



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **SHRI NARAYANRAO BABASAHEB EDUCATION SOCIETY'S SHRI VENKATESH MAHAVIDYALAYA**

**GOVINDRAO HIGH SCHOOL CAMPUS, RAJWADA CHOWK, ICHALKARANJI,  
TAL. HATKANANGALE, DISTRICT, KOLHAPUR**

**416115**

**[www.venkateshcollege.com](http://www.venkateshcollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri Venkatesh Mahavidyalaya, Ichalkaranji is one of the premier institutions in the jurisdiction of Shivaji University, Kolhapur, educating young generations in the field of Commerce for the past 39 years. It was founded in the year 1983 by Shri Narayanrao Babasaheb Education Society, one of the oldest and reputed educational institutions in the Western Maharashtra. It shares a lineage with many sister institutions established by N. B. Education Society that came into existence through the dreams of the visionary figure, Shrimant Narayanrao Babasaheb Ghorpade (1870-1947). Shri Venkatesh Mahavidyalaya, Ichalkaranji has been following the principles of Shri N. B. Education Society defined through its self- reflexive motto, “*Satkriya Aacharavi*”. Since its inception our institution has been known as one of the leading institutions imparting quality education in the specialized area of Commerce to its aspiring stakeholders.

Shri Venkatesh Mahavidyalaya is located in the heart of Ichalkaranji city. Geographically it falls between the longitude of 74. 46054 (in degree) and latitude of 16.69117(in degree) Ichalkaranji is a semi-urban area in Hatkanagale Tehsil, District, Kolhapur. Popularly known as the **Manchester of Maharashtra**, Ichalkaranji is mainly identified as the textile industrial locale. The institution therefore accommodates the students mainly belonging to the families of businessmen and loom-workers. As the institution occupies the central part of the city, it has developed horizontally. It is spread across the built up area of 3177 sq.mt. and shares the 2.5 Acres area with its sister institutions.

Shri Venkatesh Mahavidyalaya has achieved I rank in the semi urban area and has been certified four times by Shivaji University as the Quality College under the scheme of Shivaji University Merit Scholarship. The institution has completed 3cycles of NAAC and has secured grade B. In the academic year 2020-21 it underwent the accreditation process for the ISO 9001:2015 and is been recognized as ISO certified College. Academic and Administrative Audit is a regular practice of the institution. During the fourth cycle of NAAC, 21 number of students have secured ranks in the Shivaji University Merit List and 21 others have cleared most prestigious examination of CA.

### Vision

The college envisages to become a distinct quality college and make students academically strong, self-reliant and socially responsible citizens.

### Mission

- To strengthen an educational ambience, infrastructure and design developmental plans and policies that

help to impart quality education in Commerce stream

- To encourage innovative spirit and design pro-research activities leading to constructive outcome
- To make judicious use of ICT tools and e-resources for enhancing learning experience
- To instill the professional skills, ethics and essential life skills among students
- To foster inclusive outlook and structure awareness programmes regarding gender equality, environment, human values, and other apprehensive social issues
- To prepare students participate actively in the development of nation.

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

### **Institutional Strength**

- High percentage of student enrolment
- ISO certified institution
- Honoured by university as Quality College for 4 times
- Institution at the prime location in the city
- Visionary, active and efficient management
- Participative, collaborative and decentralized administration
- Experienced, committed and dedicated faculty
- Updated physical facilities with Gym, Cultural Auditorium and spacious library
- Well- equipped IT infrastructure with computer lab
- Disabled friendly campus with elevator and ramp
- Initiatives towards digital enhancement
- Student centric teaching learning process
- Improvement in student progression rate
- Registered and functioning Alumni Association
- Active NSS unit

### **Institutional Weakness**

- High student-teacher ratio
- Limited teaching and non-teaching staff
- Lack of non-grant salary /maintenance funds from government and UGC
- Limited placement opportunities
- Inability to tap research grants

### **Institutional Opportunity**

- Conversion of mono-disciplinary institution into multi-disciplinary institution
- Tapping funds for availing Research Grants
- Enhancement in women centered activities
- Proposal for NSQF approved Courses
- Encouraging students for enrollment in NPTEL approved Courses
- Enhancement in Sports and Cultural facilities

## Institutional Challenge

- Sustaining with single stream of Commerce in New NEP structure
- Accommodating high number of students
- Limited employability of students despite running a good teaching learning program.
- A large number of vacant posts of teaching and non-teaching staff
- Permanently self-financed P.G Course and Professional courses
- Improvement in English language of students coming from nearby rural areas

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The institution follows the curricula for all programmes designed by the affiliating university. The college plays instrumental role in the curriculum delivery of all programmes. It ensures the effective curriculum delivery and its implementation by a well-planned mechanism. It comprises of the following components:

- Defined Curriculum Deployment Policy
  - Academic –Activity Calendar
  - Appropriate Work Distribution and scheduled time-table
  - Rigorous follow up and continuous review of syllabus completion
- 
- All the programmes of the institution are offered under CBCS.
  - There is a semester system for all the four programmes offered by the institution. Prior to the introduction of CBCS, the college used to offer the elective courses.
  - 30 add-on courses have been offered during the assessment period.
  - 2720 students out of 3632 registered students have completed the courses successfully.
  - There is an integration of crosscutting issues in the curriculum of each programme. The teachers identify the components from the syllabus and utilize them for inculcating human values and ethics.
  - Activities such as wall paper, guest lectures, awareness rallies on such topics are conducted that help in enriching the human values in the discipline specific education.
  - The non-credit courses entitled “Democracy and Good Governance”, “Constitution of India” and a credit course entitled “Environment Studies” include the components related to human values and fundamental duties.
  - 835 students conducted project work in the latest completed academic year 2021-22.
  - The syllabus for add-on courses such as “Communication and Presentation Skills”, “Certificate Course in GST”, “E Banking and E Payment” and “Entrepreneurship and Export Management” are designed by the faculty and are approved by the affiliating university that has helped to enrich curriculum for the holistic development of the students.
  - The college has obtained feedback from its different stakeholders regularly. Feedback from teachers, students and alumni are collected in online mode and feedback from employers are collected in offline mode.
  - They are analysed and discussed in IQAC and CDC meetings for necessary action and their reports are uploaded on the institutional website.
  - Similarly, every year online Student Satisfaction Survey was also conducted by the institution as a feedback for further improvement of the college.

## Teaching-learning and Evaluation

- There is a 98.49 % enrolment in the institution. The college has always accommodated diverse students incorporating from the different strata of the society. Almost all the applications made under the category are admitted as per the rules and norms of the government.
- In the assessment period, 1283 (i.e. 62.31%) students were enrolled out of the 2059 seats earmarked for various categories, whereas 7 students from Divyangjan category were accommodated out of its sanctioned intake capacity.
- Student-Full time teacher ratio is 202.64:01.
- The student centric teaching-learning methods that include experiential learning, Participative Learning, Problem Solving, Blended learning are explored by the teachers.
- ICT based teaching is encouraged by the institution. The faculty makes use of P Pt. presentations, videos, e resources.
- In Lockdown period the Google meet, Google forms platforms were utilised for teaching and evaluation.
- Online Co-curricular activities such as advertisement competition, preparing video by students, cultural competitions, wall paper presentations were also taken to keep students connected with education flow.
- The percentage of full-time teachers against the sanctioned post is 87.69.
- The percentage of full time teachers with highest qualification is 70.18.
- There is an effective, transparent and robust mechanism for university as well as internal examinations.
- The Grievance redressal committee is efficient and the grievances are solved in a time bound manner to avoid students' educational loss.
- Unit tests, mid- term tests or home assignments, seminars, projects etc. are conducted for continuous internal evaluation of students.
- POs, Cos are used as the guiding principles to evaluate the attainment level of the students.
- The on an average percentage of students passing the programme during the assessment period is 91.23.
- To evaluate the attainment level of programme and course outcomes, the college follows the direct and indirect methods.
- Diagnostic, Summative, formative tests are taken for comprehending students' attainment level. Result analysis of each course is mapped for Course and Programme attainment level as the direct means of evaluating student attainment level.
- Inter-classroom discussions, Mentor reports, students' participation in various co - curricular activities are other indirect means of evaluation.

## Research, Innovations and Extension

- Under the affiliating university's Research Sensitization Scheme the college received twenty thousand rupees as the non- government research grant to the students.
- 10 students participated with research projects and 4 of them achieved ranks in Research Competition of Shivaji University.
- The Incubation and Innovation Center named '**Lakshyavedh**' has been established in the institution.
- Under Incubation and Innovation Center different activities are arranged regularly.
- In total 12 workshops on the themes of IPR/Research Methodology and Entrepreneurship were organised in the last five years.
- Around 26 seminars and workshops for updating the students and the faculty about new and innovative ideas were organised during the assessment period.
- Faculty is encouraged to publish their research works in reputed journals and are financially assisted

through seed money to participate in national, international conferences/seminars/workshops. During the assessment period, the faculty has published 27 research papers in UGC approved Care listed Journals and reputed journals having ISSN.

- 66 chapters/papers are published in books and proceedings having ISBN.
- There is an independent NSS unit in the college consisting of 100 volunteers actively engaged in community work.
- The outreach programmes, Financial Literacy Survey of women in the adopted village, Swachaa Bharat Abhiyan, Gender equality programmes, cleanliness campaign, blood donation camps, awareness rallies etc. are carried out by the college.
- Special camps at adopted village were conducted where students contributed and have learnt the dignity for physical work.
- During the assessment period, the college has conducted almost 58 extension activities.
- 9 recognition certificates /letters have been conferred by government or government recognised bodies.
- The college has signed 10 Functional MoUs to provide guidance and training to the students.
- There is a Lead College Cluster Scheme as a collaborative initiative by Shivaji University Kolhapur.
- In the assessment period, the college has organized 15 workshops pertaining to various issues under Lead College Scheme and 90 plus students have been deputed under students' exchange.
- Institution has sought 110 periodic linkages for the short duration regarding the data collection of the research projects carried out by the BBA and M.Com students. 110 students have benefited from it.

### **Infrastructure and Learning Resources**

- The institution has adequate infrastructure and physical facilities. It has 17 spacious classrooms, 1 independent computer lab with 119 computers, a central library and 1 Seminar Hall with electronic podium and public address system.
- In the assessment period, the institution has constructed 5 new classrooms, has restructured the library with the area of 1028.776 sq.m., Gymkhana and Cultural Auditorium with the area of 540.390sq.m.
- Very recently, the institution has installed an elevator. For the augmentation of the infrastructure the institution has spent amount of Rs .66.69079 (in lakh) during the assessment period.
- The library of the institution is sprawled across the area of 1028.776 sq. mtr. There are in all 21390 text books and reference books in the library. The college has subscribed to 22 periodicals/magazines.
- There is a separate reading space for students and faculty in the library.
- The library is fully automated and uses an integrated library management system, KOHA
- The college has subscribed to the INFLIBNET and avails the membership facility of NLIST.
- The student –computer ratio in the academic year 2021-22 is 01:18.73.
- There are 4 laptops, 12 printers, 3 scanners, 3 photocopier machines in the institution.
- There are 9 number of classrooms equipped with the LCD projectors.
- The institution has regularly updated website maintained through the AMC.
- There is an internet connection with a speed of 100 mbps with fiber optic line.
- Similarly, there is a generator back up with 25 KVA, biometric attendance system for teaching/non-teaching staff and the CCTV surveillance system with 13 cameras.
- There is a well-defined policy for the maintenance of infrastructure.
- The work distribution for physical infrastructure is done and the software are renewed with regular AMCs.
- The institution uses Biyani Software for Student Admission and Support, Finance and Accounting, Examination and Tally Courses.
- Technicians are called wherever necessary for the maintenance of infrastructure.

