Average percentage of full time teachers with Ph.D. is 34.48%. Average teaching experience of full time teachers is 31.18 years.

- **Evaluation Process and Reforms:**

- The institution conducts the continuous internal exams regularly and meticulously. The mechanism of evaluation is transparent and robust. The examination committee takes efforts for effective conduct of examination and assessment. The mechanism to deal with internal/external examination related grievances is transparent, time bound and efficient.

- **Student Performance and Learning Outcome:**

- The institution follows the mechanism where every department identifies the POs, PSOs and Cos which are displayed on the institution's website and are also kept in the central library. The details of POs, PSOs and COs are communicated to the students at the time of the Welcome ceremony organised at the commencement of the new academic year. The evaluation of attainment of the POs/PSOs/COs is carried out on the basis of variety of criteria including feedback system, result analysis, internal evaluation, students' performance in classroom activities as well as in co-curricular and extra-curricular activities, their placements and progression to higher studies. Average pass percentage of students during the assessment period is 86.8%.

## **Research, Innovations and Extension**

- **Resource Mobilization for Research:**

- During the assessment period, there is one department that received the research grant for minor research project worth of Rs. 1,46,000/-. The institution has conducted 16 workshops pertaining to different themes during the assessment period.

- **Research Publication and Awards:**

- Number of research papers published in UGC notified journals and other ISSN journals during the last five years is 35. Number of books and chapters in edited volumes and books published and papers published in national/ international conference proceedings during last five years is 20.

- **Extension Activities:**

- Extension activities are carried out in the areas namely National Service Scheme (NSS), Women Empowerment, Environment Awareness, Health Awareness and Social Awareness. Under each head, different activities are carried out regularly which includes the activities such as cleanliness drive, save the girl child, water conservation, tree plantation, street plays, voters' awareness rallies, etc. A number of extension and outreach activities are conducted by the institution through NSS, Orchid Nature Club, Marathi/Hindi/ Sociology Dept.

- **Collaboration:**

- The institution has established nine linkages for faculty and students exchange. There are two functional MoUs with the neighbouring institutions.

## **Infrastructure and Learning Resources**

- **Physical Facilities:**

- There are adequate infrastructure and physical facilities for teaching-learning including 15 classrooms, 01 smart classroom, 01 seminar hall and 01 computer lab. There are 04 LCD projectors, a battery back-up, a LPG supported generator, a photocopier machine, 03 laser printers and one dot-matrix printer. The institution has adequate cultural and sports facilities. The main building campus including the administrative building is under CCTV surveillance.

- **Library as learning Resource:**

- The Library is partially automated with ILMS software with Library Manager Version: 3.0.0. Electronic Resource Management package for e-journals is available through INFLIBNET N-LIST. The library has many healthy practices like Book Bank Scheme, Reading section, wallpaper publications and periodic book exhibitions on special occasions like Annual day, Marathi Rajbhasha Day and Ranganathan Day.

- **IT Infrastructure:**

- IT facilities in the college are continuously upgraded in the form of hardware and software updating. There is a BSNL Broadband facility with a bandwidth of 2 MBPS. Its Wi-Fi facility is made open for all. Besides the Broadband facility, there is BSNL's optic fibre internet connection with a bandwidth of 100 MBPS. Its LAN facility is available to the office and the principal cabin. The password protected WiFi facility is made available to the faculty and the central library. The maintenance of the computers, printers and the other IT infrastructure is done by the local vendor. The e-contents designed by the faculty are uploaded on the institution's website. There is the institution's YouTube channel where the videos prepared by the faculty are uploaded. Students are informed about the updates in e-contents and the YouTube channel through the Telegram channel. The stakeholders of the institution are updated about the developments and activities in the institution through its website and the dedicated Facebook page. Student – computer ratio is 24:01.

- **Maintenance of Campus Infrastructure:**

- Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years is 18.58%. The management has invested Rs. 11,50,401/- for construction of new classrooms. There are established systems and procedures for maintaining and utilizing physical academic and support facilities.

## **Student Support and Progression**

- **Student Support:**

- Average percentage of students benefited by the government scholarships and freeships during last five years is 11.61%. Institution has taken initiative for capacity building and skills enhancement by conducting different programs for language and communication skills, life skills and ICT/computing skills. Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years is 50.76%. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. The guidelines and policies are displayed on the website and appropriate committees are constituted for timely redressal of the grievances. Due to the healthy atmosphere on the campus there are no grievances regarding sexual harassment and ragging. The grievances regarding physical facilities are resolved time to time with the help of the management.

- **Student Progression:**
  - Average percentage of placement of outgoing students during the last five years is around 13%. Average percentage of students progressing to higher education during the last five years is 51.52%.
- **Student Participation and Activities:**
  - 03 students of the institution participated in the national level *Khelo India Tournaments* and the national level all India inter-university games in the event of Rugby and bagged the gold medal and silver, bronze medal respectively (Silver medal in Rugby 15, bronze in Rugby 7). 01 student bagged the first rank in wrestling at zonal and inter-zonal level tournaments; 01 student bagged the second rank in body building at the inter-zonal level. Students' representation and engagement in various administrative, co-curricular and extracurricular activities is facilitated by constituting student council as well as nominating them on most of the committees formed in the institution.
- **Alumni Engagement:**
  - The institution has a registered Alumni Association (Registration No. Maha/27416/Ko, dated 14/07/2010). There are nine members in the executive body of the association. The meeting of the executive body and the general body takes place once in a year. The Principal, IQAC coordinator, and other senior teachers are invited to the meeting. In the assessment period, the association donated some useful things to the institution worth of rupees around 15,000/-.

## Governance, Leadership and Management

- **Institutional Vision and Leadership:**
  - The governance of the institution is reflective of and in tune with the vision and mission of the institution. There is participatory and decentralised management in planning, execution, and monitoring.
- **Strategy Development and Deployment:**
  - Perspective plan for five years (from 2015 to 2020) has been prepared by the institution and most of the projects listed in the perspective plan have been successfully deployed. The institution has an administrative network of advisory, executive and supervisory bodies for smooth functioning of administration. The institution follows the Government policies, rules and regulations of the UGC and statutes of Shivaji University, Kolhapur for service rules, procedures, recruitments and promotions of the staff. The institution has implemented e-governance in Administration, Finance and Accounts, Student Admission and Support and Examination.
- **Faculty Empowerment Strategies:**
  - Welfare of the teaching and non-teaching staff of the institution is taken care of on different fronts like finance, research, and health. There is a facility of group insurance. Teachers are encouraged to participate in FDPs, seminars and conferences. Institution follows performance appraisal system for teaching and non-teaching staff.
- **Financial Management and Resource Mobilization:**
  - Internal financial audits are conducted regularly. Various resources for mobilisation of funds are salary grant from Govt., **General Development Grants**, additional assistance and financial assistance for different schemes from UGC, development and utility fees from students, research grants from UGC, university grant for workshops and NSS extension activities. The

management receives donations from different sources. These funds are utilised as per the budgetary allocations.

• **Internal Quality Assurance System:**

- IQAC has taken a number of initiatives for enhancement and sustainability of quality in the post accreditation period and institutionalised them successfully; two of them are **Organization of seminars and workshops, and Organization of add-on courses**. To achieve the learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite IT support, equipment and infrastructure. This process is prominently evident through two examples: Implementation of outcome based education and attainment of learning outcomes; and Use of ICT in Teaching-learning.

## **Institutional Values and Best Practices**

### **Institutional Values and Social Responsibilities:**

- Institution has promoted gender equity by constituting Internal Complaint Committees as recommended by the directives of the UGC, and organizing various activities as well as providing physical facilities and safety measures like girls' common room, electronic surveillance and counselling by the *Nirbhaya* squad.
- The institution mainly relies on the use of LED bulbs and tubes for alternate sources of energy and energy conservation.
- Water conservation facilities available in the institution are rain water harvesting, construction of bunds and maintenance of water bodies and distribution system.
- The institution follows the green initiatives with the restricted entry of automobiles on the campus, pedestrian friendly pathway, by observing No Vehicle Day, by avoiding use of plastic on campus and by landscaping campus with trees and plants. The green practices of the institution have made the campus eco-friendly.
- The institution has conducted green audit, environment audit, energy audit and is engaged in environmental promotion activities beyond campus.
- For differently-abled persons the institution has provided ramp and disabled-friendly washrooms. There is a provision of the scribe at the time of examination provided the divyangajan applies for the facility prior to the exam along with the substantial documents.
- Institution maintains tolerance and harmony towards gender and socio-economic diversities by providing co-education and admitting students from different categories. Tolerance and harmony towards Linguistic, cultural and regional diversities is provided by organizing various activities.
- Students and employees of the institution are sensitized to the constitutional obligations: values, rights, duties and responsibilities of citizens by celebrating national days.
- Institution has a prescribed code of conduct for students, teachers and administrators. It is displayed on the website.
- Institution celebrates/organizes around 13 national and international commemorative days and various events to inculcate moral values among students and staff.

### **Best Practices:**

- The two best practices successfully implemented by the institution are:



1. Capacity Building and Skill enhancement through a training programme in beekeeping
2. Catering to Student Diversity through Mentor System

**Institutional Distinctiveness:**

- The institute has performed remarkably well in many areas distinctive to its vision, priority and thrust. eg. Orchid Nature Club, short term courses, mentor system, etc.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RADHANAGARI MAHAVIDYALAYA, RADHANAGARI
Address	A-P/TAL- RADHANAGARI DIST. KOLHAPUR
City	RADHANAGARI
State	Maharashtra
Pin	416212
Website	<a href="http://www.radhanagaricollege.ac.in">www.radhanagaricollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Moruskar Dhanaji Shamrao	02321-234408	9881081748	-	principal_rmr@rediffmail.com
IQAC / CIQA coordinator	Nitin Arvind Jarandikar	-	9890355376	-	nitin.jarandikar@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	26-08-1991

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

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

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	08-09-2008	<a href="#">View Document</a>
12B of UGC	08-09-2008	<a href="#">View Document</a>

**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 <a href="#">autonomydoc_1639201861.pdf</a>
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	A-P/TAL- RADHANAGARI DIST. KOLHAPUR	Rural	4.5	1765.8

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Marathi	36	HSC	Marathi	30	25
UG	BA,Hindi	36	HSC	Hindi	30	15
UG	BA,History	36	HSC	Marathi	30	28
UG	BA,Economics	36	HSC	Marathi	30	11
UG	BA,English	36	HSC	English	30	6
UG	BCom,General	36	HSC	Marathi	120	29

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				14			
Recruited	2	0	0	2	3	0	0	3	6	0	0	6
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	11	2	0	13
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	5	0	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	1	0	0	5
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	2	0	9
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	0	0	0	1

**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	203	0	0	0	203
	Female	188	0	0	0	188
	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	22	19	15	20
	Female	20	17	17	21
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	41	64	33	34
	Female	44	48	45	18
	Others	0	0	0	0
General	Male	119	113	106	121
	Female	139	150	160	234
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		385	411	376	448

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:

a) Being an affiliated institution, there is very limited scope to our institution to offer multidisciplinary/interdisciplinary courses. b) There are the practical difficulties in providing the



integration of humanities with STEM, as we offer exclusively Arts and Commerce programmes. Of course, all the programmes offered are choice based. But the choice is restricted to specific programmes. A student pursuing BA (History), for example, cannot opt any courses from BCom programmes as it is not permitted by the affiliating university and the government as well. c) At present, the institution offers choice to students to opt for the programmes and optional subjects. For instance, after passing HSC (arts/commerce/science) a student can enrol to BA or BCom programme as per his/her choice. BA I student can select any five subjects from the given list: Marathi/Hindi (Compulsory), Marathi/Hindi/English (Optional), history, economics, sociology, psychology, and geography. BA II students can select any two subjects from their previous year subjects. BA III students can select any one subject from their previous year subjects. B.Com. III students can select either Accountancy or Industrial Management. d) Similarly, in case of multiple entry and exits, the institution has no scope in the existing affiliation structure. e) As far as value based and environmental education is concerned, all the students, irrespective of their programmes, have to study the following credit/non-credit courses: BA/BCom I: i) Election, Democracy and Good Governance; ii) Yoga and Health Management BA/BCom II: Environmental Science BA/BCom III: i) Constitution of India; ii) Travel and Tourism The institution addresses society's pressing issues and challenges primarily through its extension activities. In the coming years, the institution intends to incorporate these issues in project works assigned to final semester students. f) Despite of the limitations as an affiliated institution, the institution offers different add on courses where multidisciplinary approach can be seen. For instance a student pursuing BA/BCom can complete a short term course in DTP/Tally or courses such as bee-keeping, photography, mobile repairing. Students can complete these courses any time during their completion of graduation. These courses and the activities of the Orchid Nature Club are directly related to the community engagement.