- The institution has spent Rs. 43.69905 (in Lakh) for the maintenance of the academic facilities and Rs. 52.02471 (in Lakh) for physical maintenance.

### **Student Support and Progression**

- Students being the major stakeholder have always been paid special attention by the college. There is a well-organized mechanism which comprises of various statutory and non-statutory committees, and Associations that are formed for care and safety as well as the healthy learning culture among students. The institution also organizes various cultural competitions especially for girls.
- The scholarship Department of the institution has been functioning very effectively. Due to its continuous efforts 49.6 % of the students have received government and non-government scholarships.
- 79 students have received Shivaji University Merit scholarship during the assessment period.
- As per practice all the meritorious students are felicitated in annual gathering.
- The institution provides felicitation fund to the meritorious students and 86 number of students have been benefited by it.
- In the assessment period, 14 number of students have participated in various sports and cultural competitions institution has bagged 24 prizes/awards in university, state and national level competitions.
- The Earn and Learn Scheme of the institution has also been supporting to students and 9 students have been benefited by the scheme with worth rupees 31000.
- With the systematic mechanism the institution runs several capability enhancement schemes related to professional skills, physical training, computing as well as life skills. In the last five years the institution offered 16 Capability Enhancement Schemes benefitting 2860 number of students.
- The students are counselled and guided by the expertise regarding the competitive examination, CA/CS/CMA/Banking and other career paths.
- The institution has Placement and Career Guidance Cell and in the last five years the institution has organized 26 career guidance related events.
- During the assessment period 21 student/alumni have cleared CA, 2, have passed CS and many have qualified Executive/CPT, Intermediate levels of CA/CS/CMA examinations while pursuing B.Com /M.Com Degree.
- 772 number of students have progressed towards higher education, and 224 have been placed in different organizations during the assessment period.
- Alumni Association of the institution named *Venkateshians* is a registered organization.
- Institution has a strong bond with the alumni executive members and alumni have donated for the organisation of International Conference.
- Institution organized 9 programmes in collaboration with Venkateshians.

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

- The institution is governed under the visionary leadership and enthusiastic management.
- The vision, mission and the quality policy have defined the path for framing the strategic planning of the institution.
- The institution is run with participative and decentralized administration. Faculty, students, alumni and other stakeholders are involved in executing and materializing the plans of the institution. The day to-day functioning is effectively administered where in charge of the committees is given a free hand to enact as per requirement of the situation.
- Academic and administrative policies are discussed and sanctioned in Statutory Committee meetings

such as CDC or IQAC.

- Updated Biyani software is used for all the academic and administrative e-governance.
- The institution has appointed qualified staff as per the rules and regulations of UGC and the government of Maharashtra.
- The faculty is appraised and review of the allotted work is taken in the staff meetings.
- The faculty is encouraged to participate in various RCs, FDPs, is assigned duty leave for these academic exercises.
- The institution also organizes seminars/workshops for updating the knowledge of faculty.
- During the assessment period 6 number of teachers have completed FDP and Refresher courses by MHRD/ UGC and 17 have participated in 5 FDPs organised by IQAC.
- To provide the seed money the college has arranged research development funds from the year 2020. In the duration of last three years the institution has paid Rs. 17200 under Seed Money Scheme.
- Financial resources received from the government are optimally utilized and the external audit of the same is done regularly by a certified chartered accountant Mr. Shaha.
- Institution has strong IQAS for the prompt and appropriate materialization of the policies and periodical review of its execution is taken through regular meetings.
- The following are the major quality initiatives by IQAC:
  - Regular meetings with stakeholders
  - Feedback from various stakeholders its analysis for quality improvement
  - Organisation of International Conference, National Webinars/Seminars in collaborations
  - Professional Skill based courses and workshops on quality initiatives for students and faculty
  - Regular preparation of Perspective Plan and the yearly Academic Calendar
  - ISO Certification
  - Academic Audit, Green Audit, Energy Audit and Gender audit

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

Institution is keen to observe the human values and instill them among the students. It has formed a set of core values as the guiding principle for the administration and functioning of the institution.

- Many events such as Beti Bachao Beti Padhao Abhiyan, Gender Equality Workshops and Friday for Future are organized. The National/International Women's Day, Constitution Day, etc. are observed to create awareness about human values, duties and responsibilities of the students as citizens of India.
- All inclusive policy of the institution has accommodated diverse student intake.
- Differently abled students are provided assistance in financial as well as non - financial matter.
- Institution makes proper waste management. Vendors/ garbage collectors are called for keeping the campus clean and healthy.
- MoU with Mahalaxmi e-Recyclers has been signed to dismantle hazardous e-waste.
- The tree plantation programmes, cleanliness campaigns, landscaping and green campus, are certain initiatives towards eco-friendly environment.

### **Best Practices:**

1. A Bridge between Industry Demand and Skilii Ecosystem
2. Sustainable Attempts towards 21st Century Digital Skills

- Skill-based courses for each year were offered to the students.



- 2322 students out of 3161 registered students have completed the courses successfully.
- Four self-designed Skill based Courses received approval by the affiliating university.
- 3 Workshops on Use of ICT tools for teaching learning and evaluation were organised.
- 10 online competitions, webinars, quizzes and several co-curricular activities were conducted for the students.
- Use of email, power point presentation and tally software by students has been become a remarkable achievement.
- A strong eco system of providing quality-based teaching- learning process enhanced by the experiential learning is the thrust area of the institution. It has helped to make the institution distinct in the jurisdiction of Shivaji University, Kolhapur.
- The institution is known for its rigorous teaching-learning activities complemented with numerous co-curricular activities that has resulted in good result percentage and an increase in the count of merit holder students.
- The institution has a stack of meritorious students aspiring for higher degrees such as CA/CS/CMA.
- 21 students cleared CA examination during the present Assessment period.
- 2 students have passed CS, 6 have cleared CMA executive and intermediate levels.

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	SHRI NARAYANRAO BABASAHEB EDUCATION SOCIETY'S SHRI VENKATESH MAHAVIDYALAYA
Address	Govindrao High School Campus, Rajwada Chowk, Ichalkaranji, Tal. Hatkanangale, District, Kolhapur
City	Ichalkaranji
State	Maharashtra
Pin	416115
Website	<a href="http://www.venkateshcollege.com">www.venkateshcollege.com</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Vijay Annaso Mane	0230-2424534	8379977373	-	mshrivenkatesh@y ahoo.com
IQAC / CIQA coordinator	Shubhangi Nitin Jarandikar	0230-2420380	9960404967	-	shubhangi.jarandik ar@gmail.com

<b>Status of the Institution</b>	
Institution Status	Grant-in-aid and Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

### Establishment Details

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-01-1994	<a href="#">View Document</a>
12B of UGC	09-12-2002	<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				

### Recognitions

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

### Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Govindrao High School Campus, Rajwada Chowk, Ichalkaranji, Tal. Hatkanangale, District, Kolhapur	Semi-urban	2.5	3177

## 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	BBA,Commerce	36	12th Standard or equivalent	English	112	99
UG	BCom,Commerce	36	12th Standard or equivalent	English,Marathi	528	527
UG	BCom,Information Technology Entire	36	12th Standard or equivalent	English	112	104
PG	MCom,Commerce	24	B. Com Graduate	English	55	55

**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	1				2				10			
Recruited	1	0	0	1	1	1	0	2	2	1	0	3
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				18			
Recruited	0	0	0	0	0	0	0	0	12	6	0	18
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				11
Recruited	6	0	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
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.	1	0	0	1	1	0	1	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
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	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	10	4	0	14
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	4	0	5	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	854	0	0	0	854
	Female	1160	0	0	0	1160
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	85	0	0	0	85
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	52	54	34	37
	Female	85	85	68	70
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	250	269	193	157
	Female	333	335	309	294
	Others	0	0	0	0
General	Male	631	533	471	484
	Female	877	809	803	826
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>2229</b>	<b>2087</b>	<b>1880</b>	<b>1868</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>From the academic year 2022-23 the National Education Policy 2020 has been introduced for the students of I year level of all Degree Programmes by the affiliating university. In tune with that the institution has introduced NEP 2020 based curricula provided by the university. At present Shri Venkatesh Mahavidyalaya, Ichalkaranji is a single faculty institution imparting education in the field of Commerce. It runs four programmes from the area of commerce. The institution is affiliated to Shivaji University and follows the curricula designed by the university. Since the year 2018-19 the institution has adopted Choice Based Credit System and now all the programmes are functioning under this system.</p>
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Though all the programmes encompass the discipline specific knowledge of Commerce the curriculum of Commerce under CBCS pattern offers students certain freedom of choice. For instance at the level of B.Com part I students have three Discipline specific core subjects for Semester I and II. They are as follows: 1) Financial Accounting 2) Micro Economics 3) Management Functions and Applications Along with these core subjects the students have Generic Elective Courses(GEC). The students admitted in this new structure can go for either 3years or 4 years Degree programme. For both of the programmes there are GECs. In the Three Years Degree Programme there are 4 total GECs with 16 credits amounting to 10% of the total credits. For Four year Degree programme the percentage of total GEC is that of 8. Following are Generic Elective courses : 1) Principles of Marketing , 2) History of Civilization, 3) Marathi, 4) Global Finance, 5) Hindi, 6) Urdu, 7) Kannada. By electing any one of the given choices student can access the knowledge from the domain of languages or can connect with the global concepts from the given subjects. The Curriculum also offers certain other courses under GECs that help to develop scientific temperament and knowledge of mathematical applications. 1) Business Mathematics, 2) Insurance, 3) Geography 4) Foreign Trade. There are also 4 Discipline Specific Electives at the III year level of Three Years Degree programme where there are 16 credits amounting to 10 percent of the total credits. Besides DSCs, GECs and DSEs the curriculum includes Ability Enhancement Compulsory Courses with 28 credits amounting to 17.5% of the total credits in Three Years Degree programme and 14.14% in the Four Years Degree Programme. The subjects offered from the disciplines of Language and Science may enhance knowledge of students Curricula of all programmes include courses such as “Democracy and Elections and Good Governance”, “Environmental Studies”, “Constitution of India and Local Self Government” as the compulsory civic Courses that help to inculcate social, environmental and human values among the students. The curriculum of each programme that incorporates the abovementioned courses are delivered effectively and attempts are made to encourage students to learn from the interdisciplinary perspective. In the coming years the institution is

	<p>planning to start B.C.S /B.Sc. so as to step towards the multidisciplinary set up.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Initiatives and Practice for ABC Shri Venkatesh Mahavidyalaya, Ichalkaranji, is affiliated to Shivaji University, Kolhapur. As per the guidelines and the directives of the Affiliating University, the institution has started the process of registration of the students in the Academic Bank of Credit. The following initiatives have been taken by the institution: 1) Appointment of the Nodal Officer for ABC 2) Forming the programme wise sub-committees of mentors, 3) Provision of the clerical assistance 4) Induction and Awareness Programme for the students 5) Demonstration to the students of opening Digi-locker and fetching ABC registration Document 6) Class-wise work distribution to mentors for follow up and solving doubts and queries of the students 7) Rigorous follow up of the registration by Nodal officer and head of the institution 8) Filling of the data in the university portal Due to decentralized mechanism almost 90% of the students covered under the NEP 2020 structure have registered to ABC. Shivaji University has defined specific credits for each course. As per the CBCS pattern, the academic credits acquired by the students at I and II semester are uploaded on the examination portal of the university. With new ABC now the students can earn and store his credits and get the facility of transfer of credit. They are informed about multiple entry and multiple exit. As per the different passing heads and restructuring of the examination process, the students are encouraged to do the compliance of the internal evaluation by taking the unit tests/ home assignments and the seminars as per the need of the syllabus components and the guidelines of the university. With IQAC initiatives the institution has also appointed Coordinators for SWAYAM, and Other Online Platforms for Online education. Under which certain number of the faculty have completed their Refresher/Orientation Courses or FDP Programmes. The initiatives have also been taken to make students aware about such programmes of whose credits can be deposited/ transferred into their ABC. The MoUs have been signed with Computer institutions and other technology based institutions who have been providing training and guidance to the students that will help students to get new skills.</p>

<p>3. Skill development:</p>	<p>Practice in Skill Development: The institution has made meticulous efforts in providing Professional and employability Skills to its students. Till 2017 the institution had run 4 self -designed skill development courses. But From the academic year 2019-20 the institution collaborated with the Department of Lifelong Learning and Extension of Shivaji University, Kolhapur. At present the institution has been providing 10 courses in connection to the students' need. The institution has been offering following Certificate Courses: 1) Communication and Presentation Skills 2) Certificate Course in Tally 3) Certificate Course in GST 4) E-Banking and E-Payment 5) Personality Development 6) Introduction to Income Tax 7) Entrepreneurship and Export Management 8) Event Management 9) Yoga 10) Mehandi The institution has received permanent affiliation for the course under NSQF in the subject of Electrical Technology for B. Voc Degree. However due to pandemic situation the institution did not introduce this course. The institution intends to have an alignment with National Skills Qualifications Framework in the coming days. 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.. It organizes various awareness rallies and programmes /street plays and attempts to enhance the human values among students. There is specially defined gender policy and Environment Consciousness Document to inculcate the sense of equality and respect for everyone among the students. In the present set up, there is no space to offer skilling courses through online/distance mode. However the institution works as a bridge center between students and university for enrolled students at Shivaji University Distance Education Center.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At present institution runs four Degree programmes. Among them three Degree programmes namely, 'Bachelor of Business Administration', 'Master of Commerce' and 'Bachelor of Commerce: Information Technology(Entire)' have English as a medium of Instruction whereas Bachelor of</p>

	<p>Commerce has marathi as a medium of instruction. However the students who are enrolled to these programmes arrive from the vernacular background. Due to this the teachers adopt translation and bilingual method of teaching. The students have Marathi or Hindi as their mother tongue. In this regard the teachers observe the trilingual (with emphasis to Marathi) mode of communication with students. At First year B. Com there are 4 electives based on languages. However at present these language electives are not provided at the institutional level. Establishment of Literary Association has remained one of the best practices of the institution. One of the very objectives of this Association is to enrich human values and awareness about socio-cultural issues by observing literary days and reading literary pieces. There is a separate committee for this Association. Attempts are made to organize various activities regarding human values, environment issues etc. Marathi Bhasha Gaurav Din, Hindi Din, Sanskrit Din, Vachan Prerana Divas, Lokshahi Divas, Sanvidhan Din are celebrated through this Association by organizing different kinds of activities such as presentation of wall papers, surveys on language components conducting language quiz, elocution competitions, collection of rare folk songs etc. Institution has a separate Cultural Department that organizes various activities based on the tradition of India. Students participate in competitions based on the performances of folk songs or folk dance at district or university level. The days such as Guru Pournima, Teachers' Day, Makar Sankranti etc. are observed where students are made aware of our great heritage and culture. Through the programme such as Azadi Ka Amrut Mahotsav students are encouraged to revive the history of India and its great tradition. Every Year International Yoga Day is celebrated in the college. From the academic year 2022-23 the institution has introduced special 'Yoga Course' for girl students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome Based Education: To translate the curriculum into an action the institution has devised certain practices. These initiatives aim at mapping the outcome of the learning by the students. After the introduction of a new syllabus the Programme and Course outcomes are defined. The document duly signed by the concerned HoD and the Principal is</p>

	<p>then submitted to the IQAC. All such Cos and POs are displayed on the HEI website. • In the faculty meetings these macro level outcomes are discussed and narrowed down to micro level. Every teacher, considering his/her teaching workload prepares the component based objectives of mapping attainment level. • The classroom activities are conducted to make the students apply their knowledge. For example to attain the leadership qualities and managerial skills the students are provided opportunities in organising or coordinating certain events. The syllabus component based activities such as advertisement competition, event management, role playing preparing the accounts based on receipts/data from real business organisations etc. are organised to learn the things by doing the things. • After completion of the unit summative unit tests /comprehensive tests are taken to evaluate students' outcome. • 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 list of meritorious students is displayed on the HEI website.</p>
<p>6. Distance education/online education:</p>	<p>Distance and Online Education initiatives: 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. But when the lockdowns were announced, the institution had to adapt 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. For this purpose the students were brought together under the umbrella of the institution's Telegram Groups/ Channels. (The institution was keen to not start a Whats App group as it easily shares the phone numbers of girl-students.) 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, when students returned to the classrooms the online mode was still kept functioning to conduct online testing, sharing additional e resources and text</p>

so as to blend the classroom teaching and the home work with each other. Some of the professional courses with their practical components even were conducted online. One of the faculty has involved in creating online study material for MOOC to be introduced by the affiliating university. At present a composite of online and offline mode of teaching still persists as the students and teachers have identified certain advantages of such a blend that helps to provide additional learning resources to the students and use classroom time for more practical work. The institution has appointed nodal officer/coordinator for online platforms of SWAYM, Springboard. However there are not much students enrolled to such learning platforms. In future more constructive steps are intended to be taken to inform students about such platforms and encourage them to these mode of learning. The affiliating university has its established Center for Distance and Online Education. Some of the faculty members have contributed in writing Self Instructional Study Material for this centre. The institution has been allotted its study center by the University since 2020-21 The facilities such as helping students for admissions, providing them study material, doing their arrangement for examination etc. are provided through the institution's study center. The study Center for following programmes is available at the institution: B.Com. M.Com M.B.A At present 213 Number of students get facilities of Distance Study Center.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The institution is very active regarding the initiatives of electoral literacy. At the institutional level there has been formed the Electoral Literacy Committee as a Sub -committee of National Service Scheme. One of the Faculty members Dr. D. S. Kamble has been appointed to look after it under the supervision of Programme Officer, Mr. A. I. Bandar. The committee is actively engaged in carrying out several initiatives planned by the institution and guidelines provided by the affiliating university.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and</p>	<p>The institution has a functioning Committee for Electoral literacy. The committee consists of the</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>following members: Prin. Dr. V.A. Mane: Chairman of the committee Mr. A. I. Bandar: In- Charge of the committee Dr. D. S. Kamble: Member Coordinator Mr. Tejas Arun Nalawade: Student Coordinator Sakshi Sanjay Bade: Student Coordinator Student Coordinators also work as Electoral ambassadors in the campus. The all committee members take responsibilities of making students aware about voting registration process and the institution conducts class wise camp for informing students the process of registration.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<ul style="list-style-type: none"> <li>• Every year the Electoral Literacy Sub –Committee of the institution arranges Orientation programme for the newly admitted students.</li> <li>• The NSS students participate voluntarily in this process.</li> <li>• The Committee members help the newly eligible students for registration.</li> <li>• The registration forms of eligible students are filled in the institution and they are submitted to the Tehsil Office.</li> <li>• The students are guided in this direction by the committee.</li> <li>• The institution arranges Voters Awareness Campaign besides helping students to register to electoral roll. Voting Awareness Campaign and Rallies are organized and students participate in such rallies.</li> </ul>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> <li>• In the curricula of all programmes the students are offered two non- credit compulsory civic courses named as ‘Democracy, Election and Good Governance’ and ‘Constitution of India and Local Self Government’. The component of these courses help to inculcate importance of democratic values, ethics of voting and need of electoral literacy.</li> <li>• At the adopted village as well as the vicinity the students of the institution participate in rallies.</li> <li>• Street plays are performed by the students based on the ethical participation of voters.</li> <li>• Students of the institution are encouraged to prepare wall papers, slogans, essays/ articles on the election related issues and process and they are displayed under the Avishkar Wall Paper platform established by the institution.</li> <li>• The Democracy Day, Constitution Day, Voters Day are observed in the institution.</li> </ul>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> <li>• Institution has institutionalized mechanism that works as per the rules and guidelines of the university, local government body related to election.</li> <li>• There is an active NSS unit and the committee that takes initiatives for the registration of the eligible</li> </ul>

students to electoral roll. • The Second and Third year students of Three Year Degree Programme of B. Com. and BBA and first year students of PG programme are mostly registered students into electoral rolls. Out of them 60% of the students have registered to electoral roll. • Many of the first year students of the Three Year Degree Programme( approximately 300-400) are yet not eligible to register. However, the institution arranges campaign for them. • At the time of the admission process the institution takes a survey if the students have registered to electoral roll and takes a follow up of it by communicating to them through notice/circular in regard to it. • As a digitization process nowadays the electoral registration is conducted through online mode. The institution informs students about such procedure by organizing induction programme for it. The volunteers help students to fill the online forms if necessary.



## Extended Profile

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### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2220	2087	1880	1868	1701

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

### 2 Teachers

#### 2.1

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

**Response: 15**

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	10	10

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
52.0	41.61633	28.67685	41.51908	27.33927



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

###### Response:

- The institution plays an instrumental role to ensure effective curriculum planning and delivery through a well-planned mechanism and documented process.
- The institution offers three Undergraduate and one Post Graduate programme under CBCS pattern and the curriculum of each programme is designed by the affiliating university with the specific statements of objectives and outcomes.
- Institution has formed a definite Curriculum policy in purview of these objectives and outcomes.
- In view to these objectives PSOs and COS are well documented and communicated to the students at Induction Programme and in the classroom by the concerned course teachers.
- The document of COs and PSOs and the syllabus of each course is made available to the teachers and students at library and is displayed on the institution's website.
- Since its inception, the institution has formed the subject related Associations that plan and conduct various co-curricular and extra-curricular activities to enhance the learning experience of the students.
- IQAC designs the Institutional Academic and Activity Calendar at the commencement of every academic year by incorporating the Association wise planned activities and tentative schedule of university and institutional examinations. It is communicated through the website and Annual magazine of the institution.
- IQAC conducts periodic meetings with faculty and administrative staff to review the execution of academic calendar under the chairmanship of principal.
- In consultation with principal, teaching workload regarding each course is distributed in the staff meeting.
- Time Table Committee prepares programme wise time table and communicates to the students and faculty through notice.
- Every faculty member prepares teaching plan, including teaching methods, distribution of lecture / hours per unit of the course, nature of teaching activities and ICT tools to be used for the teaching purpose.
- Teaching plans are submitted to and rigorously monitored by the principal. At the end of each semester Syllabus Completion Reports and ICT Reports are submitted to the office and discussed in faculty meetings.
- Through the Diagnostic Test (oral interaction/written tests) the knowledge level of the students is tested at the commencement of the course in the practical subjects.
- Bridge Course is conducted whenever necessary to bridge a gap between the knowledge of the students and the required knowledge of the course.
- Curriculum of each programme is taught with a blend of conventional and ICT tools of teaching such as interactive method, PPT presentation, Use of Google meet for virtual class.
- Guest lectures, seminars, industry visits etc. are organised for experiential learning and audio-visual e-resources are utilised for better understanding of the curriculum.

- Continuous Internal Evaluation in the form of surprise test/unit test/summative oral test or mid-term test is conducted as a major tool to track comprehension level of each course.
- In the pandemic situation even the CIE was conducted through Google form/Flexi Quiz.
- Monitors of the class provide the feedback orally and the structured feedback is collected and analysed for further inputs.
- All the curricular, co-curricular and extra-curricular activity reports are submitted to IQAC as documentation of the whole process.