2. Academic bank of credits (ABC):

a) To fulfil the requirement of ABC, the institution's priority is to complete the assessment and

	<p>accreditation process. b) The HEI is not yet eligible for the registration under Academic Bank of Credits as the HEI has not availed the autonomous status. c) The institution has established the MoUs and linkages with the neighbouring institutions for faculty and students exchange and capability enhancement. In the assessment period, the institution has established 09 linkages and 02 MoUs. d) The institution motivates the faculty members to undergo refresher courses, orientation programmes, faculty development programmes, seminars and workshops which enable them have new insights in connection with design of new curricular and pedagogical approaches. It helps them to write the self-instruction material, e-contents, etc. which are displayed on the HEI website. The syllabi of the short term courses which are run by the institution are designed by the faculty members by consulting the expertise from the relevant fields.</p>
<p>3. Skill development:</p>	<p>a) The institution is not yet associated with the National Skills Qualifications Framework but looking forward for such kind of alignment in the coming days. b) Under skill development, considering the local needs, the institution is running successfully a training programme in bee-keeping. Any student from our institution pursuing graduation can be enrolled to this course. In the assessment period, the institution established an MoU with Institute of Civil and Rural Engineering, Gargoti. Under its “Scheme of Community Development through Polytechnic” the institution ran short-term courses such as training programme in Tally, DTP, Mobile Repairing, Photography and Video Shooting, etc. c) The institution provides the value based education by commemorating the national days and birth-death anniversaries of freedom fighters and social reformers such as Teachers Day, Yoga Day, Women’s Day Lokmanya Tilak Death anniversary, Annabhau Sathye birth anniversary, Dr A. P. J. Abdul Kalam birth anniversary, Rajarshi Shahu birth anniversary, etc. The institution offers the non-credit courses such as Election, Democracy and Good Governance, Our Constitution, Yoga and Health Management and Travel and Tourism. These courses inculcate ethical and constitutional values among students. d) In the present set up, there is no space to offer skilling courses through online/distance mode.</p>

	The courses offered by the institution are mainly through the on-campus module.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>a) Being an Arts faculty, the institution offers the programmes such BA in Marathi/Hindi/English. The medium of instruction to offer all the programmes is primarily the regional language i.e. Marathi. Subjects such as accountancy, statistics are taught through English and Marathi. b) The institution intends to appeal the teachers to enrol to the online courses related to communication skills offered through the SWAYAM portal. c) To promote the Indian languages, the institution motivates the students to publish the wallpaper regularly dedicated to different issues. Students are motivated to undertake the final semester projects dedicated to compilation of linguistic features of local dialect of Marathi. One faculty member has submitted the minor research project to the UGC on the local dialects of Marathi found in the nearby villages. d) Indian art and culture is promoted through students' participation in the university level events such as youth festival. The institution participates in the events such as folk-song and folk dance. Institution celebrates the events such as the Traditional Day on the occasion of Makar Sankranti where students perform a cultural programme. Similarly, the Hindi Bhasha Day, Marathi Din, Wachan Prerana Din are celebrated by the institution. Book exhibition, rangoli competition, poetry recitation competition, etc. are organised to inculcate the awareness regarding Indian arts and culture.</p>
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> <li>• The institution has cultivated a practice of defining the Course Outcomes and Programme Outcomes. When new syllabi are introduced by the affiliating university, the concerned departments conduct the meetings with the faculty members. In such meetings, they discuss about the course outcomes and programme outcomes defined by the syllabi. After such meetings, every teacher, considering his/her teaching workload incorporates these outcomes in his/her annual teaching plan. The document duly signed by the concerned teacher, HoD and the Principal is then submitted to the IQAC. All such Cos and POs are displayed on the HEI website.</li> <li>• The course outcomes and programme outcomes are measured by different means such as the internal exams and surprise tests conducted from time to time</li> </ul>

	<p>by the concerned departments. Results of the university exams is a major means to evaluate the COs and POs. After every semester, every department prepares the result analysis reports and submits the reports to the IQAC. All the analysis of result details is discussed in the IQAC meetings. The final semester result analysis reports and the list of meritorious students is displayed on the HEI website.</p>
<p>6. Distance education/online education:</p>	<p>a) The vocational courses offered by the institution during the assessment period were exclusively through the offline mode. As the courses were meant for the students admitted to our institution, there was no need to offer them through the ODL mode. But it is possible to offer these courses, particularly, the bee-keeping course through the blend of online/offline mode in the coming years. b) Prior to the unprecedented lockdowns, the institution relied mainly on the conventional pedagogical tools such as use of BBs, GDs, Q&amp;As, field trips, tutorials, home assignments, etc. It was complemented with the use of LCD projectors. So when the lockdowns were announced, the first reaction was how to cope up with the new teaching environment. The usual way was to start the online teaching with the help of the platforms such as Google Meet, Zoom and Webex. But the experience was somewhat disappointing due to social constraint. Parents were reluctant to give mobile phones particularly to their daughters. So the institution has to design some new strategies along with the day-today online teaching. The institution started its YouTube channel and a blog. Teachers uploaded their videos related to curriculum on the college channel. Similarly, the study material designed by the concerned teachers was uploaded on the college blog. This is how students, particularly girl-students could avail these resources as per their convenience. The students were brought together under the umbrella of the institution's Telegram Channel. All the institutional level activities including the schedules of the online exams were communicated through the Telegram Channel. The institution's Mentor System too worked effectively during the lockdown periods. In the post-lockdown period, students returned to the classrooms where their doubts about the resources were solved. This is how blending of online/offline mode was possible.</p>

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
158	154	154	152	150
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	06	06	06

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
385	411	376	448	469
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
172	172	120	120	120

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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	88	80	80	103

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

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	12	13	14

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 17**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.589	4.491	4.044	5.041	4.296

**4.3**

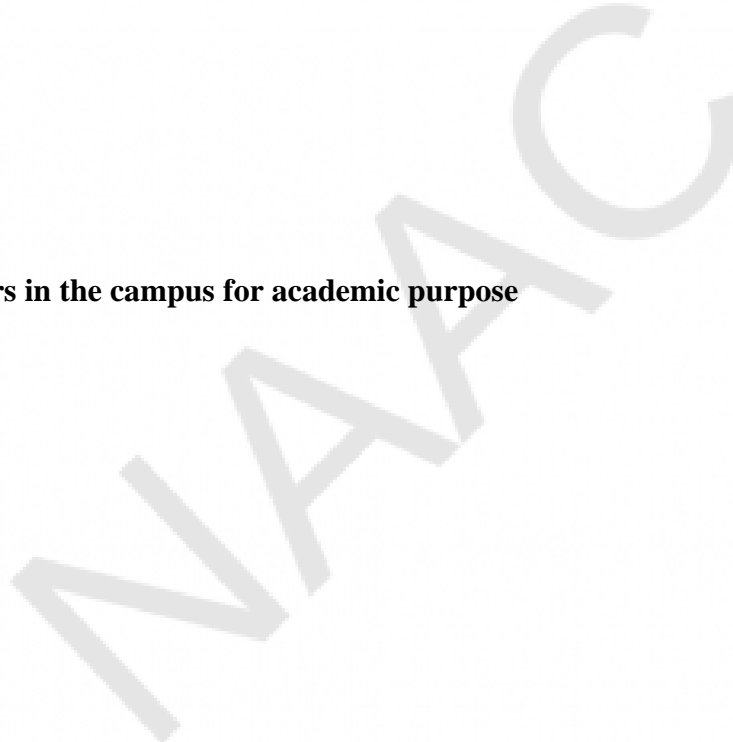
**Number of Computers**

**Response: 20**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 16**



## 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 offers two programmes namely, (1) Bachelor of Arts, and (2) Bachelor of Commerce. The duration of each course is three years. Each programme is divided into six semesters. In each semester, there are six papers with weightage of 50 marks for each paper. Besides this, there is one additional compulsory paper of Environmental Science in the second year of graduation which carries the weightage of 100 marks. The institution follows the Choice Based Credit System (CBCS). Thus the complete programme carries the weightage of 1900 marks.

The institution ensures a well-planned and documented process for effective curriculum delivery in the following way:

- **Academic Calendar:** At the beginning of an academic year, the institution plans its academic calendar. There is a specific committee to work out the calendar. The committee under the supervision of the Principal of the college, and in consultation with the teaching staff and the support staff prepares the academic calendar. Utmost care is taken while preparing the calendar so that all the different activities related to curriculum delivery are incorporated. The academic calendar prepared in this way is displayed in the staffroom, office, library and on the institution's website.
- **Departmental Calendar:** Every department prepares its separate academic calendar which is in tune with the institution's Annual academic Calendar. It reflects the planning meant for the execution of curricular, co-curricular and extra-curricular activities to be carried out by the concerned departments.
- **Syllabus:** The syllabus prepared by the affiliating university is displayed on the university website. In the same manner, the syllabus exclusively related to the subjects offered under particular programmes is displayed on the institution's website. Similarly, the hard copies of the prescribed syllabus are made available in the institution's library. For the sake of students' convenience the hard copies of the syllabus are maintained year wise.
- **Teaching Plans:** Every teacher prepares the individual Annual Teaching Plans at the beginning of every academic year and submits it to the IQAC. While preparing the teaching plans, precaution is taken to adhere to the teaching hours as recommended by the affiliating university, and the various activities reflected in the Academic Calendar.
- **Syllabus Completion Report:** At the end of the academic year, every teacher submits the Syllabus Completion Reports to the IQAC.
- **Time Table:** There is a separate Time Table Committee which prepares Time Table. The Time Table is prepared taking into account the workload of every teacher. Time Table is displayed in the Staff Room and on the institution's notice board.



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

### 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 the academic year in consultation with the faculty and the support staff. A separate committee is formed for preparing the academic calendar.
- All departments prepare their departmental calendars showing their planning for co-curricular and extracurricular activities as they are reflected in the Academic Calendar.
- Considering the departmental calendars, and the meeting with the heads of the different committees formed, a rough draft is prepared by the Academic Calendar Committee.
- Before finalizing the calendar, it is discussed in the staff meeting.
- All the co-curricular and extracurricular activities are carried out taken into account the Academic Calendar.
- Besides the regular university exams, the institution conducts the internal exams and the surprise tests.
- While preparing a schedule for the internal exams, the Academic Calendar Committee considers the semester schedule and holiday schedule declared by the affiliating university. Considering the tentative schedule of the university semester exams, working dates for the internal exams are finalized.
- Before the actual internal exams, the Exam Committee prepares the Time Table for it. It is prepared well in advance, so that students should get sufficient time for preparation.
- For Surprise Tests, there is no specific schedule. So it is not reflected in the academic calendar. Teachers conduct these tests during their lectures. At the end of the academic year, Surprise Test Reports are submitted by the concerned teachers to the Exam Committee.

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 06

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 12

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	5	5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

### 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:** 9.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	15	20	81	92

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

- The syllabi are designed by the Board of Studies of the affiliating university. The BoS of the concerned subjects takes utmost care to incorporate the issues related to professional ethics, gender equality, human values, environment and sustainability, etc.
- As per the orders of the Supreme Court, the affiliating university has made the **Environmental Studies** course compulsory for the part II students. Since the academic year 2019-20, the nomenclature of the said course is redefined as the Ability Enhancement Compulsory Course. The major thrust of the said course is on the awareness of environment issues.
- For part I students, there is a compulsory non-credit course entitled **“Election, Democracy and Good Governance”** which deals with the issues of citizenship, rights and duties, and other civic responsibilities.
- For part I students, there is one more compulsory non-credit course entitled **“Yoga and Physical Management”** which deals with the issues like health and stress management.
- For part III students, there is a compulsory non-credit course entitled **“Constitution of India”**.
- All the departments in the institution have identified the cross cutting issues as reflected in the concerned curriculum prescribed by the affiliating university.
- Being located near to the reserve forest area, there is unique opportunity to the institution to expose the students to the issues like the conservation of flora and fauna. By way of the **Orchid Nature Club** established by the institution, the students are exposed to such kind of sensitive issue.
- For gender sensitization and inculcation of human values, the curricula incorporate numerous credits. The institution also conducts various activities to boost up these values. Observation of birth and death anniversaries of national personalities, celebration of Independence Day, Republic Day, Traditional Day, organization of different workshops, etc. are some of the prominent activities

of the institution in that direction.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

Response: 18.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	28	28	28

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 46.75

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

Response: 180

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 55.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
385	411	376	448	469

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

2020-21	2019-20	2018-19	2017-18	2016-17
720	768	720	768	768

#### 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:** 43.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	77	55	57	56

#### File Description

#### Document

Institutional data in prescribed format

[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:

**Identification of slow and advanced learners:** While seeking an admission in the institution, a learner is required to face **the admission committee**. The admission committee probes into the learner's academic record and counsels him/her in opting the programmes/courses. After seeking an admission, the slow and advanced learners are identified by the respective departments and the concerned teachers. **The learners who have secured less than 45% in the previous exam are identified as slow learners. The learners who have secured more than 60% marks are identified as advanced learners.** The list of slow and advanced learners is communicated to the central library and IQAC by the concerned department.

The following activities are conducted for slow and advanced learners:

- **Open access in Library:** The librarian is informed about the advanced learners. These learners are provided open access in the library. The concerned teachers recommend the learners a list of reference books and journals for further reading.
- **Deputation to attend workshops related to the curriculum:** The concerned departments depute the students (preferably advanced learners) to attend the workshops organised in the neighbouring colleges which are meant for the various topics related to curriculum.
- **The department of English,** in the academic year 2019 – 20 has established the linkage with the neighbouring colleges. The activity is carried out under the banner of **'BDMR Group'** (Bhogavati College, Doodh-Sakhar College, Devchand College Murgud College and Radhanagari College). Under this activity different workshops were organised for the English Dept. students. The activity was meant for slow as well as advanced learners.
- Advanced learners are **motivated to solve the previous question papers.** The concerned teachers guide the students in writing the answers in a proper way.
- For slow learners as well as advanced learners **guest lectures are organised** frequently in the institution. The concerned departments make the planning of such lectures well in advance which is reflected in their respective academic calendars.
- **Continuous internal evaluation:** Since the academic year 2015 – 16, the institution is conducting the internal evaluation exams. The experience helps the learners (slow as well as advanced) while facing the university exams.
- **Surprise tests:** Since the academic year 2016 – 17, the institution has introduced this practice. Every department conducts a surprise test on specific topics. This experience too helps the learners (slow as well as advanced) in understanding the particular topic in an effective way.
- **Study tours:** Assuming that the learners will understand the syllabus effectively through experiential learning, the departments organise field trips (for slow and advanced learners) and study tours regularly.
- **E-resources** are provided for advanced learners through the website of the institution.
- For slow learners extra guidance is provided. Similarly, personal counselling is provided to them by the faculty and the concerned mentor as well.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 35:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

For enhancing the learning experiences, the institution has adopted multiple student centric methods. They are as follows:

- **Seminar presentations:** For B. A./B. Com. Part III students, during the Semester V, there is a seminar presentation for internal evaluation. The teachers recommend specific topics for the presentations. These topics are directly related to the curriculum. Students consult the reference books, journals and newspapers for the presentations. The schedule for the presentation is conveyed to the students. Well prepared students deliver their presentations. In this way, the students are exposed to the participative learning.
- **Project works:** For B. A. Part III students, during the Semester VI, there is a project work for internal evaluation. For these projects, the teachers recommend the projects which are in tune with the prescribed syllabus. Most of these projects are group projects. Similarly, there is a project work for B. A./B. Com. Part II students for the course of the Environmental Studies (Course Code: 67042, 67070). Participating in project work, provides the learners an experience of participative learning.
- **Organization of Study Tours:** For experiential learning, the departments organize study tours every year. Through these study tours, the students are exposed to the real life experiences. These study tours are organized keeping in mind the curriculum and specific course.
- **Field Work:** The Sociology students are assigned the field work where they visit settlements of nomads and make a survey of their way of living.
- **Wall Paper:** There is a specific Wall Paper Committee in the institution. As stated in the Academic Calendar of the institution, the respective departments publish their wallpapers. The concerned teachers suggest a specific topic related to the curriculum. The Students consult the library and internet sources and prepare the wallpaper. Every department submits its annual wallpaper report to the IQAC. This practice gives students the experience of participative learning.
- **Teachers' Day:** Every year, the institution celebrates the Teachers' Day. The Cultural Committee of the institution takes initiative in organizing this activity. The students are informed about the nature of this activity well in advance. The students are motivated to perform the roles of teachers.



The concerned teachers ask students to prepare a specific topic from the curriculum. While preparing for the said topic, the students consult the teachers, library and internet sources. Students' active participation in such activity helps them in enhancing their learning experiences. The activity is concluded with a formal function.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

#### Response:

- There are three classrooms enabled with **LCD projectors**. Similarly, there is one LCD projector in the seminar hall.
- The teachers deliver the lectures using **power point presentations**. The **YouTube videos** related to the curriculum are screened in the classrooms. Every department is allotted a specific time slot to use these classrooms. The arrangement is also reflected in the institution's academic calendar. At the end of the academic year, the teachers submit the **ICT use reports** to the IQAC.
- Some important power point presentations prepared by the teachers are uploaded on the institution's website.
- There is a special button of **e-resources on the institution's website**. The details of the resources are communicated to the students through the **college Telegram channel**.
- As the number of students is limited in Part III classrooms, the teachers make use of the personal laptops. The dept. of English makes use of laptop for screening of **Ted Talks and Ted Ed videos**.
- In a computer lab, there are **13 computers**. These computers are also used for sharing of study material and syllabus.
- There is a **dedicated YouTube channel run by the college**. Along with the videos related to the extra-curricular activities/extension activities, the lectures delivered by the teachers are uploaded on this channel. The details of the uploaded videos are communicated to the students through the college Telegram channel.
- During the pandemic/lock down situation, the teachers utilised the **social media platforms like Whats App** and the **tools like Zoom and Google Meet** for the teaching-learning process.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 35:1

#### 2.3.3.1 Number of mentors

Response: 11

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

Response: 64.21

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 38.38

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	4	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 31.18

#### 2.4.3.1 Total experience of full-time teachers

Response: 343

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

- For the final evaluation of part III students there is internal assessment (40 marks theory + 10 marks internal assessment) for semester V and semester VI. For semester V, the internal assessment, there are **seminar presentations**. For semester VI assessment, there is a **project work/home assignments**.
- The guidelines of seminar presentations and project work submissions are conveyed to students well in advance.
- The schedule of seminar presentations and project work submissions is displayed on the Notice Board.
- Since the academic year 2015–16, the institution has introduced the CIEs (**Continuous Internal Evaluations**). In the academic year, 2015 – 16, the CIEs were introduced for the Part I students. In 2016 -17 and 2017 – 18, the CIEs were introduced for Part II and Part III students subsequently.
- The students are informed about the nature of CIEs during the **Welcome Ceremony** which is organized at the commencement of the new academic year.
- The tentative schedule of the CIEs is reflected in the institution's **Academic Calendar** which is displayed on the notice board and the institution's website as well.
- The final schedule of the CIEs is displayed on the notice board before the commencement of the CIEs.
- The question papers for CIEs are prepared by the faculty in accordance with the question paper pattern as recommended by the affiliating university.
- Besides the CIEs, every department conducts the **Surprise Tests**. The surprise tests are based on the particular units. At the end of the academic year, every department submits annual report of the conducted surprise tests to the IQAC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

In order to address examination related grievances, there is a two level mechanism. Its details are as follows :

#### I) Central Mechanism at University Level:

All semester examinations are centrally conducted by Shivaji University, Kolhapur. The Board of Examination, Shivaji University Kolhapur has worked out an elaborate mechanism to deal with students' grievances.

#### II) Evaluation Grievances at college level

##### A) Pre Exam :

Semester I and II examinations are conducted by the institution and the assessment work is also done by the faculty of the institution. The grievances regarding these examinations (B.A. Part I and B. Com. Part I,

Semester I and II) are solved by the institution. e.g. The grievances related to Hall Tickets, wrong entry of courses, wrong entry of students' names, wrong entry of exam centers etc. are solved by the institution.

##### B) During Exam :

Some students find their seat numbers missing in examination hall, some students arrive late, some students fail to carry Hall Tickets and Identity Cards with them, some students face health issues – these issues are resolved by the Principal, Senior Supervisors (Internal and External) and invigilators. Sometimes students expect better seating arrangements, and some physically challenged students have their own requirements. These issues are discussed by the committee and they are resolved immediately.

##### C) Post Exam :

After the University results are declared, the statements of marks are provided to students and if there are any grievances from the side of the students, they are discussed by the **Examination Committee** and if found authentic, they are forwarded to the University for redressal.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.**

**Response:**

- The institution has defined its Programme Outcomes and Course Outcomes. The Programme Outcomes are formed by the head of the departments and concerned faculty members. The POs are finalised after the consultation with the Head of the institution. The Course Outcomes are prepared by the respective departments and subjects teachers. A great care is taken while preparing POs and COs to stick up to the syllabi designed by the affiliating university. This is how teachers are personally involved in the process of preparing POs and COs.
- Every department maintains the document of POs and COs.
- Students are informed about the POs in particular, at the time of the welcome function which is organised at the beginning of the new academic year.
- POs and COs are maintained in the institution's library.
- POs and Cos are displayed on the institution's website.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

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

The institution believes that evaluation of the attainment of programme outcome is a key to assure the quality enhancement. So the institution has worked out the methodologies to check the attainment of Programme Outcomes and Course Outcomes. They are as follows:

**1) Feedback System and Students Satisfaction Survey**

The feedback from the following stake holders is generated annually :

i) Students, ii) Parents (up to 2016), iii) Employers, iv) Alumni, v) Teachers.

The feedback is mainly concerned with the curriculum details. The feedback analysis and Students Satisfaction Survey helps in understanding the attainment of Programme Outcomes.

**2) Result Analysis:**

Every year after the semester exam results are declared, the HoD's conduct departmental meetings in which the result analysis is worked out on the following lines.-

Total Students appeared, pass and fail percentage, distinction, first class etc.