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

## 1.2 Academic Flexibility

<b>1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years</b>	
<b>Response: 16</b>	
File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

<b>1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</b>				
<b>Response: 37.2</b>				
<b>1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
1189	225	1769	113	333
File Description	Document			
Upload supporting document	<a href="#">View Document</a>			
Institutional data in the prescribed format	<a href="#">View Document</a>			

## 1.3 Curriculum Enrichment

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

#### Response:

The institution envisages the development of its students as the responsible citizens of India. In this regard the curriculum policies, strategies and their implementation manifest institution's efforts to inculcate and integrate the human values in the overall teaching learning process. Following are the ways to inculcate and integrate the issues relevant to professional ethics, gender equality, human values, environment and sustainability into curriculum.

#### 1) Rigorous Implementation of university designed syllabi relevant to such issues:

(a) In the first and fifth semester of three year Degree Programme, the non-credit civic courses named **Democracy and Good Governance**, and **Constitution of India** are introduced respectively as the mandatory courses by the affiliating university. These courses highlight the civic rights, responsibilities and duties pertaining to human values.

(b) The institution also offers one of the elective courses named **Resume and Report Writing/Personality Development/E-Banking and Financial System** in the second and sixth semester of three year undergraduate degree programme that highlight the professional ethics and life skills.

(c) In the third and fourth semester of three year undergraduate degree programme a **course in Environmental Studies** has been added as a compulsory course to make the students aware about the environmental issues and measures of sustainability. Students are asked to do the project work to understand and perceive the issues in reality.

2) **Brainstorming activities in relation to syllabi:** Along with the inclusion of cross cutting issues in the curriculum, the institution makes special efforts to integrate these issues in day to day teaching learning process. The concerned subject teachers enlist the components from their respective syllabi and plan the activities such as **Wall Paper Presentation, Power-point Presentation, Group Discussion/Essay writing Competition/Elocution/Drawing Rangoli or sketches** on the issues of gender equality, human values etc.

3) **Organization of Guest Lectures /Workshops to create Awareness about such issues:** Experts from the vicinity in these areas are called by the institution to provide students opportunities to have a dialogue with the invitees on such issues.

4) **Participation in Rallies/Awareness Programmes:** Students take part in the awareness programmes about addiction, superstition, voting campaign etc.

5) **Observation of National/International Days:** International Women's Day, Independence Day, Gandhi Jayanti and many more such days are observed and celebrated in the institution that help to integrate the human values and other issues in day today learning process.

6) **Inculcating habit of acknowledging the source material in teaching/learning/research work:**

Students are encouraged to acknowledge the sources to avoid plagiarism when they participate in curricular activities or when they prepare a project work. The research committee of the institution is keen to scrutinize the research projects and conducts workshops on research methodology and make students as well as faculty aware to avoid plagiarism as the necessary professional ethic.

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

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

**Response:** 37.61

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

Response: 835

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 98.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
818	810	772	781	663

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

2021-22	2020-21	2019-20	2018-19	2017-18
827	815	815	783	663

#### File Description

#### Document

Upload supporting document

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Institutional data in the prescribed format

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#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:** 69.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
270	280	281	242	263

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

2021-22	2020-21	2019-20	2018-19	2017-18
410	405	386	390	331

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

## 2.2 Student Teacher Ratio

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

**Response:** 246.67

## 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 using ICT tools

**Response:**

The institution believes that “Education is translation of knowledge into application”. It emphasizes learning by doing. It has a Definite Curriculum Deployment Policy. In tune with it the process of teaching and learning incorporates multiple learner centered methods that demand active involvement of students. To cater to the diverse student capabilities and to make the learning experience more dynamic and meaningful the institution applies various pedagogical tools with the support of ICT.

- **ICT Tools Used for Teaching Learning:** Under Digital Literacy Initiatives the faculty makes extensive use of ICT tools and encourage students participate in using them for learning. Information Communication Technology is used in the following ways
  - Computers, Smartphones, Laptops and LCD projectors as audio-visual tools
  - Google meet/ WebEx /Zoom platforms for virtual classrooms
  - E-resources like videos, text content, images, short movies or links of certain courses as additional study material /for blended learning
  - Telegram Channel/Groups for sharing E-content
  - PPTs and e-text prepared by faculty and students
  - N List resources for updating knowledge and learning
  - Teaching of Tally Software
  - CDs and Videos as educational tools

Along with the use of ICT the faculty deploys several student centric methods for teaching:



- **Experiential learning:**
  - **Project works:** Students are given content relevant topics for project works especially in the courses of BBA and Environmental Studies. At PG. level students undertake research projects based on the actual research problems related to the subjects like Advance Accounting –Auditing, Economics.
  - **Organization of activities by students:** Students are entrusted with organizing different activities in the college as **student coordinators** that help them learn several soft skills and managerial skills at practical level. Special mention must be done of **Girls Forum activities and BBA Saturday activities**
  - **In-House Content based competitions:** Many In-house competitions such as **preparing advertisements, writing essays/ preparing power point presentations, framing documentaries /videos, using tally software for learning accounting** etc. are organized as opportunities of experiential learning.
  - **Off-Campus Participation:** Students of BBA particularly participate in such competitions where they exhibit their talents in managerial skills/ administrative skills by winning several such competitions.
  - **Industry Visit/Industry Training:** Students are taken to field visit/industry visit such as **Mapro Industries, Infosys, or Co-Operative Banks** so as to acquaint them with the actual working culture.
  
- **Participative Learning:** To seek the active participation of students the space in the classroom is utilized by the respective subject teachers at its maximum.
  - **Role Playing or simulation** to develop the language skills in relation to the syllabus.
  - **pair work, group discussions and elocution tasks** are framed in connection with the components from syllabus.
  - **PPTs** by students, **presentations in seminars**
  - **Wall paper exhibition, food festivals, Swayamsidhha cell, Management Event by Girls Forum** are some platforms used by the institution to learn by doing the things.
  
- **Problem Solving Activities**
  - Business Quiz,
  - Language Games
  - Guess Who?
  - Word Antakshari
  - Worksheets/assignments
  - **mock situations/ interviews.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
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## 2.4 Teacher Profile and Quality

<b>2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years</b>				
<b>Response:</b> 85.45				
<b>2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11
<b>File Description</b>	<b>Document</b>			
Upload supporting document	<a href="#">View Document</a>			

<b>2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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)</b>				
<b>Response:</b> 76.6				
<b>2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</b>				
2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	5	3
<b>File Description</b>	<b>Document</b>			
Upload supporting document	<a href="#">View Document</a>			
Institutional data in the prescribed format	<a href="#">View Document</a>			

## 2.5 Evaluation Process and Reforms

<b>2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system</b>
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**is time- bound and efficient**

**Response:**

There is a well -defined Examination Policy of the institution and it adheres to the rules and regulation of the affiliating university as well as the institution. In accordance with it there is a separate Examination Committee consisting of the faculty and the administrative staff for internal, external as well as Continuous Internal Evaluation that looks after the smooth conduct of the assessment process.

• **Transparency in examination:**

- The institution strictly follows all the rules and guidelines regarding assessment set by the affiliating university and communicate it to the students by displaying them on the notice board.
- The tentative schedule of the internal as well as university examination is mentioned in the Academic Calendar. The final schedule of all types and levels of examination is **communicated well in advance** to the students.
- All the examination circulars are displayed on the college notice board and shared to students' online official groups.
- Questions of Internal, Oral examination or Project Works are set and assessed as per university evaluation pattern.
- The **marking scheme of evaluation** and the **nature** of the question papers for the university examination are **informed to the students by the respective subject teachers through mock tests and by providing previous years' question papers** in the library.
- The institution appoints all the examination related staff as per the norms and communicates the appointments to the concerned well in advance.
- It observes Secret Remote Paper Delivery system with high responsibility.
- The Central Assessment Programme for internal/Home Examination is conducted by maintaining the secrecy of the examination. The regular record of the programme is maintained officially.
- The CCTV surveillance is made to curtail malpractices if any.
- In case of online examination conducted during the pandemic situation, the institution kept a continuous track of students' examination records and frequently messaged them through official college channels to keep transparency of the examination.

• **Grievance Redressal Measures:**

- Three levels of time bound and efficient grievance redressal system

**Pre-Exam:**

- Grievances related to examination application, hall tickets, wrong entry of student name, optional subjects, need of scribbler or issues related to physically disabled students if any are resolved by the exam committee

**During Exam:**

- Issues regarding failure to produce hall tickets/ID Card by students at the time of examination, matters related to seating arrangement, late arrival by the candidate etc. are resolved immediately as per rules and guidelines and in consultation with the authority.

- Special care was taken during the online examination regarding technical issues and helpline numbers were provided to the students.

**Post-exam:**

- In case of any grievance, the concerned students are asked to apply to the Grievance Redressal committee.
- The issues regarding revaluation, absenteeism, awaiting results are immediately addressed to the university and a rigorous follow up is taken by the examination committee members.
- The track record of each issue is maintained in the office. All correspondence is communicated to the concerned student in time so as to avoid his/her educational loss.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

**Measures to state and display POs and COs**

The document of POs, and COs is prepared by the head of the Department and is disseminated among its stakeholders. The institution takes the following steps in this regard:

- Document of POs, PSOs and CSOs is published on the website.
- The syllabus copy of each programme is kept in the college library and also on the institution’s website.
- Communication of POs and COs in the Induction/Orientation Programme and by respective subject teacher in the classroom
- Discussion of Component/Unit-wise outcomes to the students as everyday part of teaching learning strategy.

**Measures to evaluate attainment of POs and COs**

Evaluation and assessment forms the bedrock of any educational process. The whole teaching and learning process at the end is considered successful when it concretizes the attainment of what has been achieved by the participants of this process. The methods and techniques to measure the achievement varies in connection to its outcomes. Hence the institution has evolved various means through which the students’

performances can be evaluated.

#### Evaluation of Attainment of the Programme Outcomes

**Result Analysis of University examination:** Final year Result of each programme offered in the institution is analyzed to know the attainment level of the students. The Result Analysis report figures out percentage of students who obtain Distinction, I Class, II class or Pass Class. The analysis is used as an indicative tool for students' attainment level.

**Students Progression Rate:** The students' attainment level is also evaluated by analyzing their progression in a vertical position. The data of the students entering to further education or placing to certain jobs is collected and analyzed as a means of evaluating the attainment of the programme outcome.

#### Evaluation of Attainment of Course Outcome:

Apart from the analysis of the University examination the attainment of the course outcomes are evaluated in the institution by different means:

#### Diagnostic Test

Identifying course related basic knowledge level at the entry point is essential as a decisive tool. One of the means used to evaluate the attainment level at entry point is the merit list prepared at the time of the admission. Besides that subject wise performance of the students is also tested through Diagnostic Test in written or oral form at the beginning of the course. It helps teachers in getting advance, slow or average levels of learners and in defining the succession path of the student towards attaining course outcomes.

#### Formative Evaluation:

The on-going development of students from their entry point to completion level of the course is continuously observed by the concerned course teachers. For this purpose the following methods are utilized:

- Assessment in the class through small tasks/exercises on the topics taught
- Oral / PPT presentation by students after completion of the units/ modules
- Organising informal quizzes / competitions after completing the topics
- Analyzing student behavior in their participative teaching-learning process

**Continuous Internal Evaluation:** Unit tests, Home Assignments, mid-term tests, Work Sheets are used to evaluate students' attainment level.