Along with the university exams, the institution conducts the CIEs. Similarly every department conducts the surprise tests.

At the end of the academic year, the result analysis reports of semester exams, CIEs and surprise tests are submitted to the IQAC. In the IQAC meeting, the result details of semester exams are put on the record.

The practice of result analysis helps in understanding the attainment of Programme and Course Outcomes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 86.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	87	63	62	85

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	88	80	80	103

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.64

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 1.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.46

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 3.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

##### 3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6



File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 14

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	2	3

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 2.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	09	06	07	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	04	05	03

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Extension Activities

### 3.3.1 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:**

Besides formal education on the campus the students are exposed to off campus informal education through various extension activities and outreach programs which are regularly conducted by the institution. The following are the areas identified by the institution in which extension activities are elaborately and rigorously carried out :

- 1.National Service Scheme (NSS)
- 2.Women Empowerment
- 3.Environment Awareness
- 4.Health Awareness
- 5.Social Awareness

### **1.National Service Scheme (NSS):**

The institution has effectively implemented the National Service Scheme. The annual NSS activities comprises of a week-long NSS special camp, which includes the activities such as campus cleanliness, channelizing water supply system, drainage system and bringing awareness among the villagers about numerous social issues such as superstitions, early marriages, women's health and education,etc.

### **2. Women Empowerment:**

The institution aspires to provide Higher Education particularly to the girl students coming from adjacent rural and hilly area. Naturally women empowerment has been a key issue in the entire governance of the institution. It is observed that a larger intake of students is that of girl students. The institution conducts the different activities for Empowerment of Women such as Save the Baby Girl Campaign, Speeches on Gender Equality, Counselling of Girl Students through 'Nirbhaya Pathak', (a Police Squad). There is a statutory body named Internal Complaints Committee (ICC) which also plays a vital role in women empowerment.

### **3.Environment Awareness :**

Through Environment Studies projects, students are exposed to the local issues related to the environment concerns. The institution organises the workshops related particularly to the reserve forest zone. Tree plantation on the institution's campus is a regular activity. The Orchid Nature club too conducts different activities in creating environment awareness. At the time of the immersion ceremony of Lord Ganesh, the students work as volunteers and appeal the villagers not to pollute the water reservoirs.

### **4.Health Awareness :**

The institution conducts a number of health awareness activities on the campus and off the campus such as International Yoga Day celebration, workshop on Yoga, a course on 'Yoga and Health Management' etc.

### **5.Social Awareness :**

The institution conducts a number of social awareness activities on the campus and off the campus e.g. Voters Awareness Rally, National Voters Day Campaign, organization of street plays for voters' awareness, Rangoli competition on the occasion of Voters' Day, demo on disaster management, e-payment, AIDS awareness, save baby girl, etc.

### **6. General Awareness :**

The institution creates general awareness through the activities such as Vachan Prerna Din, celebration of Republic Day, Independence Day, birth and death anniversaries of national figures, a course on 'Democracy, Elections and Good Governance'

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 5

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	01	4

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

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 14.94

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	50	298

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Collaboration

**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

**Response: 9**

**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	4	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response: 2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	01	0	01

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution is affiliated to Shivaji University, Kolhapur and the Academic Council of the affiliating university defines the adequate facilities required for teaching learning process with reference to classrooms, laboratories, administrative unit, and computer facilities. In the light of these prescriptions the Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC) work out the details regarding the adequacy of facility and recommends to the Management regarding the construction of classrooms, purchase of furniture, library books, sports equipment and the computers etc. Every year at the end of academic year a review is taken and the out-dated items are written off and required items are purchased.

- The institution is located on the outskirts of the famous Radhanagari Wildlife Sanctuary and the natural World Heritage site. The specific location provides pollution free and natural environment.
- The total campus area is 1.61.06 hectare. It has sufficient space for the required infrastructure. The total built up area is 1756.80 sq. m.
- It consists of the main building, the administrative building, and the central library.
- There are 15 classrooms, 01 smart classroom and 01 seminar hall.
- In the administrative building, there is office, the principal cabin, computer lab and IQAC cell.
- In the main building, there are classrooms, seminar hall and the staffroom. Next to the central library, there is a smart classroom.
- There are 18 computers in the institution, out of which 13 are used exclusively for the academic purpose.
- There are four LCD projectors, 03 Laser printers, 01 Dotmatrix printer and 01 photocopier machine.
- Next to the administrative building, there is a ladies common room and washrooms for faculty and boys.
- Next to the main building there is a playground with a jumping pit and double bar.
- From the main entrance to the main building and the administrative building, there is a barrier-free road. The entry of vehicles to the main campus is restricted.
- There is a parking slot for two wheelers and four wheelers near the central library.
- The main building campus including the administrative building is under CCTV surveillance.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:**

- **Facilities for sports, games:**

- Outdoor games: Next to the administrative building, there is a jumping pit and a double bar.
- Every year, the international Yoga day is celebrated. The event takes place in the seminar hall.
- For BA/B.Com. part I students, there is one compulsory non-credit course entitled “Yoga and Physical Management Skill”. Though as per the university guidelines, the course is run under self-learning mode, its practical sessions are conducted in the institution.
- There is a specific Gymkhana Committee formed in the institution. The committee is formed as per the guidelines of the affiliating university statutes. The committee looks into the expenditure and maintenance of sports equipment and facilities. The committee also works for organising different sports events at zonal and inter-zonal levels.

- **Facilities for cultural activities:**

- There are different cultural activities conducted in the institution such as traditional day, rangoli competition, essay competition, annual cultural programme, etc. Similarly, the students actively participate in activities organized outside the campus particularly at Youth Festivals.. It includes elocution competition, still photography, still painting, group song, short play, street play, etc.
- There is a separate cultural committee to look into the organization of these activities. The committee motivates and guides the students to participate in different cultural activities organized at different places. For musical department, the institution relies on the alumni of the institution.
- The seminar hall and smart classroom is used to rehearse these different cultural activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### **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:** 23.53

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 04

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 52.87**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	8.14	3.36	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The institution uses the Library Management Software named **Library System Version 3**. The software is developed by Biyani Technologies. The software is mainly designed for educational institutes. All useful features for day to day work of any college library are available in this software. It is operational on LAN environment. The administration and day to day work can be carried out through this software more smoothly efficiently and fast with minimum numbers of administrative staff. It is completely a secure system with password protected.

The software includes facilities like Data Entry of Books, Data Entry of Students, Data Entry of Book Issue and Book Return. The various reports of these facilities are generated through the software. OPAC facility is also activated through the software.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 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:** 0.2

##### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.18	0.21	0.12	0.30

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** 3.28

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

Response: 13

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

- The IT facilities of the institution mainly include computers, printers, and LCD projectors. There are three computers in the office, one computer in the principal cabin and the IQAC cell respectively, two computers in the library and thirteen computers in the computer lab. There is one laser printer (b&w) and one dot-matrix printer in the office; one laser printer (b&w) in the library; and one laser (b&w) and one laser (colour) printer in the principal cabin. There is one LCD projector in the seminar hall, one in the smart class room and two in the classrooms.
- All the computers are protected by the antivirus which are updated from time to time. All the computers are supported by the MS OS.
- The maintenance of the computers and printers is done by the local vendor.
- The irreparable IT facilities are considered as the e-waste. To write-off of the e-waste, the matter is put before the College Development Committee and then the Management. With the due approval from the said bodies, the e-waste is handed over to the local vendor. The undertaking is taken from the vendor that he will dispose-off the e-waste following the environmental norms proposed by the Ministry of Electronics and Information Technology, Govt. of India.
- The maintenance of the LCD projectors is done by the distributor who has provided it.
- There is one photocopier machine in the computer lab.
- The maintenance of the photocopier machine is done by the distributor who has provided it.
- There is a BSNL Broadband facility with a bandwidth of 2 MBPS. Its WiFi facility is made open for all.
- Besides the Broadband facility, there is BSNL's optic fibre internet connection with a bandwidth of 100 MBPS. Its LAN facility is available to the office and the principal cabin. The password protected WiFi facility is made available to the faculty.
- The maintenance of the internet connection is done by the BSNL.
- There is an updated website of the institution.
- There is a Website Development Committee in the institution. It comprises of the Hon. Principal, the IQAC coordinator, the librarian, the Physical Director, the NSS Programme officer and the Senior Clerk. The committee updates the website in consultation with the IQAC.
- The maintenance and the hosting procedure of the website is monitored by the website developer who has been outsourced by the institution.
- There is a CCTV surveillance system in the institution with 06 cameras.
- The maintenance of the CCTV system is done by the distributor who has provided the system.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 24:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 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:** 18.58

**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.62	0.28	1.03	1.30	0.78

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**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:**

#### **Maintenance Policy Document**

The college administration has evolved a systematic procedure for maintaining and utilizing physical,

academic and support facilities such as library, sports, computers, classrooms etc. The maintenance and utilization work is carried out as per the guidelines of the College Development Committee (CDC) IQAC, the Library Committee and the Gymkhana Committee.

### **Academic facilities**

- There is a specific budget allocation for Academic facilities. The CDC and finally the management give approval for the enhancement and utilization of the academic facilities.
- Utmost care is taken for the accommodation to heterogeneous students group by following the transparent admission system.
- The institution strictly follows the Shivaji University Curriculum and Examination System.
- The institution pays attention towards the enrichment of Curriculum by introducing need based short-term courses. In this connection, the IQAC advises and recommends to the institution.
- There is a Campus Enrichment Committee which takes care of the ambience on the campus by keeping it clean and environment friendly.

### **Library**

- There is a specific budget allocation for Library.
- There is a Library Advisory Committee which meets regularly. As per the recommendations of the faculty and students, the Advisory Committee reports the Hon. Principal regarding purchasing the new books and the other library facilities. The issue is discussed in the CDC, and finally reported to the management. As per the budget allocation, the expenditure is spent on the library facilities.
- The library software is maintained through the outsourcing agency.
- The stock verification is done annually.

### **Maintenance and Utilization**

#### **A) Computer Lab**

- There is a computer lab with 13 computers.
- At the beginning of every semester, the matters related to the maintenance and utilization of computers are discussed in the faculty meeting.
- A review of all the equipment is taken by the CDC and the management, and decisions are taken regarding the purchase of new equipment and writing off the out of older material.
- The maintenance of lab is carried out through the outsourcing.

#### **B) Library**

- The library makes use of the library automation software.
- There is periodic cleaning of racks and binding of old books in order to preserve them for a longer period.
- There are in all 7281 books till date in the library worth of rupees 11,87,697.00/-.
- The maintenance of library software is carried out through the outsourcing.

#### **C) Maintenance and Utilization of Classrooms**

- Classrooms are allotted to peons to be cleaned regularly.

- Damaged desks are repaired and if necessary are replaced by new ones. Broken Black boards are changed urgently.
- Broken glass panels of windows are repaired in time.
- Regular cleaning of water tanks, proper garbage disposal etc. are done by college peons.

**D) Maintenance and Utilization of Computers and other electronic equipment**

- Maintenance of computers is done regularly as per requirement and the work is done through outsourcing.