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

### 2.6.2 Pass percentage of Students during last five years

**Response:** 91.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
648	562	487	388	319

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

2021-22	2020-21	2019-20	2018-19	2017-18
674	577	513	461	410

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

## 2.7 Student Satisfaction Survey

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

**Response:** 3.75

File Description	Document
Upload database of all students on roll	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0	0	0.1	0

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

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

**Response:**

The institution is always keen to inculcate innovative spirit among students and it is one of the core objectives of the institution. The institution has been imparting the knowledge of vibrant field of commerce for the last 39 years. The students enrolling in the institution basically arrive from the entrepreneurial backgrounds and seek to obtain the innovative business ideas, in regard to its planning, execution and accounting. As an established institution the college has tried to develop its ecosystem to enhance such entrepreneurial skills that will lead to self- reliant, innovative entrepreneurs in the modern society. The ecosystem of the college has taken following steps in this direction:

- The institution has established Incubation and Innovation Center named “*Lakshyavedh*”. This is a platform utilized for bringing the industrialists and the students on the same ground to form a dialogue.
- The well -known industrialists from Maharashtra Mr. Makarand Chitale (Director, Chitale Group of Industries) and Mr. M.B. Shaikh (Director, Welpro Components Pvt. Ltd.) were invited to have an exchange of ideas regarding new fields of business.
- Institution provides training to the students as an experiential means of knowledge about the different business ideas for which students are taken to industrial visits like Sugar Factory, Agro Industries, Food Industries.

- In-house training programmes are also arranged to share the knowledge. Academic Industry Conclave on Start-up is one of certain activities organized to train the students.
- The institution has established **Swayamsidhha Cell** that is specially designed for the girl students. The cell provides the training in handicraft and other such entrepreneurial forms. Numerous activities such as handicraft exhibitions peer training, invited lectures are conducted under it.
- Students are deputed to participate in University organized Avishkar Research convention every year to enhance their research aptitude and provide them exposure to share and experience the new ideas received at such platforms. The students of B.Com. namely Pooja Pareek , Vinayak Pathade, Gajanan Bhasme, Priyanka Waghmode, Aditya Kadtare, Suzan D'Souza, Shruti Nair etc. participated by doing research in the current issues like Merging of Transferring banks, Production and Market problems.
- The institution has organized around 20 Workshops/Seminars in the recent and novel ideas or trends so as to acquaint students and faculty with new fields of knowledge and changes in contemporary scenario.
- The institution published Conference Proceedings with ISBN No. 978-81-951460-6-2 as a document of sharing and exchanging of knowledge that came to the forefront from the original research papers presented in National Level Webinar on Entrepreneurship in the year 2019-20. The institution had organized this Webinar on 28th August,2021 in collaboration with Shivaji University, Kolhapur.
- The Scheme of Seed Money has been initiated by the institution from the academic year 2019-20 to encourage the faculty and the students to increase their research. The delegation fees, Publication/Proceedings Fees, registration charges for participating in research competitions etc. were provided to faculty and students under this scheme.

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

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

**Response: 21**

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	2	5	2



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

### 3.3 Research Publications and Awards

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

**Response:** 1.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	8	1	12

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

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

**Response:** 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	15	24	17	1

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

### 3.4 Extension Activities

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

##### Response:

In order to sensitize students to social issues and to help in their holistic development, several extra-curricular and extension activities are organized by the institution in the neighbourhood community. The special efforts are taken by the programme officer and volunteers of NSS unit of the institute to conduct these activities. The students and faculty are encouraged to participate in many such activities so as to make them socially responsible citizens of the society, which is the vision statement of the institution. The following are some of the activities organized by the institution in this connection.

- The institution organizes special camp at its adopted village every year. It has formed a good network with the people there through carrying out many extension activities. The main objective of the camp is to strength cordial relation with society to create respect for physical labour among students. During the stay students are involved in doing literacy surveys, street play performances for creating awareness regarding social issues. They undertake activities such as cleanliness of the village, Free health check-up camp, construction of roads, tree plantation etc.
- **Help to Flood Affected people:** Being empathetic towards the people in trouble the institution promotes students to help needy people. In this regard the monitory funds were collected and sent to flood affected people at Kerala(2019)
- In the rainy season the villages nearby and the part of Ichalkaranji city gets affected by the heavy rain water and flood situation. The NSS plays major role in implementing the cleanliness campaign and conducts sanitization activity after the recession of the flood.
- **Help in Pandemic situation:** Masks, sanitization kits were distributed to the Corona affected people in the adopted village by the institution. Several awareness programmes regarding health and hygiene were conducted in connection to pandemic situation.
- Gift of Benches at adopted village: As a gesture of donation benches were donated at a very remote village named Birdevvadi.
- Students of the institution celebrated festivals like *Makar Sankranti* and *Raksha Bandhan* with Mentally Retarded students
- Students visited Orphanages, Old-age Homes, Leprosy Colonies to cultivate a bond and remove the feeling of exclusion among the people living there.
- Institution organized Blood Donation Camps frequently in association with Lions Blood Bank, Adhar Blood bank.
- Cleanliness campaign at public places like bus stand, river beds, public cemetery etc. were organized by NSS students
- Free Health Check-up camp for villagers
- Participation in voter campaign
- Participation as Police Friend at Festivals
- Tree Plantation activities for clean environment
- Celebration of freedom fighters, national heroes
- Participation in Beti- Bachao, Women Empowerment related activities

##### Impact of these activities:

**Students participation in these activities has made them aware about the social issues like**

- inequality at the level of class, caste, gender
- illiteracy among women and villagers due to unavailability of adequate means
- issues of differently abled people, orphans, old/senior citizens
- problems of health and hygiene
- superstition, drug addiction
- issues of deforestation and environment
- River pollution
- Need of donating blood or body organs for needy people

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

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

#### Response:

The institution has always been conscious of social responsibility and inculcating the same among students. It makes students come forward in extending the hand for help to the needy and socially marginalized sections. The institution has a very active unit of National Service Scheme that carries out or helps in organizing various extension activities at the institutional level as well as in collaboration with the government bodies such as Municipal Corporation, Gram Panchayat, Municipal Government Hospital, Police Department etc.

The volunteers also come forward and engage in the activities conducted by the Non-Government but socially recognized organizations working at the local level such as Lions Club, Adhar Blood Bank. They participate under different government schemes functioning for awareness programmes such as Swachha Bharat Abhiyan, Beti Bachao Beti Padhao or Environment related issues. The respective GOs and NGOs have recognized the faculty and students' efforts by appreciating or recognizing their contribution in working with social responsibilities. Following are the activities conducted by the institution for which the participants were recognized:

Sr. No.	Extension activities	Recognizing Institution
1	Blood Donation	Adhar Blood Bank
	Blood Donation	Lions Club
	Blood Donation	HDFC
2	Cleanliness Campaign and Special Camp	Grampanchayat, Takawade
3	Visit and Distribution of Sweets and Food Packets to Matimand Vikas Kendra	Sanmati Vikas Kendra
4	Participation in Avhan Camp	Government
5	Temple Cleanliness	Gajanan Maharaj Trust
6	Participation in Special Camp	Shivaji University, Kolhapur
7	Participation in Disaster Management Camp	Swami Ramanand Tirth Marathava

		Nanded	
8	Participation in Gender Equality related Seminar	Shivaji University, Kolhapur	
9	Participation in Cleanliness in Flood affected Area	Municipal Corporation	
10	Participation in Disaster Management Camp	Devchand College, Arjun nagar( Shi Kolhapur)	

The special mention must be made of our student late Mr. Shubham Yuvraj Vayase who devotedly worked for the flood affected people and lost his life.

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

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	5	10	7

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

### 3.5 Collaboration

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

**Response:** 32

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

The institution has availability of adequate infrastructure and physical facilities in regard to Classrooms, laboratories, ICT facilities, cultural activities and sports activities. The Institution is located at the heart of Ichalkaranji city. It functions from its own separate building. It is spread across the area of 2.5 acres with built up area of 3177 sq. mtr. Since its inception it has been augmenting its physical and academic infrastructure in accordance with the increased number of enrolled students and introduction of new programmes. At present the institution runs with the following physical amenities and facilities:

##### Classroom, Laboratory and Physical Facilities:

- There are 17 spacious and well- maintained classrooms with the physical facilities of Black boards, electricity and fans.
- Out of 17 classrooms the 9 classrooms are ICT enabled classrooms carrying LCD projectors, Laptops and essential ICT equipment.
- The institution has a separate Seminar Hall with electronic podium and public address system and has a sitting capacity of 200 seats which is utilized for arranging workshops/seminars and several student centric activities.
- Very recently the institution has installed elevator to make the campus disabled friendly.
- There is a spacious *Madanlalaji Bohara Library* updated with latest reference collection
- It has separate reading room for faculty and boys and girl students.
- There is a Principal's Cabin, Administrative office, separate staff rooms for B.Com-BBA faculty, separate rest rooms for girls and boys as well as separate Examination Room, CAP Center and SRPD Room and IQAC Room.
- The campus provides clean and cool water at each floor and ensures the safety with CCTV at 13 points. It also has generator back up.
- The campus has a separate parking slot for bicycles and vehicles.

##### ICT Infrastructure:

- The institution has updated and well equipped Computer Laboratory with 115 computers that has latest configuration and with educational software installed (such as Tally, Word Microsoft, Spoken English)
- There is a wi-fi connectivity during office hours.
- The institution has an optic fiber line for faster internet access and has 100 mbps broadband connection of BSNL.
- It has Biyani Technology based software for e-governance, biometric (face recognizing) attendance.
- There are photocopying machines, printers, desktops and digital camera for academic and administrative purpose.

### Infrastructure for Sports and Cultural activities

- The institution has separate Gymkhana Committee and the Cultural Committee. The teacher in charge takes responsibility of informing students about various competitions held in-house and off the campus regarding sports and culture. The institution organizes various cultural programmes, especially for girls.

#### Sports facilities:

- Formation and Coaching for various sports teams of girls and boys students
- Updated Gymkhana construction with indoor game facilities
- Gym accessories
- Cricket kit (inclusive of Bats, stumps, leather ball dress)
- Badminton kit
- Swimming kit
- Volley balls
- Yoga kit
- Kabaddi Kit
- First aid kit
- Swimming Tank made available from municipal corporation

#### Cultural Facilities:

- Spacious Auditorium for Cultural activities
- Musical instruments
- Stage properties
- Provision of appointing special trainers and assistance for cultural activities

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

#### 4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

**Response:** 34.85

##### 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
47.1	19.52519	0	0	0

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

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

#### Response:

Library is one of the essential components in the teaching learning process. In this regard the institution has done time to time expansion of the library to accommodate increasing need of number of students. Very recently the institution has expanded library to avail students various facilities at spacious area. It has been named after the late president and backbone of the institution Hon. Madanlalji Bohara. The library is spread across the area of 1028.776 square meter. To maintain and develop the knowledge resource center the institution has a systematic administrative set up. It has a Library Advisory Committee that plays very important role in selection, suggestion and purchase of books and other study sources. The institution has a separate budget head for the purchase of the library resources. Following are the details of library as a learning resource.

- Library area comprises of Librarian's Cabin, Book Issue and Return Counter, Separate Reading Rooms for boys, girls and faculty.
- Since the academic year 2010-11 the library has adapted automation system.
- Earlier it was partly automated. However due to consistent follow up of the IQAC, now the library has been fully automated.
- It uses the ILMS with KOHA software. It has an OPAC, Acquisition, Serial Control and Issue Return. Facilities.
- The library has subscription to NLIST that facilitates multiple e-resources such as
  - e-journals
  - e-Shodh Sindhu
  - Shodh Ganga Membership
  - e-books
  - Databases
  - Remote access to e-resources
- Besides these e-resources the institution subscribes to standard national and international journals and periodicals related to the commerce and management areas. The institution has subscribed to 22 journals and periodicals.
- It provides 11 newspapers in regional and English language.
- It avails students with text books, Reference books and Complementary books.
- There are Competitive Examination and Periodical Sections.
- Till the third cycle of the assessment library had 21390 books including text and references.
- During the assessment period it has enriched its book collection by purchasing 3763 text books and 1917 reference books.
- The total book collection in the library is 27070 books. The total expenditure during last five years on library resources is as follows:



Particulars	2017-18	2018-19	2019-20	2020-21	2021-22
Library Books	90254	127663	237127	259733	172594
Periodicals and Journals	30280	2950	00	22000	54600
News Papers	20227	22675	25719	14913	13651
Total	140761	153288	262846	296646	240845

**Other facilities at library:**

- The institution has **Book Bank Scheme** where needy students with good marks get the whole set of text books for the complete semester.
- **Readers' Club Scheme** is implemented as the additional welfare schemes for the students through Literary Association.
- Advance learners and the differently abled students are provided extra borrow card.
- Students are given open access to select the books they wish to read.
- Institution organizes book exhibition displaying books from various publications.
- System of no dues is followed to track the record of the misplacing of books.
- Previous years' projects are kept as references for research students.