**E) Sports Facilities**

- The maintenance of sports facilities / sports equipment is done annually on the recommendations of the Gymkhana Committee.
- The facilities such as jumping pit, double bar, Kabbadi ground are available on the campus.
- The institution has organised successfully the zonal level tournaments in events such as basketball and wrestling.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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: 11.61

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
45	81	70	14	23

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

#### Document

Institutional data in prescribed format

[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:** B. 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:** 30.98

##### 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

2020-21	2019-20	2018-19	2017-18	2016-17
149	112	94	275	12

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:** C. 2 of the above



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>

## 5.2 Student Progression

<p><b>5.2.1 Average percentage of placement of outgoing students during the last five years</b></p> <p><b>Response: 11.51</b></p>														
<p><b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>10</td> <td>12</td> <td>08</td> <td>08</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	11	10	12	08	08
2020-21	2019-20	2018-19	2017-18	2016-17										
11	10	12	08	08										
<p><b>5.2.2 Average percentage of students progressing to higher education during the last five years</b></p> <p><b>Response: 62.2</b></p>														
<p><b>5.2.2.1 Number of outgoing student progressing to higher education.</b></p> <p>Response: 51</p>														
<table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Upload any additional information</td> <td><a href="#">View Document</a></td> </tr> <tr> <td>Institutional data in prescribed format</td> <td><a href="#">View Document</a></td> </tr> </tbody> </table>					File Description	Document	Upload any additional information	<a href="#">View Document</a>	Institutional data in prescribed format	<a href="#">View Document</a>				
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Upload any additional information	<a href="#">View Document</a>													
Institutional data in prescribed format	<a href="#">View Document</a>													
<p><b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b></p> <p><b>Response: 0</b></p>														
<p><b>5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg:</b></p>														

**JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

**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: 17

**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.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-**

**curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )****Response:**

- Under the provisions of section 99, 147 (2) (1) of Maharashtra Public University Act 2016 there is a provision of Students Council. As per this provision, the students' council was selected for the academic year 2017-18.
- The composition the committee for the formation of Student Council is as follows:

		<b>Student Council for 2017-18</b>
The Principal	Chairman	Dr Moruskar D. S.
Director, Sports department	Member	Patil N. N.
Programme officer, NSS Department	Member	Dhere V. D.
Assistant Professor/Associate Professor/ Professor nominated by the Principal	Member	Patil V. S.
One student with academic merit from each discipline	Member	Vanjare Pushpa Rajaram Amate Tanuja Vishnu Kamble Vikas Vasant Magdum Madhuri Ramc Ambardekar Alfina Mus Bodhe Vaishnavi Milind
Member One student with outstanding performance in Sports	Member	Patil Priyanka Nandkum
One student with outstanding performance in Cultural activities	Member	Shinde Mayuresh Mohar
One student with outstanding performance in NSS	Member	Patil Tejaswini Rangrao
Two girl students nominated by the Principal	Member	Gurav Varsha Vilas Gurav Ashatai Shivaji

- However, for academic years 2016-17, 2018-19, 2019-20 and 2020-21 the student council was not formed as there was no approval from the government and the affiliating university.
- Apart from the student council, the institution incorporates the students participation in different administrative, co-curricular and extra-curricular committees formed at the institution level. It includes the committees such as the cultural committee, campus enrichment committee, youth festival committee, the NSS committee, gymkhana committee, the Orchid Nature Club.
- At the time of the special NSS camp, the students are given the maximum freedom to conduct the various activities chalked out by the committee.
- The institution organizes different workshops and seminars. The students are involved in the subcommittees formed for the execution of these activities.
- The institution observes the birth-death anniversaries of the national leaders, celebrates the national days. In such activities, the students have been given ample of opportunity to participate actively.
- Students' participation in different activities helps to promote the value-based education for inculcating social responsibility and good citizenry amongst the students community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 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:** 4.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	07	03	06	02

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

## 5.4 Alumni Engagement

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

**Response:**

The institution has a registered Alumni Association (Registration No. Maha/27416/Ko, dated 14/07/2010). There are nine members in the executive body of the association. The meeting of the executive body takes place once in a year. The Principal, IQAC coordinator, and other senior teachers are invited to the meeting. The date of the annual meet of the alumni of the institution is finalised in the meeting. The responsibility of the annual meet is shouldered by all the members of the executive body. In the annual meet, the alumni association is informed about the developments in the institution. The alumni give their inputs for the overall development of the institution. The alumni are requested to submit their feedback forms pertaining to curriculum. The minutes of the meetings of the executive body are maintained by the concerned committee.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years (INR in lakhs)****Response:** E. <1 Lakhs

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The institution is run by the management named **Shri Radhanagari Taluka Shikshan Prasarak Mandal, Radhanagri**. The vision and mission statements of the institution are as follows:

- **Vision:**
  - To make the students competent, self-reliant and responsible citizens of India
- **Mission:**
  - To make students responsible students
  - To enhance the socio-economic status of the surrounding vicinity
  - To make the students aware about the social evils
  - To provide the equal opportunities to the weaker sections of the society

To pursue the vision and mission statements of the institution, there is a proper coordination between the management and the institution. It is through **the College Development Committee (CDC)** and **the Internal Quality Assurance Cell (IQAC)**, the management is informed about the developments of the institution. The CDC and the IQAC evolve the strategies for the overall development of the institution after consulting the management.

A great care is taken to incorporate each and every stakeholder in building the organizational culture. Next to the CDC and the IQAC, there are **statutory committees** to look into the functioning as proposed by the affiliating university. The committees are formed as per the guidelines of the statutes of the affiliating university and due weightage is given to teachers and the support staff in these committees. Next to the statutory committees, there are other committees formed by the institution for the day-today working which includes committees such as the Cultural Committee, NSS committee, Website Development Committee, Alumni Association, Mentor Committee, Orchid Nature Club, etc. where along with teachers and support staff, the students too have given the representation. The highlighting features of the institution that reflect the governance of the institution are as follows:

- The institution has a consistent sound academic record as far as the students' performance in university exams is concerned. To make the students' learning experience richer the teachers deploy the methods of experiential and participative learning which are complemented with the ICT based methods and conventional lecture method as well. The learning experience is monitored through the principal as well as the feedback mechanism.
- In the assessment period, the institution has run the add-on courses namely a course in photography and video shooting, mobile repairing, tally, bee keeping, etc.
- In collaboration with the NSS unit, the institution carries out different extension activities which thrive to inculcate the social-moral values among students.
- The Orchid Nature Club of the institution works for creating the environmental awareness among students.
- In cultural activities and sports department, the institution has a very sound track record.

All these efforts done by the institution reveal the effective organizational culture in the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

- At the apex level, there is a Management Council which comprises of the President, Vice President, Secretary, Treasurer and the members. There is one high-school, one junior college (Arts faculty) and one senior college run by the Management (Shri Radhanagari Taluka Shikshan Prasarak Mandal, Radhanagari). The Management Council plays crucial role in pursuing particularly, the vision of the institution.
- Next to the Management Council, there is a College Development Committee (CDC) which is formed as per the Maharashtra University Act, 2016 (Section 97). It is duly formed and looks after the activities such as creation of new teaching and administrative posts, approval of financial statements, preparation of the academic calendar, review of value added courses, encouragement to research culture and extension activities, etc.
- Along with the CDC, there is the Internal Quality Assurance Cell (IQAC). The IQAC meets regularly. Besides complementing the functioning of the CDC, the IQAC looks into the issues such as feedback analysis, result analysis, participation in All India Survey of Higher Education and the state government's Management Information System, updating the website, and submission of the annual reports to the NAAC, Bangalore.
- Next to CDC and IQAC, there are the statutory committees formed duly as per the University Act and the statute. It includes the committees such as Library Committee, Purchase Committee, Students' Council, Internal Complaints Committee etc.
- In CDC and IQAC as per the guidelines due weightage is given to the teachers and the administrative staff.
- For day-today functioning, there are some other committees such as Admission Committee, Academic Calendar and Time Table Committee, Lead College Workshop committee, Cultural Committee, NSS Committee, Orchid Nature Club, Website Development Committee, etc. In these committees, along with the teachers and administrative staff, students too have given the representation.

#### Case Study:

- **Lead College Workshops:**
- In IQAC's first meeting of the new academic year, it is discussed to organize the total number of workshops and its themes.
- During the Hon. Principal's meeting with the faculty, the themes of proposed workshops are discussed and duties are assigned to concerned departments.

- The departments prepare the proposals and submit them to the Lead College Committee.
- After consulting with the Hon. Principal, the proposals are submitted to the Cluster College. Simultaneously, the concerned departments convey the tentative schedule to the Calendar Committee.
- After the final approval from the cluster college, the budget is allotted to the concerned departments.
- At the time of the actual workshop, again subcommittees are formed for the various purposes. Students too are involved in these committees.
- After completion of the workshop, the workshop coordinator submits the summative report, feedback analysis report and expenditure details to the office which are then discussed in the CDC and IQAC meetings.
- After the final approval from the CDC and IQAC, the said reports are submitted to the cluster college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

As per the Perspective Plan, under the head “Teaching – Learning and Evaluation”, it was decided to run the existing mentor system of the institution very meticulously. After consulting the IQAC, the Mentor Committee of the institution designed the forms. A care is taken to incorporate as many personal and academic details of the student as possible in the forms. Once the admission procedure is over, the Mentor Committee allots the first year students to the mentors. The same students are carried forward to their mentors in the consecutive years. The list of allotted mentors and the students is displayed on the notice board. The students are asked to submit the printed forms. While submitting the forms, the students meet their mentors. Mentors verify the details in the forms. The functioning of the Mentor System in the institution is communicated to the students at the time of the Welcome ceremony. Students consult their mentors time to time for their problems related to on and off the campus issues. The mentors track their academic record consistently until the students have their admission in the college. In this way second and third year students also come under the purview of the Mentor system. At the end of the academic year, every teacher submits the report to the Mentor Committee, and the Mentor committee submits the cumulative report to the IQAC. The master copy of the Mentor-Mentee is maintained by the Mentor committee.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

- At the apex level, there is Shri Radhanagari Taluka Shikshan Prasarak Mandal, Radhanagari. It is the final authority in decision making. Keeping in mind, the vision-mission statement of the institution, the management looks into the issues such as the introduction of new programmes, recruitment procedures and infrastructure developments.
- Next to the management, there is the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC). Both are the statutory committees and are duly formed as per the guidelines of the affiliating universities. The bodies meet regularly, and the minutes of the meetings are maintained.
- The RTI officer is appointed by the institution, and has displayed the details and the declaration on the institution website under Section 4 (1) (b) of the RTI Act 2005.
- For day-to-day working, there are various committees. Wherever possible, due weightage is given to students in these committees. These committees are:
  - Library Committee
  - Gymkhana/Discipline Committee
  - Internal Complaints Committee
  - Anti Ragging Cell
  - Sachetana Samitee/Mentor Committee
  - Special Standing Cell
  - Planning Board for UGC Proposals
  - NSS/Campus and Infrastructure Enrichment Committee
  - Alumni Association/Parent Teacher Association
  - Research Committee
  - Cultural Committee
  - Admission Committee
  - Academic Calendar and Time Table Committee
  - Examination Committee
  - Orchid Nature Club
  - Lead College Committee
  - Value Added Courses Committee
  - Staff Academy
  - YCMOU/Distance Education
  - Wall Paper Committee
  - Employment Cell
  - Competitive Exam Guidance Cell
  - Website Development Committee
  - Feedback Committee

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

All the facilities provided by the Government of Maharashtra, University Grants Commission and Shivaji University, Kolhapur are provided to the teaching and non-teaching staff of the college.

#### 1) The Facilities provided by Government of Maharashtra:

- **Salary Grant:** The pay fixation of all the approved teachers is done by Joint Director, Higher Education, Maharashtra State and accordingly the salary grant is provided to the college.
- The Joint Director also considers promotional benefits to the teaching and non-teaching staff.
- In addition to this, annual increments are granted and medical reimbursement facility is provided to them.
- The superannuation financial benefits are given to the eligible teachers, and non-teaching staff.

#### 2) University Grants Commission (UGC):

- The pay structure of college teachers is revised from time to time as per the guidelines of UGC.
- Teachers are permitted to attend Refresher Courses, Short Term Courses organised by UGC which are required for their promotions.

- Teachers are allowed to get the benefit of the FIP scheme.
- Teachers are allowed to submit their project proposals to the UGC; the grants released from UGC for the said projects are transferred to the accounts of concerned teachers.

### 3) Shivaji University Kolhapur:

- Since the college is affiliated to Shivaji University, Kolhapur the university level benefits are extended to the teachers, e.g., Selection of Teachers, Placement of Teachers, Participation of Teachers in various Authorities and Bodies like Board of Studies Selection Committee and others. The placement of teachers in higher grades is recommended to the Government.
- Group Insurance scheme facility recommended by Shivaji University, Kolhapur is provided to teaching and non-teaching staff.

### 4) Management:

- Various types of leaves like causal leave, duty leave, and medical leave are sanctioned by the Management and the Principal.
- Placement proposals of teachers are forwarded to the affiliating university and Government for further consideration.
- Consent is given to individual employer for drawing loans for various purposes.
- Felicitation for achievement of teaching and non-teaching staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:** 14.05

##### 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

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	02	03	03

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 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:** 25.02

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	1	1	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

#### Response:

- **Performance Appraisal For Teachers:**

There is prescribed appraisal system named as **Performance Based Appraisal System (PBAS)** -which is recommended by the University Grants Commission, New Delhi. Under this system the **Annual Performance Indicators (API)** score is calculated annually and submitted to the Principal through concerned Head of the Department. This PBAS performance consists of the following three categories having different weightages.

- **Category I:** Teaching Learning and Evaluation Related Activities.
- **Category II:** Co-Curricular, Extension, Professional Development Related Inputs.
- **Category III:** Research, Publications and Academic Contributions.

The HoDs and the IQAC coordinator verify the claims made by teachers on the basis of the documents submitted by the teachers. If there is any discrepancy in the inputs it is brought to the notice of the Principal who sends the document back to the teacher for revision. After the due revision the verification committee finalises the PBAS forms and submit then to the Principal. The Principal allots marks and grades to the teachers with his own remarks. These PBAS forms are finally considered as important document for the promotion of the teachers under Career Advancement Scheme.

As per the 7th Pay guidelines of UGC and the Govt. of Maharashtra, since the academic year 2020-21, the API forms are substituted by **Annual Self-Appraisal Reports (ASARs)**. The forms are prepared as per the guidelines of the affiliating university.

- **Performance Appraisal of Non-Teaching Staff:**

The performance of the non-teaching staff is monitored by the head of the institution..

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Management is registered under **Charity Commissioner Kolhapur** and the college is registered under

Government of Maharashtra Higher and Technical Education and Shivaji University Kolhapur and as per their regulations it is mandatory to conduct Internal and External Financial Audit of the Institution annually. These audits are conducted at two levels.

1.Internal Audit

2.External Audit

### 1.Internal Audit :

The internal audit of the college is conducted by the Government Recognised Auditor appointed by the Management. For the last five years of assessment period the following Chartered Accountant was appointed:

Sambhaji M. Aswale (Membership No. 165610)

This audit is conducted on the basis of receipts and payments made by the college during financial year that is 1 April to 31 March every year. This audit is done on the basis of all receipts and payment vouchers, bank transactions, statement of accounts, Cash Book and Ledger entries. The auditor and his staff visit the college office normally in the month of June and physically verify all the documents and queries if any are resolved by the office. Finally the Annual Financial Audit statement is provided to the college which sums up the audit remarks. These remarks are communicated to the management by the principal.

### II. External Audit:

The external audit of the college is conducted by the Joint Director Higher and Technical Education, Kolhapur and subsequently by the Accountant General State of Maharashtra. The external audit is conducted as per the convenience of the Audit Authorities. During the assessment period i.e 2016—2021, no external audit was conducted by the Joint Director.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

#### Response:

The institute is permanently affiliated to Shivaji University, Kolhapur and follows the rules and regulations of the affiliating university and the Government of Maharashtra as well. Similarly, the institution has been included in the list of colleges approved under Section 2 (f) and 12 (B) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree. The college mobilizes funds for its regular academic, co-curricular and extra-curricular activities and development obtained from different agencies and individuals. The mobilized fund is optimally used by the institution as per the prescribed norms.

#### Sources of funds:

- **Salary grants from the Government of Maharashtra**
- **General Development Grants**, additional assistance and financial assistance for different schemes from UGC
- **Funds from the management i.e. Shri Radhanagari Taluka Shikshan Prasarak Mandal, Radhanagari**
- **Research Project Grants from the UGC**
- Financial assistance received under SC/ST/OBC and EBC scholarship schemes from government
- Merit scholarship funds as received from the affiliating university
- Financial assistance received from the cluster college under the affiliating university's Lead College Scheme to conduct seminars and workshops
- Fees received from students under different heads

#### The optimal utilization of resources is carried out in the following ways:

- Board of Directors of Shri Radhanagari Taluka Shikshan Prasark Mandal Radhanagari (SRTSPM) is a governing body of the college. The SRTSPM has well formulated strategies for financial and infrastructural policy of the college. The management of SRTSPM ensures effective and efficient use of financial resources and set up a proper auditing mechanism.
- The funds received by the college are utilized properly as per the policy decided by SRTSPM.
- Financial assistance received under UGC schemes has been utilized as per guidelines of UGC and utilization certificates are submitted and NOCs are sought.
- The grants received for research projects are utilized as per guidelines and audited utilization certificates are submitted to the UGC.
- Fees received from students are utilised as per the allotted heads and are properly audited. Library facilities, sports facilities, cultural facilities and extension activities are strengthened by providing adequate funds.
- The IT infrastructure is enhanced so as to encourage ICT enabled teaching-learning.
- Number of workshops and seminars are organized.

- Guest lectures, field trips, industrial visits are organized for students.
- Physical and Academic facilities are augmented for students.
- Maintenance of academic and physical facilities are carried out regularly through these funds.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

There is the Internal Quality Assurance Cell established in the institution since 2004. It is formed as per the guidelines of the NAAC, and due weightage is given to it in the whole process of the institution's quality initiative drive. The contribution of the IQAC for institutionalizing the quality assurance strategies and processes can be illustrated with the help of the following practices.

- 1. Organization of seminars and workshops:** In the first meeting of the IQAC conducted at the commencement of the new academic year, it is decided to conduct the seminars and workshops in the coming academic year. The nature and scope of the seminars and workshops is also discussed. In the principal's meeting with the faculty, the details of the seminars and workshops are chalked out. The concerned departments convey the tentative schedules of the proposed seminars and workshops to the Academic Calendar Committee. The concerned departments organize the seminars/workshops for which the sub-committees are formed. A care is taken to involve the students in the organization of seminars/workshops. After the actual execution of the proposed seminars/workshops, the concerned department submits the cumulative report, expenditure details and details of the feedback to the Hon. Principal and the IQAC coordinator. In the last meeting of the IQAC conducted in the academic year, the IQAC coordinator puts the reports and other details of the organized seminars/workshops on the record.
- 2. Organization of add-on courses:** The IQAC played a vital role in running the add-on courses in the institution during the assessment period. To carry out this activity, the institution signed a MoU with Institute of Civil and Rural Engineering, Gargoti (ICRE). As per the MoU, it was decided that the ICRE will run the add-on courses in the institution from 2015-16 to 2017-18. The ICRE conducted these courses in the institution under the scheme of Community Development through Polytechnic. Under this activity, during the stated period four courses were run successfully in the institution: 1) A Certificate Course in DTP, 2) A Certificate Course in Tally, 3) A Certificate Course in Photography and Video Shooting, and 4) A Certificate Course in Mobile Repairing.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 IQAC reviews the teaching learning processes, structures and methodologies of operations and learning outcomes at periodic intervals as per academic calendar and perspective plan. The IQAC has given emphasis on learner centric approach regarding teaching-learning and has designed the policy to assess and evaluate it regularly. Accordingly, it supported and guided the faculty during last few years. Teaching, Learning activities are improvised and modified after taking the review, suggestions from stakeholders. The suggestions are implemented as per the changing needs. The IQAC has designed **core values** such as:

- Serving the cause of social justice, ensuring equity and increasing access to higher education
- Skill development of students
- Inculcating a value system among students
- Quest for excellence
- Promotion to research and scientific temperament

To achieve the learning outcomes, the IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of the requisite IT support, equipment and infrastructure. This process is prominently evident through the following examples.

**Example 1: Implementation of outcome based education and attainment of learning outcomes**

To upgrade teaching learning processes, the IQAC advised the faculty to define the programme outcomes, programme specific outcomes and course outcomes. Accordingly, each department of the institution has prepared POs, PSOs, and COs. For the effective attainment of these defined attributes, the IQAC followed the following measures:

- At the commencement of the new academic year, the academic calendar at the institution level and department levels are prepared.
- Annual teaching plan is prepared for curriculum delivery by every teacher at the beginning of the academic year. Similarly, at the end of the academic year every teacher submits the syllabus completion reports to the IQAC.
- Students are identified as slow and advanced learners.
- Continuous internal evaluation process through pre-semester exams, seminar presentations and project work are introduced.

- Pre-semester exams are based on the COs.
- Besides the university level semester exams, the POs, PSOs and Cos are evaluated on the basis of the surprise tests that every department conducts at the departmental levels.
- Course File is maintained by every teacher which comprises of the academic calendar, vision, mission of the institution, teaching plan, syllabus, study material, question papers of previous years (term end and university), CO, PO mapping, report of Course end survey etc.
- Guest lectures are organised and advanced students are deputed to different workshops.
- Students learning experience is enriched through a YouTube channel where the teachers of the institution share their videos.
- The overall development of students is monitored through the mentor system.
- Students are involved in the extension activities and field works.
- Feedbacks on curriculum in specified formats are collected, analyzed and reports are prepared for further action.

### Example 2: Use of ICT in Teaching –learning

In the post-NAAC activity, the institution after consulting the IQAC has boosted the teaching-learning experience through the effective use of the ICT. The institution is making the use of ICT in teaching-learning in the following way:

- There are LCD projectors in the smart class room and the seminar hall. Besides that there are two classrooms equipped with the LCD projectors. Time table committee pays attention to the fact that each and every department would get an opportunity to make the use of LCD projectors. The teachers use this facility to share their presentations. The teachers prepare the study material and upload it on the institution's blog.
- There is a dedicated blog for e-resources which is connected to the institution's website. The teachers prepare the e-resources and upload it on the blog. The students are informed about the newly uploaded resources through the Telegram channel.
- There is a dedicated YouTube channel of the institution, where the teachers prepare their own videos and upload it on the channel. The details of the newly uploaded videos are communicated to the students through the Telegram channel.
- At the end of every academic year, teachers submit their use of ICT reports to the IQAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

- The institution is located in rural and hilly region. Many of the girl-students are the first-generation graduates. Many of the students come to the institution from neighboring villages, for which they need to cross a distance of 5-10 kms by bus. The institution has taken care to talk with the state transport to arrange the buses on these routes regularly. As a result, the students, particularly the girl students find it convenient to come to the institution and seek the education.
- As per the guidelines of the Supreme Court in connection with the Vishakha Judgment and the guidelines of the affiliating university, **the Internal Complaint Committee (ICC)** is established in the institution. The committee formally meets twice a year and takes a review of the complaints if any, and the gender sensitizing issues. If necessary, the committee asks the institution/principal to take necessary actions.
- There is a **complaint box** installed by the ICC. The students who face the issues related to sexual harassment may submit a complaint through the complaint box. The box is opened by the ICC on every second and fourth Saturday.
- There is a **Ladies' Common Room** with clean toilet and ample of water. The room and the toilet are cleaned on a regular basis.
- There is an established **mentor system** in the institution. As per the system, every student is allotted a mentor. The mentor remains in touch with the mentee till he/she is seeking education in the institution. The students feel free to share their personal issues, issues on the campus with their concerned mentors. Similarly, the mentors motivate the mentees, particularly, the girl students in different co-curricular and extension activities taking place on and off the campus. As a result, there are a good number of girl-students participating in the activities such as Youth Festival, NSS, different workshops/seminars conducted on and off the campus, activities of the Orchid Nature Club, the Voter Rally awareness programme, Street plays on social issues, etc.
- There are five **CCTV** cameras installed on the campus for safety and security of students on the campus.
- It has been made mandatory to all the students to have their identity cards so that any outsider cannot have an easy access on the campus.
- Students are informed about the measures initiated by the institution for the promotion of gender equity during the welcome function organized at the commencement of the new academic year.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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: D. 1 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

### 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:

#### Solid waste management:

- There are two large size **dust bins** kept on the campus. The dust bins are **as per the colour code** (Green for wet garbage; blue for dry wastage material). There is a **compost pit** constructed by the institution. It is used for the wet garbage. Similarly, there is a **vermicompost pit** available on the campus. It is also used for the solid waste management. For the dry wastage material, there comes a “kachara gadi” of the Gram Panchayat.