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

### 4.3 IT Infrastructure

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

**Response:**

In tune with the Digital Literacy Initiatives and updating with the advent of technology, the institution has developed its Information Communication Technology facilities for the better execution and governance of its academic and administrative policies and plans. The institution has appropriate Maintenance Policy defined by IQAC and it works for smooth and effective functioning of the IT infrastructure so as to make it user friendly.

- Institution has adequate IT infrastructure for academic and administrative purpose.
- Institution has updated its computer laboratory from 20 computers to 60 and now arranging 100 computers for the purpose of teaching and learning.
- The institution has purchased licensed copies of Microsoft Office.
- It has updated and added its service provider.
- The institution has updated its internet access by replacing 2 mbps BSNL connection to 100 mbps connection.
- It has Wi-Fi connectivity and has updated internet access by installing fiber optic line by AirTel.
- It has purchased better quality scanner, and has updated photocopier and colour printer of good quality.

- The institution provides many browsing centers at different places in the campus
- All the desktops used for office purpose are updated regularly.
- Institution has separate budget allocation for the maintenance of IT infrastructure and it has proper work distribution among human resources about keeping cleanliness and maintenance of infrastructure.
- There is an arrangement of technical support for solving the technical issues faced by the faculty.
- Faculty Training programmes are organized in this case.
- The institution has signed Memorandum of Understanding with Biyani Technology that aims to update the IT facilities and software used by the institution and also run training programme for the students.
- The institution has E-Waste management for which it has signed MoU with e-Mahalaxmi recycler since April 2022.

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

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

**Response:** 18.66

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

Response: 119

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

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 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:** 50.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
29.7	13.35679	21.75381	17.42485	13.48755

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 49.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
1272	1104	847	784	836

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

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

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

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

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

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

**Response:** 43.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
494	159	1051	1327	1228

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

**5.1.4 The Institution 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:** B. Any 3 of the above

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

## 5.2 Student Progression

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

**Response:** 41.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
290	187	195	158	166

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

2021-22	2020-21	2019-20	2018-19	2017-18
648	562	487	388	319

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

**5.2.2 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)**

**Response:** 100

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	26	13	4	2

**5.2.2.2 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**

2021-22	2020-21	2019-20	2018-19	2017-18
10	26	13	4	2

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

### 5.3 Student Participation and Activities

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

**Response:** 24

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at**

*national/international level (award for a team event should be counted as one) year wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	2	6	5

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

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

**Response:** 17.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	08	27	19	11

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

## 5.4 Alumni Engagement

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

**Response:**

- The registered Alumni Association of the college is one of its vibrant supportive systems. It has always been treated as a part of Venkatesh family and hence named as *Venkateshians*. Since the year 2016, the association had been registered under Association of Intention and had formed its own Executive Body. Due to the efforts of this body now the Association has been registered permanently with Charity Commission under the Maharashtra Institution Registration Act 1860. The Executive body is actively engaged in the policy making, assisting and executing the

developmental plans of the institution. The Association contributes in various ways to the college.

- It is a moment of pride for the institution that the head of the institution Principal Dr. Vijay A. Mane is the alumnus of the institution. He has been appointed in the institution since December 2018 and under his able administration alumni association has been strengthening its bond with the institution in many more ways.
- Physical Director Mr. A. I. Bandar is also an alumnus of the institution who as an employee has been contributing wholeheartedly for the sports and NSS unit of the college.
- 5 of the teaching faculty working on the temporary basis in the college are our alumni and have been recognized as the quality teachers by the students. The members of Alumni Association are representatives in the Statutory Bodies of the college such as Board of Trustees (Mr. Shrikant Changedia), Internal Quality Assurance Cell (Mr. Bhalchandra Thigale), who help in designing the quality policies and developmental plans of the college.
- Mr. Amit Pote as a secretary of the *Venkateshians* has been active in organizing many programmes in the college.
- President of the Alumni Association and Chartered Accountant Mr Bhalchandra Thigale has greatly contributed in designing the syllabus of short term courses related to GST, Income Tax, and Tally. .
- Miss Mayuri Vardai, Mr. Avdhut Rasam, Miss Namrata Batte, arrange Yoga training programme and work as trainers whereas Mr. Akshay Kadole, Mr. Shubham Jadhav have provided guidance as choreographer, musical composer etc. for the cultural activities.
- Alumnus Miss Anjali Darak guided students on “CA Career”. (Date: 17-18/07/2021)
- Alumnus PSI Mr. Prafulla Chavan shared his experiences on preparing for competitive examination under the programme “Meet the Alumnus”.
- As the socially responsible citizens many of the alumni play role in extension activities. The programmes such as Blood Donation Camps, Industrialist Meet, Alumni Meet, Health Check Up Camps, etc. were organized in collaboration with Alumni Association.
- Alumni respond to online feedback forms as well as in oral form and provide constructive feedback for the development of the college.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

**Vision Statement of the Institution:**

The college envisages to become a distinct quality college and make students academically strong, self-reliant and socially responsible citizens.

**One of the Mission statements of the Institution** is “to strengthen an educational ambience, infrastructure and design developmental plans and policies that help to impart quality education in Commerce stream through IQAC”

In connection with the vision and mission statement, the institution has formalized a Management and Governance Policy. It aims to improve rapport and communication between all stakeholders and seek their active participation in managing the matters of the college, ensure active involvement of all faculty members in all scholarly activities contributing to students overall development, and ensure trust through transparent and participatory governance. The Governing Council and the management body of Narayanrao Babasaheb Education Society and the institution have an admirable coordination that contributes in materializing the plans and policies designed time to time leading towards the vision of the institution.

- The N.B. Education Society has a well-framed organogram comprising of the Governing Council and Board of Trustees. The President, Chairman, Vice-Chairman and the Secretary of the Management body play pivotal role in good governance of the institution.
- Principal, being the head of the institution is leading figure and chairs the College Development Committee, Internal Quality Assurance Cell as well as all the statutory committees of the institution.
- Under the able leadership of the institution the several statutory and non-statutory committees are formed that comprise the representation of teachers, students, alumni industrialists, employers, local governing body representatives etc.
- There is a decentralized management observed by the institution in materializing the plans and policies framed by the top managerial body. In this connection various committees and sub-committees are formed by appointing in-charge/head of the respective committee.
- In-charge of the every committee is given a free hand to discharge his necessary duties relevant to the responsibilities shouldered on him/her.
- The students and teachers are the major stakeholders that follow the participatory and decentralized management in organizing and conducting workshops, webinars/seminars, conferences as well as various co-curricular and extra-curricular activities.
- At the administrative office, the office superintendent and his team hold their administrative responsibilities under the authority of the principal.
- UGC and University related events/programmes, government policy based activities, Perspective

plan, Academic and Activity Calendar, Examination related work are planned and discussed in respective committee meetings and are communicated to all concerned stakeholders.

- The implementation of all planned events and practices is done through the event-wise working committees where care is taken to involve majority of the academic and administrative staff in these activities.
- Following are some of the events exemplifying participatory and decentralized mechanism of management:
  - In time Preparation of Academic and Activity Calendar
  - Timely submission of Annual Quality Assurance Report
  - Organizations of International Conference and National Webinars
  - Academic Audit, Energy Audit and Gender Audit
  - ISO Certification
  - Organization of Lead college Workshops
  - Co-curricular activities such as Advertisement Competition, Business Quiz, Management Events by Girls Forum

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

## 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

- **Administrative Set Up**

Shri Narayanrao Babasaheb Education Society is one of the oldest educational institutions in the vicinity. Since its inception it has devoted to impart quality education to the students. The institution established its senior college, Shri Venkatesh Mahavidyalaya, Ichalkaranji, in the year 1983. Since then Shri Venkatesh Mahavidyalaya, Ichalkaranji has been functioning and strengthening its set up with effective administration.

Board of Trustees, Governing Council function as the regulating Apex bodies of the institution. The head of the institution designated as the principal plays a key role and forms various institutional bodies. College Development Committee is headed by the chairman of the Governing Council and consists of the members as per the guidelines of the Maharashtra University Act 2016. The CDC, IQAC and other statutory bodies are constituted as per norms and include members representing the institution's stakeholders.

- **Policy Statement for constructive planning and effective implementation**

Administrative set up contributes in executing the policies related to academic and infrastructural development. The various institutional bodies framed by the head of the institution perform major role in it. The institution has set up the following policy documents for smooth execution of the plans.

1. Quality Policy
2. Code of Conduct
3. Management and Governance Policy
4. Curriculum Planning and Deployment Policy
5. ICT Usage Policy
6. Examination Policy
7. Research Policy
8. Gender Policy
9. Environment Consciousness Policy
10. Mentor Policy
11. Divyangjan Policy
12. E-Governance Policy
13. Reservation Policy

#### **Execution Framework:**

##### **(A) Appointment of the resources:**

The faculty and the administrative staff of the institution are appointed as per the rules and regulations of Government of Maharashtra and Constitution of the management.

##### **(B) Designing and Deployment of Institutional Strategic Plans:**

Planning, monitoring and execution are the watchwords of the institutional management. In this direction, the short term and long term goals are set. **The Five Year Developmental Plan** is formed and published on institutional website. Through the **yearly Academic and Activity Calendar** these plans are materialized. The plans regarding the **augmentation or updating of infrastructure are listed in the College Development Committee Agenda. They are discussed and taken sanction from the respective authoritative body** and definite steps are taken to materialize them. In the **IQAC meetings with different stakeholders** the plans and policies are discussed and executive measures are taken to actualize them.

##### **(C) Exemplars of Deployment of institutional plans:**

- Updating the Computer Lab
- Augmentation of infrastructure as per requirement
- Updating Gymkhana and Cultural Auditorium
- Sanction for introducing a new programme named B.Com IT(Entire)
- Proposal to NSQF for Vocational Courses
- Introduction of Professional and skill based Courses
- Organisation of International and National seminars
- Establishment of Incubation Center
- Quality Audits

##### **(D) Assessment of the Deployment of Plans and Policies:**

- The periodic reviews, action taken reports of the statutory meetings and institution committees are submitted to IQAC which are utilized as the measurable parameters for further improvements in redesigning the plans and policies.
- This whole process visibly manifests the effective and efficient functioning of all the institutional bodies.

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

### 6.2.2 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
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

To maintain the healthy work culture and comfortable ambience, the institution practices the following Welfare Measures for Teaching and Non-teaching staff:

- Regular filing of group insurance to university
- Prompt forwarding of proposals related to Career Advancement, pension schemes, salary differences, medical reimbursement etc.
- Keeping leave record of the staff and updating the service books
- Maintaining the personal file of the staff
- Prompt communication about university or other such important letters to the faculty
- Financial support by sanctioning various loan schemes with all legal procedure through N. B. Society's Cooperative Bank
- Recognition to the staff for their academic achievement and its specific mention in the College annual report and the annual ceremony
- Felicitation/Award to the meritorious wards of staff

- Dividend at Diwali Festival
- Sanction of DL/OD/CL with prior permission or sanction of medical leave
- Deputing the staff for upgrading their skills and knowledge
- Provision of Seed money for Teaching staff for promoting research culture
- Greeting and Felicitation to faculty and staff, on their birthdays etc.
- Provision of Dress code to the attendants and peons at free of cost.