#### Liquid waste management:

- For the liquid waste management, there are two **safety tanks** connected to the WC blocks. Similarly, there is a **soak pit** which is connected to the urinals on the campus.

#### E-waste management:

- The electronic waste (which includes the outdated CPUs, mouse, cables, keyboards, ribbons used for the dot-matrix printer, etc.) which has been declared as a write off is handed over to the local vendor. The local vendor who collects the e-waste is asked to submit an undertaking declaring that he/she will follow the guidelines of Electronics and Information Technology Ministry, Govt. of India and will take precautions to ensure that he/she will not violate any norms as far as

environment issues are concerned.

#### **Waste recycling system:**

- Liquid waste coming from the safety tanks has been connected to the compost pit. The compost formed through this process is used for the garden and plants on the campus.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of the facilities	<a href="#">View Document</a>

#### **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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

#### **7.1.6 Quality audits on environment and energy are 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:** C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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:** D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### 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:**

The institution has its well-defined core values (<http://www.radhanagaricollege.ac.in/CoreValues.aspx>). One of the core values is as follows:

- **Inculcating a value system among students:** It is dire need of time, when the world is engrossed in violence and intolerance to inculcate a value system among students. The institution aspires to inculcate the universal values among students such as equality, solidarity and respect for nature.

In tune with the stated core value, along with the vision-mission statements, the institution carries out various activities throughout the year. These activities are well planned ahead of the academic year and are reflected in the institution's academic calendar and the departmental calendars. The institution takes efforts/initiatives in providing an inclusive environment i. e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other activities through the following activities:

- **Marathi Bhasha Din:** Every year on **27th February** the institution observes the *Marathi Bhasha*

*Din* to commemorate the memories of the noted Marathi writer and Gyanpeeth awardee V. V. Shirwadkar alias Kusumagraj. A formal function is organized on this day. Students read/recite the poems/extracts from his literary works. A guest related to Marathi literature is invited for the function. The function begins with the inauguration of the wall paper “Akshar Gandh” and the book-exhibition. The activity is organized by the Cultural Dept. and the Marathi Dept.

- **Hindi Din:** Every year on **09th September**, the institution observes the *Hindi Din/Hindi Pakhawada*. A formal function is organized on this day. Students are involved in the function. A guest is invited for the function. The function begins with the inauguration of the wall paper “Akshar Gandh”.
- **Wachan Prerana Din:** Every year, on **15th October**, the birth anniversary of Dr A. P. J. Abdul Kalam is observed as the *Wachan Prerana* in the institution. A formal function is organized on this day. Students are asked to prepare for the function well in advance. They are recommended to read specific books, and are asked to read aloud the selected passages during the formal function.
- **Traditional Day:** Every year, on **14th January** a traditional day is celebrated in the institution. 14th January is celebrated in Maharashtra as the *Makar Sankrant*. Students are informed about the rules and regulations of the traditional day well in advance. On this day, students come to the institution wearing traditional attire. On this occasion, a formal function is organized which includes speeches by students, and a cultural programme. The function concludes with exchange of *Tilgul* where all the teachers, non-teaching staff and students are involved.
- **Raksha Bandhan:** The cultural department visits a residential school ran by the government of Maharashtra on the *Raksha Bandhan Day*. As these students are unable to go home on this auspicious day, the cultural department takes initiative, and the girl students of the institution express the love and affection towards these children by tying a holy thread.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>

#### 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:

In tune with the institution’s vision-vision statement and the defined core values, the institution conducts various activities so as to sensitize students and employees to the constitutional obligations. The details of some of the activities are as follows:

- As per the guidelines of the affiliating university, there are two non-credit courses introduced during the assessment period. The titles of the courses are: 1) **Democracy, Elections and Good Governance** (Introduced since the academic year 2017-18 for BA/BCom Part I) ; 2) **Indian Constitution** (Introduced from the academic year 2020-21 for BA/BCom Part III). The courses are to be learnt through self-learning mode and are to be evaluated at the end of the semester. The study material of these courses and the reference books are made available in the institution’s library.
- Every year, the **Independence Day** and the **Republic Day** are celebrated on the campus. All the employees of Shri Radhanagari Taluka Shikshan Prasarak Mandal remain present for the flag hoisting ceremony on this occasion.



- **Organization of National Voters' Day:** In order to encourage more young voters to take part in the political process, Government of India has decided to celebrate January 25 every year as "National Voters' Day". On this day, a rally is organized by the students through the town. Students hold placards with slogans about enrollment in the voters list and to have the EPICs. Rangoli competition is also organized on the campus on this occasion. The Rangoli exhibition is kept open for the stakeholders. The government officials also visit the institution on this occasion.
- **Voter enrollment Camp:** The institution conducts the voter enrolment camp. During this camp, the registration forms are allotted to students, instructions have been given to them to fill up the forms. Students hand over these forms to the neighbours and other villagers who are not yet enrolled. Students are also motivated to register themselves for the enrollment.
- **Organization of street plays:** To inculcate the qualities of a responsible citizen, the students especially the girl students are motivated to perform street plays addressing the relevant social issues. These street plays include the issues such as save the baby girl, stopping the pre-natal gender screening, stopping superstitions, etc.
- **Organization of seminars/webinars on financial literacy and consumer rights:** The institution organizes seminars/webinars on these issues. Experts in the field are invited to the institution to deliver the lecture. In the assessment period, the institution organized the following workshops: 1) "Consumer Awareness" (11/10/2019); 2) "Consumerism and Financial Literacy in the midst of COVID 19" (24/10/2020). These two workshops were organized in collaboration with the Consumer Guidance Society of India, Mumbai. Similarly the Investor Education Programme was conducted in the institution on 10/09/2018. The programme was conducted in collaboration with the Lotus Know-wealth Pvt. Ltd., Mumbai.
- **Disaster Management Drills:** To behave sensibly, during the times of disaster, students are shown the mock drills. For this activity, the government recognized authorities are invited.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**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:** B. 3 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.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

#### Response:

In tune with the institution's vision-mission statement and the core values, the institution organizes and celebrates the following days and events:

- **Birth Anniversary of Rajarshi Shahu Jayanti:** Every year, on 26th June, the institution celebrates the birth anniversary of the visionary king HH Rajarshi Chatrapati Shahu. The objective of the event is to inculcate among students the ideas about equality and social justice.
- **Birth Anniversary of Lokshahir Annabhau Sathye:** Every year, on 01st August, the institution celebrates the birth anniversary of Lokshahir Annabhau Sathye. Annabhau Sathye was a people's poet who voiced the underprivileged and the downtrodden strata of the society. The objective of the event is to make students aware of the issues such as social inequality and injustice.
- **Birth Anniversary of Dr A. P. J. Abdul Kalam:** Every year, on 15th October, the institution celebrates the birth anniversary of Dr A. P. J. Abdul Kalam. The day is celebrated as "Reading Day". After the formal function, the students read excerpts from the books they love. The objective of the event is to motivate the students for reading books.
- **Birth Anniversary of Rangnathan:** Every year, on 12th August, the institution's library celebrates the birth anniversary of Dr S. R. Rangnathan as the National Librarian's Day. A formal function is organized in the library which is followed by the book exhibition. The objective of the activity is to expose the students to the various resources available in the institution's library.
- **Teachers Day:** Every year, on 05th September, the institution celebrates the birth anniversary of Dr S. Radhakrishnan as the Teachers Day. On this occasion, a formal function is organized. The objective of the activity is to make students aware of their duties and responsibilities being a student.
- **Shankarrao Patil-Koulavkar Death Anniversary:** Every year, on 09th February, the institution observes the death anniversary of the founder –president of Shri Radhanagari Taluka Shikshan Prasark Mandal, Radhanagari. The formal function is followed by the felicitation of the meritorious students, and it is concluded with the cultural programme. The objective of the activity is to show obeisance towards the founder-president and to recall his vision and mission about the education.
- **International Yoga Day:** Every year, on 21st June, the institution celebrates the International Yoga Day. On this occasion, all the teachers participate in the Yoga activity. The activity is concluded with the formal function.
- **Independence Day and Republic Day:** Every year, on 15th August and 26th January, the institution celebrates the Independence Day and the Republic Day. All the stakeholders of the

institution remain present for these functions.

- **Graduation Day:** Since 2018-19, as per the guidelines of the affiliating university, the Graduation Day is organised in the institution.
- **National Voters Day:** Every year, on 25th January, the institution celebrates the National Voters Day. On this occasion, students' rally is conducted through the town.
- **Hindi Diwas:** Every year, on 14th September, the institution celebrates the Hindi Diwas.
- **Marathi Rajbhasha Din:** On 27th February, the institution observes the Marathi Rajbhasha Din

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practice: 01**

**Capacity Building and Skill enhancement through a training programme in beekeeping**

**Objectives:**

1. To equip students with employability skills
2. To create environment awareness
3. To motivate students for starting small-scale industry

**Context:**

Radhanagari tehsil lies on the outskirts of the reserve forest zone. So there are remote possibilities of industrialization. Recently, the forest region has been declared as the eco-sensitive zone which has further restricted industrial activities in the region. A larger section of the region is dependent on agriculture. The government is pursuing the people living in villages and hamlets located deep in the forest to shift to the other safe and secure places. However, the previous experiences of the villagers who compelled to rehabilitate due to the construction of the water reservoirs are not so good. So these people are unwilling to rehabilitate to some other places. The student community of the institution belongs to these villages and hamlets. The institution assumes that this kind of locational disadvantage can be turned into an opportunity. Beekeeping is a good source to mobilise the economy of the villagers, in which the students can play a vital role. Keeping in view this perspective, the institution runs every year a training programme in beekeeping. Besides this, as stated in the core values of the institution, it aspires to inculcate among students the respect for nature.

**Practice:**

Keeping in mind this context, the institution is running a training programme in beekeeping successfully. Initially, the course was conducted in association with the Khadi Gramodyog Mahamandal. But now the course coordinator and the ex-students have become the trainers. So the institution follows the curriculum as designed by the Khadi Gramodyog, but without any formal assistance. It is a 21-day course which includes theory work for 15 days (30 hrs) and practical work for 07 days (21 hrs). In the academic year 2019-20, the course was run from 18/01/2020 to 07/02/2020. 15 students benefitted from the course. In the academic year, 2020-21 however, the institution could not held this course due to COVID-19 restrictions.

**Evidence of success:**

1. Students have started the beekeeping projects.
2. Students have become the master trainers in beekeeping.
3. Students have been sensitised in connection with Nature conservation.
4. Our student Mr Pravin Patil who is associated with a Nature conserving organization “Honey Dew” has saved many honey bees by relocating the hives from the urban centres such as Kolhapur and Pune. His contact No. is 9637331520, Email ID: pravinpatil1520@gmail.com

**The problems encountered and resources required:**

Convincing parents is a major hurdle because many of the students are girl students and for practical work, students need to go to the actual site of the honey-bee colonies in the forest zone. Besides human resources, it needs specially designed wooden cases. The plant becomes successful near the forest zone. Honey collected outside the forest zone is not of a good quality.

**Best Practice: 02**

**Catering to Student Diversity through Mentor System**

**Objectives:**

1. To monitor the overall development of a student
2. To identify student’s personal, academic and social background as well
3. To cope up a student in facing stress related issues

**Context:**

Radhanagari tehsil belongs to remote and rural vicinity. Since located on the outskirts of the forest zone, many learners are the first generation learners. So bringing such learners in the main stream of higher education is a daunting task. So it becomes challenging to see that these learners do not discontinue their higher education.

**Practice:**

Once a student is enrolled in BA/B.Com. part I, at the beginning of the academic year, he/she is allotted to

the respective mentor. The institution has designed specific forms. In the first meeting, the mentor records all the personal, familial and social background of the mentee in the prescribed proforma. It helps in identifying the mentee's social status; it also helps in identifying the advanced and slow learner. The mentee is instructed in the first meeting about the nature of the system. The mentee is expected to meet the mentor whenever he/she faces problems on the institution's campus. The mentor helps the mentee in many ways – right from selecting the elective subjects to recommending him/her to physical director, cultural committee, NSS for participating in different events. The concerned mentor tracks the record of the mentee till the mentee is taking education in the institution. The system helps in creating a bond of affection between the mentor and mentee which definitely boosts the healthy atmosphere in the overall development of the mentee.

#### Evidence of success:

- A greater number of students appear for final exams
- No specific grievances related to ragging or sexual harassment or any stress related issues are registered.
- As student remains attached to his/her mentor until he/she is on the campus, it automatically strengthens the emotional bonding between mentor and mentee which remains intact for many years even after the completion of their education.
- Mentors come to know the reasons for the discontinuation of their mentee's education which throws light on the social mindset that still needs counseling.

#### The problems encountered and resources required:

Mentors find it difficult to convince the parents to continue the education of girl-students. A good number of parents are still reluctant to allow their daughters to pursue the higher education or any academic endeavour. Poverty, illiteracy and social constraints are the major reasons for this kind of mentality.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

Radhanagari Tehsil is very closely located to the famous Radhanagari Wildlife Sanctuary. The Government of Maharashtra vide its Gazette Notification No. WLP/1085/C. R. 581/V.F.5/ dated 16th September 1985 has declared 351.16 square kilometer area of Radhanagari Wildlife Sanctuary under the provisions of Wildlife (Protection) Act, 1972 (53 of 1972) comprising of the Sanctuary in the State of Maharashtra. The said notification states that:

“The sanctuary is known for rich avifauna with about 264 species of birds including migratory, a number of territorial birds of Indian origin stay here around the year, breeding of them have been recorded from this region. Honey buzzard, serpent eagle, hawk eagle, white bellied sea eagle are important raptors in the area.

The area has very high faunal diversity with about 47 species of mammals, about 59 species of reptiles, 20 species of amphibian and 66 species of butterflies are found and the flora of this area is represented by Southern tropical semi-evergreen and west coast semi evergreen forests, southern tropical moist mixed deciduous forests and West coast tropical evergreen forest.

The area also supports important wildlife such as tiger, leopard, sloth bear, wild dog, Indian gaur, sambhar, barking deer and mouse deer.”

The institution feels privileged due to this strategic location. While defining the vision-mission statement and the core values, the institution was very much keen about the social surrounding. The institution has its well defined core values. Institution’s one of the core values is “Inculcating a value system among students” through which the institution aspires to inculcate the universal values among students such as equality, solidarity and respect for Nature. Being located near to the reserve forest is otherwise a major weakness of the institution and the surrounding vicinity as far as the overall development is concerned. But the institution considers it as a challenge and has transformed it into an opportunity.

In tune with the aforementioned core value, the **Orchid Nature Club** of the institution plays a significant role. The Nature Club organises various activities throughout the year. The planning of the activities is reflected in the academic calendar. The experts in the field of environment are invited to guide the students.

At the commencement of the new academic year, the students are appealed to become a member of the club. A precaution is taken to admit new students every time. Since many of the activities are organised in the reserve forest zone itself, the intake capacity of the club is restricted to forty. Tree plantation on the college campus, collecting of plastic debris in the forest zone, study tours, poster presentation, slide show, surveys etc. are the regular activities of the club. Through the nature club, the institution organises different workshops related to environment issues.

The institution feels proud about the alumni who have established a couple of other nature clubs in the surrounding areas. The institution’s nature club works with these clubs too. In recent years, these clubs have organised the activities such as the butterfly festival and the firefly festival. These activities received attention at national level. The institution has played an important role in organising these activities.

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

## 5. CONCLUSION

### Additional Information :

The institution strives for the betterment of the youth and empowers them to face the challenges of the present era. It contributes to national development by increasing gross enrolment in Higher Education in the educationally backward and remote area by implementing policies and orders issued for the betterment and upliftment of the society. It conducts activities for the overall development of the students and especially for the empowerment of the girl students and women in the society. The activities bring transformation in the society, creating awareness among the people about the cross cutting issues. The quality education helps students to pursue their higher education and become independent and responsible citizens of India. The following table highlights a comparative development of the institution since the first cycle of assessment and accreditation.

Details	Cycle 01	Cycle 02	Cycle 03
UGC 2(f) 12 (B) Status	NIL	YES	YES
Programmes	04	06	06
No. of Ph. D. Teachers	00	03	05
Ph. D. Guides	00	00	01
Faculty in university authorities/bodies	00	00	01
Research Publications by Faculty	00	08	55
Research Projects completed	00	00	05
Administrative Staff	08	08	05
Academic work	Annual System	Annual/Semester	Semester/CBCS
Books in Library	2783	4100	8242
Central Library	No	YES	YES
Feedback Mechanism	NIL	From Alumni and Students	From Alumni, Students, Faculty and Employers
Organization of Sports Events (University Level)	NIL	01	03
National Players	NIL	NIL	05
ICT infrastructure	NIL	Computers, LCD Projectors	Computers, LCD Projectors
Use of different ICT platforms	NIL	NIL	YouTube, Blog, Telegram Channel
Internet Access	NIL	BSNL's Broadband	BSNL's Broadband and Optic Fibre
Library/Office Automation	NIL	YES	YES
Mentor System	NIL	Tutor-Ward System	Mentor System

Organization of seminars/workshops	NIL	02	14
Value Added Courses	01	04	12
Linkages and MoUs	NIL	01	11
HEI Website	NIL	Partially functioning	Fully functioning

## Concluding Remarks :

The institution is performing well under the able leadership of the management and the principal. Successful implementation of short-term course in bee-keeping, creation of environment awareness through Orchid Nature Club, and effective modus operandi of the mentor system are our key features. Our faculty is engaged in pursuing research degrees, publishing research papers in reputed national and international journals and undertaking research projects as well. It adopts student centric teaching methodologies and uses ICT enabled teaching tools for making teaching and learning student centric. Our institution is committed to the development of the society. Our NSS unit has been conducting extension activities in the adopted villages and in the vicinity. We have established functional MoUs and linkages with the academic institutions for academic purposes such as exchange of students and faculty.

Our institution is located on the outskirts of the Radhanagari reserve forest zone that has been recently declared as the Eco Sensitive Zone and the World Heritage Convention. The unique location of the institution is, in one sense, our major weakness. In the last few years, there is a gradual decline in population due to rehabilitation issues. There are limitations in industry-academia partnership. Despite these limitations, we try our best in turning these weaknesses into our major asset through activities such as bee-keeping course, and workshops related to medicinal plants, jungle reading and tourist guide training etc. Through such activities, we aspire to create awareness about environmental issues, changing scene at the global and local level and changing employment opportunities. We look forward to the implementation of the New Education Policy that will make all our efforts in this direction more dynamic.

Our assessment and accreditation process is delayed by a couple of years, particularly because of the unprecedented lockdowns and COVID 19. The overall activities of the institution hampered during 2019-20 and 2020-21. The dark clouds are not yet over. But the management and the institution are keen to face the assessment and accreditation exercise. We take this opportunity to express our sense of gratitude towards NAAC that has brought us on the national map of the higher education.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.2.1	<p><b>Number of papers published per teacher in the Journals notified on UGC website during the last five years</b></p> <p>3.2.1.1. <b>Number of research papers in the Journals notified on UGC website during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>06</td> <td>07</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>09</td> <td>06</td> <td>07</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	11	11	06	07	0	2020-21	2019-20	2018-19	2017-18	2016-17	13	09	06	07	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
11	11	06	07	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	09	06	07	0																	
3.2.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>3.2.2.1. <b>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>06</td> <td>06</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>01</td> <td>04</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Remark : The input is edited for exclusion of books and papers without ISBN numbers and out of assessment years.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	01	01	06	06	06	2020-21	2019-20	2018-19	2017-18	2016-17	0	01	04	05	03
2020-21	2019-20	2018-19	2017-18	2016-17																	
01	01	06	06	06																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	01	04	05	03																	
3.3.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>3.3.3.1. <b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>09</td> <td>07</td> <td>08</td> <td>11</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	06	09	07	08	11										
2020-21	2019-20	2018-19	2017-18	2016-17																	
06	09	07	08	11																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	01	4

Remark : The input is edited for exclusion of non-extension programmes and local programmes.

**3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**

**3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
288	853	695	693	894

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	50	298

Remark : The input is edited for exclusion of non-extension programmes and local programmes.

**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)**

**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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.18	0.21	0.12	0.30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.18	0.21	0.12	0.30

**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**

**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
149	125	430	275	42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
149	112	94	275	12

Remark : The input is edited for exclusion of ineligible activities..

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : The input is edited on the basis of documents submitted by HEI.

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.**

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.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	2	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	13	1	0	0

Remark : The input is edited on the basis of exclusion of university zonal level activities

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)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	09	07	08	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	07	03	06	02

Remark : The input is edited on the basis of sports events with in a week counted as one event.

**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.**

**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	04	05	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	02	03	03

Remark : The input is edited because copies of cash vouchers are not submitted by HEI.

**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**

**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	01	01	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	0	0	0	0
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Remark : The input is edited for exclusion of FDPs less than 5 days(One Week)

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 ).**

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	1	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	1	1	0

Remark : The input is audited on the basis of exclusion of FDPs which are not within assessment years.

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**

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

Answer After DVV Verification: B. 3 of the above

Remark : The value is updated.

7.1.6 **Quality audits on environment and energy are 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**

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

Answer After DVV Verification: C. 2 of the above

Remark : The input is edited on the basis of documents submitted by HEI.

7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: D.1 of the above          Remark : The value is updated.</p>
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1032 986 1146"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>99</td> <td>93</td> <td>111</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1227 986 1341"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>88</td> <td>80</td> <td>80</td> <td>103</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	99	99	93	111	120	2020-21	2019-20	2018-19	2017-18	2016-17	82	88	80	80	103
2020-21	2019-20	2018-19	2017-18	2016-17																	
99	99	93	111	120																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
82	88	80	80	103																	