### **Mechanism for Appraisal of the Staff**

To retrospect and to assess performance of the employees and the working mechanism of the institution and to bring a change whenever necessary, institution feels a need of appraising the performance of the every contributor of the HEI. In this connection the institution follows Performance Appraisal system for both teaching and non-teaching staff in the following way:

#### **Appraisal System for Teaching Staff:**

- At the end of the academic year the faculty is conveyed to submit Academic Self Appraisal Report with appropriate supporting documents to the office.
- API (ASAR as per Seventh Pay Commission) /The ASAR is verified by the concerned head of the department and is forwarded to the head of the institution for the approval.
- The head of the institution reviews the performance of the teaching faculty in the staff meetings, through syllabus completion reports
- Report of the Student Satisfaction Survey and Feedback by the different stakeholders is utilized for the appraisal of the teaching faculty performance.

#### **Appraisal system for Non-teaching Staff:**

- Administrative work Dairy is particularly reviewed and maintained by the head of the institution.
- The institution has also prepared a Self-Appraisal Form for the administrative staff that is submitted to the head of the institution at the end of the academic year for review.
- The confidential reports are maintained and the essential performance related issues are discussed if necessary in CDC.

#### **Informal mode of Performance Appraisal**

- Head of the institution forms a dialogue with the students at informal level which provides the platform for receiving the appraisal of the faculty and the administrative staff.
- The Open Door Policy of the principal marks an instant and day today appraisal regarding the teaching schedule, time table, quality of teaching and support by the office staff etc.

#### **Outcome of the System:**

- The appraisal system has positively resulted in improvement of qualitative teaching mechanism, encouragement to the faculty and ease at career advancement.

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

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

**Response:** 25.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	0	0	0

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

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

**Response:** 25.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	2	0

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

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

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Resource mobilization policy of the institution is a well-defined statement that follows the systematic procedure regarding the mobilization of resources and its optimal utilization. The institution receives resources in kind and cash forms. As an higher educational institution it receives funding from the following government and non-government organizations.

- 1) State Government ( Salary Grants, scholarships)
- 2) Affiliating University (Lead College Scheme, NSS, and Examination Fees etc.)
- 3) Self- Financing Programmes and Courses Tuition fees

Other than these sources it receives funds from:

- 1) Management,
- 2) Philanthropies/donors,
- 3) Alumni
  - During the assessment period the institution received Rs. 2152519. from N. B. Education Society for the modification of Computer laboratory.
  - The institution received 110 benches from Rotary Club.
  - Alumni /other philanthropies contributed Rs 1,44,100 for the organization of International Conference held in February, 2019.
  - Since 2019-20 Alumni fund is deposited by the passed out students who leave the institution after graduation.

The resources received either in the form of cash or in the form of goods such as benches, computers, books etc. are optimally utilized and institution keeps a book of accounts for it. Given below are the strategies for the mobilization of sources and its audit.

The budgetary provisions for the academic and infrastructural expenses are discussed and approved in the statutory committees like College Development Committee, College Purchase Committee, Library Advisory Committee.

At the end of every financial year the Income and Expenditure statement are assessed and supervised by the head of the institution. The financial resources raised from these different sources are maintained with appropriate budget heads.

**Provision of Audit:**

Institution conducts financial Audit regularly. It includes the following types of audits:

**Internal Audit:** At the end of financial year the principal and the faculty of Accountancy makes an internal audit.

**External Audit:** Every year the external audit is done by the Institution nominated certified Chartered Accountant Mr. S. R. Shaha.

**Government audit:** The last audit was done by the Auditor of Joint Director (Higher Education) Kolhapur Region, Kolhapur in the year 2002-03.

The institutional budget details are well maintained and placed to the auditor. The mechanism for settling the objections regarding the financial issues is transparent and the detail documentation as maintained through the software is provided to settle the issues.

Apart from that the funds received by the institution from University under different schemes are accounted in the respective budget heads such as Lead College Scheme, Sports Budget, Examination Fees, NSS Department and the expenditure details are audited through the certified CA by the college internally and the audit statement for the same is submitted to the university.

The head of the institution takes full responsibility of the audit statement.

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

## 6.5 Internal Quality Assurance System

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

**Response:**

**Contribution of IQAC in institutionalizing Quality Assurance strategies and process**

Since its foundation in the year 2004, Internal Quality Assurance Cell has been playing an instrumental



role. The institution underwent three Assessment and Accreditation cycles through the initiatives of the IQAC. After every cycle it has undergone a gradual process of qualitative improvement in terms of Curriculum Delivery and Enrichment, Reforms in Evaluation, Inculcating and Improving Research Culture, updating infrastructure and providing students many capability schemes that may lead to their progression. After its third cycle with the continuous efforts of IQAC in holistic development of the students, it has institutionalized certain strategies and processes. Following are exemplary practices that have been institutionalized in the assessment period:

- Strengthening the Internal Quality Assurance System
- Introduction of professional skill based courses
- Organization of Workshops/Training Programmes for Faculty and Administrative Staff
- AAA/ISO and other Quality Audits for further improvements
- Collecting Online Feedback and Student Satisfaction Survey
- Process of Continuous Internal evaluation
- Participation of industry and society in form of MoU
- Enhancement in ICT based teaching learning and evaluation mode
- Developing Ecosystem for Creation and transfer of knowledge
- Regular meetings of IQAC with various stakeholders
- Timely and Verifiable Documentation of the institutional activities at academic and administrative level
- Increase in physical and ICT based infrastructure
- Participation in MIS, AISHE and NIRF

#### **Review and Record of incremental improvement:**

The Internal Quality Assurance Cell of the institution reviews and records the improvement stages at different aspects in the following manner:

- 1. Review and Record of Academic Process:** Review of Academic process that involves teaching, learning and evaluation is taken in the regular IQAC meetings with the faculty as per the plans documented in Academic and Activity calendar and the process is reviewed in accordance with the Curriculum Policy of the institution. Semester-wise reports of syllabus completion, ICT Usage, annual activity reports by departments or associations are discussed in the meeting and submitted to IQAC. The Feedback on curriculum and SSS reports are discussed in meetings. Result is analyzed to check the incremental improvement.
- 2. Review and record of Incremental Operational process:** The infrastructural facilities and its upgradation is reviewed and put forth in the CDC meetings for the sanction. As per minutes the compliance is reviewed in regard to augmentation and updating of infrastructure.
- 3. Examples of incremental improvement:** A continuous and periodic review of the strategies and methodologies adopted for the quality improvement helps to receive a measurable incremental record. The process has resulted in bringing improvement in the following area:
  - increase in physical infrastructure,
  - addition of new programme,
  - updating of computer laboratory,
  - increase in organizing national/international conferences, seminars,
  - addition in offering professional skill based courses,
  - increase in MoUs and Collaborations for student support,

- increase in attainment level of students,
- increase in progression towards higher education,
- a concrete system of Mentoring,
- Online feedback system and Student Satisfaction Survey,
- increase in use of ICT for teaching and evaluation

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

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

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

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

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

## 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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

The institution has a very healthy approach towards the gender equality. It also aims to widen the students' perspective and provide them exposure to the pluralities of thoughts, approaches and help them develop their constructive point of view towards the socio-cultural ethos. In this connection the institution has definite framework that takes initiatives in promoting gender equality and exploits the moments of celebrating and observing national/international commemorative days/festivals to widen students' perspective.

##### Measures for Gender Equality:

- **Policy Document:** The institution has a defined policy for the gender equality and has been observing it meticulously.
- **Formation of ICC:** It has a **statutory Internal Complaint Committee** to look after the grievances regarding gender inequality and to enforce equality awareness programmes as per the gender sensitization plan of the institution. The institution has organized the programmes such as "Introduction to "Women's Laws and Vishakha Judgement", "Awareness about Domestic Violence Prohibition Act", Beti Bachao Beti Padhao Abhiyan.
- **Women Empowerment Programmes:** There is an arrangement of **Nirbhaya Pathak** and the helpline numbers of Nirbhaya Pathak members are displayed at the college campus. The girl students are trained under Self - Defence programme, Lathi Kathi Training, Yoga Training etc. to become self-reliant.
- **Formation of Girls Forum:** The special platform named 'Girls Forum' has been established in the college. Several girl student centric activities are conducted through it. Swayamsidhha Cell meant to develop girl students' entrepreneurial skills. Quilling Paper workshops, 'Best out of Waste' kind of activities are conducted under it.
- **Safe and Secure environment:** There is a large number of girl student enrollment in the institution due to safe and secure environment. The college has twenty four hours CCTV surveillance for the safe environment. The separate common room and reading room facilities are provided to the girl and boys students. Girl students participating in the off the campus activities under NSS, Cultural programme etc. are accompanied by the lady faculty.
- **Guidance and Counselling:** Dieticians, doctors, advocates, women leaders are invited for the girl students to guide and counsel them related to health issues, cyber-crimes, gender sensitization programmes etc.
- **Organisation of co-curricular activities:** The co-curricular activities related to gender equality issues such as drawing Rangoli, writing essays/participation in elocution competition, wall paper presentation etc. are conducted to create gender awareness among students.

##### Institutional initiatives to celebrate/organize national and international commemorative days, events

**and festivals:**

The institution has the following committees that take initiatives in organizing such events at the institutional level:

- National Service Scheme
- Commerce Association
- Accountancy Association
- Economics Association
- English Association
- Literary Association

These Associations celebrate following events:

- International Yoga Day
- International Women’s Day
- World Health Day
- Yuva Din
- Ranganathan Birth Anniversary
- Birth Anniversary of Dr. Babasaheb Ambedkar
- Vachan Prerana Divas
- National Consumer’s Day
- Rajashri Shahu Maharaj Jayanti
- Karmaveer Bhaurao Patil Jayanti
- Celebration of Chh. Shivaji Maharaj Birth Anniversary
- Observation of Sant Gadage Maharaj Jayanti
- Teachers’ Day
- Guru Purnima

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

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

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

**Response:** A. 4 or All of the above

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

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

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

**Response:** D. Any 1 of the above

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

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

**Response:**

Quality Policy statement and the Core Values of the institution exemplify the inclusive attitude of the institution and it has got reflected in the academic and administrative mechanism of the college. In accordance with these values the institution takes many initiatives in providing inclusive environment. The details of them are as follows:

- The institution has enrollment of the students from various linguistic, cultural and socioeconomic diversities and observe the communal harmony in day to- day life.The institution strictly observes the procedure of admission where it is seen that the enrollment for various reserve categories is followed regarding the rules and regulations given by the government.
- The institution aims to inculcate the values of harmony and peace, tolerance and compassion towards various socio cultural groups by organizing different activities.Following are the activities exemplifying institution’s attempt in disseminating these values among students:
- **Shivaji Beyond Shield and Sword(for Inculcating values of religious harmony and all inclusiveness)**
- **Celebration of Gandhi Jayanti:** the occasion is used to highlight the need of peace and non-violence in the present scenario by reading excerpts from Gandhiji’s thoughts or books on Gandhiji; participating in government scheme **like writing letter to Mahatma Gandhi** /conducting cleanliness programmes, worshipping Idol of Gandhiji etc.
- **Cultivating linguistically inclusive environment:** Celebrating **Sanskrit Din, Hindi Din or Marathi Bhasha Gaurav Din** and organizing activities on those days help institution to create linguistic inclusiveness.
- **Organising Environment Consciousness Programmes:** The institution runs very rigorously the

**course in Environment Studies** prescribed by the university, that includes project work based on environment issues. Activities such as Tree Plantation Programme, watering the plants at inaugural ceremonies in the college, felicitating guests with books instead of flower bouquet, arranging environment consciousness programmes etc.

**Sensitization of students and employees to the constitutional obligations, values, rights, duties and responsibilities of citizens:**

In tune with the very motto of the institution “ *Satkriya Aacharavi*” (Promise to righteous deeds”) the vision, mission and the objectives of the institution are defined that aspire to make students responsible citizen with ethical and moral values. Given below are some of the measures in sensitizing students and employees towards constitutional obligations:

- **Code of Conduct at the institutional level:** The institution has formed a code of conduct. Constitutional obligations are reflected through it.
- There is a compulsory non-credit course named, “**Democracy, Election and Good Governance**” at the I year Degree Programme and “**Indian Constitution**” at the final year degree Programme which are prescribed by the affiliating university. These are in self- study mode. The institution provides syllabus of each course to students in the library and makes them aware of these concepts.

The following commemorative days are observed or celebrated by keeping activities related to values, rights, duties or responsibilities of citizens:

- Celebration of Independence Day and Republic Day
- Observing Sanvidhan Din
- Observing Kranti Din
- Implementing Voter’s Registration Campaign
- Celebration of Voter’s Day/ Lokshahi Din
- Celebrating Azadi ka Amrut Mahotsav
- Organising Workshops/Seminars on fundamental Rights, RTI act, IPR etc.

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

## 7.2 Best Practices

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

**Response:**

## Best Practice I

### Title of the Practice: A Bridge between Industry Demand and Skill Ecosystem

#### Objectives of the Practice:

- To accommodate maximum number of students in providing skill based courses
- To enrich the theoretical knowledge of the students with practical components
- Value addition to the students' basic skills

**The Context:** Since the launching of Skill India Mission by Skill Development and Entrepreneurship Ministry of India in the year 2015, the need of bridging a gap between industry demand and skill ecosystem has emerged as a prominent objective of education. In building up an ecosystem for the professional skills the higher education institutions can play a vital role. Shri Venkatesh Mahavidyalaya, Ichalkaranji envisages to develop its students as self-reliant citizens who have potential to face challenges inherently present in the 21st century. Ichalkaranji being an established textile industry town, provides multiple job and business opportunities for commerce graduates who have acquired professional skills like handling tally software, applying GST calculation concepts in Accounting, knowledge of E-banking etc. It has been considered that Degree certification with professional skills may enhance their employability. Besides that there are many students from average income source families who cannot afford to acquire such knowledge through private institutes that charge high fees. Therefore the IQAC decided to introduce skill based and value added courses as per its perspective plan. From 2019 the institution started implementing this decision.

#### The Practice:

- Preparation of course content by faculty of the institution and received approval from university
- Appointment of the Course Coordinator to look after the execution of each course
- Provision of clerical assistance.
- Counselling of students at the time of the admission to a regular degree course and at the induction/orientation programmes.
- Publication of Course details in prospectus
- Preparation of the systematic – batch-wise time table
- MoUs to provide teaching assistance
- Online education during the lockdown situation.
- A meticulous and systematic examination after the completion of course duration as per the university schedule.

#### Success Rate:

As the objective of this practice was to offer at least one skill based professional course to the enrolled students the implementation of the skilled based short-term courses proved satisfactory.

- The content of the course also enriched their knowledge of Degree Courses
- The Courses like Personality Development and Communication and Presentation Skills helped to receive the value addition to their basic Degree Programme.

The following tabular presentation shows the success rate of this practice.

Year	Number of course offered	Number of students enrolled	Number of stud
2019-20	9	1769	1353
2020-21	7	203	155
2021-22	8	1189	814
Total	24	3161	2322

### Problems Encountered and Resources Required:

#### Problems:

- Accommodating Large number of aspirants
- Outsourcing of expertise
- Effect of Lockdown on examination schedule and face to face education

#### Resources Required:

- Computer Labs and Internet Connectivity
- Online methods and e-resources in case of the compliance of certain course work
- Physical infrastructure and human resources

### Best Practice 2

#### Title: Sustainable Attempts towards 21st Century Digital Skills

#### Objectives:

- To make students aware of the 21st century skills;
- To enhance students' cognitive and technical skills;
- To expose students to the concepts such as digital rights and digital citizenship

#### Context:

The UNESCO has set 17 Sustainable Development Goals (SDGs) in 2015 which it claims as a "shared blueprint for peace and prosperity for people and the planet, now and into the future". The UNESCO aspires to fulfill the SDGs by 2030. The SDG 4 is dedicated to quality education where it upholds the idea of digital literacy and expects youths/adults to acquire "at least a minimum level of proficiency in digital literacy skills". The government of India also is keen to enhance the digital literacy through platforms such as National Digital Literacy Mission (NDLM). The NDLM aspires for technical literacy and through it to help the youths to think critically. The 21st century is a digital society where it has become necessary to acquire the digital skills. The 21st century skills involve the three sets of skills: information, media, and technology; learning and innovation skills; and life and career skills. The institution took defined initiatives for digital enhancement.

#### Practice:



**Initiatives at Infrastructural level:**

- Enhancement of infrastructure by adding number of computers.
- Increase in the bandwidth capacity of the internet connections from 2MBPS to 100 MBPS.
- The installment of advance and modified software.
- The regular maintenance of LCD projectors.

**Faculty Development initiatives:**

- Arrangement of special training workshops.
- Encouragement of faculty to take online courses for ICT based teaching learning and preparation of videos/ online presentations through PPT slides
- A very well planned schedule of online teaching through the Webex, Zoom or Google meet platforms. Continuation of digital platforms even after lockdown

**Initiatives for Student participation in adapting digital literacy:**

- Organization of Online Competitions such as singing, dancing, Hand-writing, Drawing Mehandi, Rangoli, Hair style and elocution competition
- Organization of Online Co-curricular Activities such as wall papers, Ad making competition, power point presentations and use of emails for sharing the same
- Online Participation in off the campus competition: Participation of students in online in elocution, singing or Research project competitions

• **Evidence of success:**

- During the pandemic period, due to social distancing and the other restrictions of the lockdown, online teaching remained the only option. But due to the use of digital tools, the teaching-learning did not hamper.
- The students remained in stream of education and connected with faculty. The practice also helped to inculcate the concept of digital rights and digital citizenship.
- The students participated in the various online competitions; and bagged prizes.
- Performance of students in university exams remained satisfactory.

**The problems encountered and resources required:**

- For certain students digital tools were not affordable.
- Technology changes rapidly. For teachers, it becomes difficult to maintain pace with the changing technology.

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

#### **Institutional Distinctiveness (A Strong Ecosystem towards Meritorious and Self Reliant Students)**

Shri Venkatesh Mahavidyalaya, Ichalkaranji has been founded in 1983 by Shri Narayanrao .Babasaheb Education Society, the renowned educational institution in Ichalkaranji and the vicinity. The society has remarkably contributed as one of the oldest quality sustaining educators in Ichalkaranji. Since its inception Shri. Venkatesh Mahavidyalaya has been striving to become a distinct higher education institution imparting knowledge with quality.

Ichalkaranji has been popularly known as Manchester of Maharashtra, a land of weavers. The socio cultural ethos of Ichalkaranji manifests a composite of multi- faceted social economic groups. The town located at the Maharashtra- Karnatak boardar accommodates multi- lingual, multi-cultural communities. The handloom industry that is a root cause of emergence of Ichalkaranji as a textile industry, thrives upon the generations of hand loom workers. The advent in technology has brought a change giving way to auto looms and their investors. This two fold industrial framework of Ichalkaranji has formed a heterogeneous society incorporating a large class of workers at one level and wealthy business men investing for the development techno based textile industry at another. The industrial locale of the city inherently asks for the employees who have potential to administer the business, monitor the financial scheme, the techniques of marketing and manage various aspects of business. The local needs and its global vision has made Shri N.B education society's Shri Venkatesh Mahavidyalaya, Ichalkaranji to incorporate the demand of industry and the provision of education in relation to house demands. Keeping in view the diverse needs of its population the institution has built up over 39 years a strong ecosystem of providing quality based teaching- learning process enhanced by the experiential learning. The very process has gained the institution its district identity in the jurisdiction of Shivaji University, Kolhapur. The institution has acquired a brand image of quality educator and that is the thrust area of the college. A goodwill about the institution and its qualitative process of teaching- learning can be illustrated and measured with the help of the following parameters:

- 1) **High demand ratio:** with its modest number of enrollment in the year of its establishment (111) the institution at present accommodates 2131 students taking education in the field of Commerce. Due to the high demand ratio the institution had to introduce 2 non-grantable divisions in the commerce stream. The institution introduced PG program to cater to students demand and has planned to send proposal for the second non Grantable division for PG class to accommodate the progression rate of our graduate students.
- 2) **Ranks in the University Merit List:** every year students of the college acquire a rank in the first ten positions of Shivaji University, Merit List of all programmes. 50 students of the college have achieved rank in Shivaji University Merit List. Among them 14 students have achieved success during the period of 2018-19 to 2021 examination.
- 3) **Certification as quality collage:** For the last three consecutive years the institution has received first rank in the faculty of commerce under semi urban category in Shivaji University merit scholarship scheme.

The certificate of merit has been awarded by the University. The data of the last five years show that 79 number of students have been offered University Merit Scholarship worth RS 5, 35000. The number of recipients of the central sector scholarship which is given to the meritorious students securing 80% or the above of marks is 889.

4) **Acquisition of CA/CS/ICWA(CMA) Degree:** acquiring the degree of C.A is a dream career for many commerce students. The institution have number of students who have qualified C.A examination and have become self-employed. During the last five years almost 21 number of students cleared their C.A examination. Over the years through counselling to the career of CS and CMA 2 students have cleared the C.S and are working in the well reputed companies where as many of them are pursuing for CMS course. Above 100 students have cleared CA Foundation and Intermediate level of examination and are doing their article ship.

5) **Enriching teaching learning through experiential mode:** The curriculum framework has been boosted by the institution by establishing subject based Associations. These associations are utilized as the platforms for experiential learning. Various co-curricular and extra-curricular activities are planned by them and students' participation is a noteworthy part of this whole process. The students are encouraged to participate in teaching learning process as the peer learners, presenters, organizers. The very system of student participation in the teaching-learning process has helped the institution to build a student- centric institution and has boosted its quality educator's image in the vicinity.

6) **ISO Certification:** As one of the quality benchmarks the institution underwent the exercise of ISO 9001:2015 done by the certified and recognized institution and received ISO 9001:2015 in the academic year 2020-21 with the validity upto 31st December, 2023.

7) **Experienced and resourceful teaching staff:** teachers play a very pivotal role in quality education. In this regard the faculty members of the institution have kept themselves updated and resourceful. As the devoted mentors and counselors of the students the faculty members have maintained a very good rapport with the students in enhancing their learning experience. The faculty contributes as the BoS members, assessors, evaluators, resource person in the education institutions as well as update themselves by acquiring new degrees/courses and by that way help in becoming very resourceful in teaching learning situation.

All these measurable and concrete parameters exemplify the institutional distinctiveness that has given Shri Venkatesh Mahavidyalaya, Ichalkaranji a status of one of the quality Colleges in the jurisdiction of Shivaji University.

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

## 5. CONCLUSION

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### **Additional Information :**

At present Shri Venkatesh Mahavidyalaya, Ichalkaranji is imparting education solely in the field of Commerce. Ichalkaranji, being an industrial town thrives with the business world. There is much vogue among students for Commerce education from different strata of the society. The students enrolled in the institution are from the heterogeneous social groups. Many of the students enrolled are from the nearby villages. The institution works for the betterment and upliftment of these students from rural area and weaker sections of the society.

Several of the students enrolled in the institution have their family business and prefer to handle their own business after graduation. In this connection the institution encourages 'learning by doing' policy to transform them into self-reliant, self-employable citizens.

The girl student enrollment is remarkable in the institution. The achievement of the girl students in sports, culture and university merit list is distinctively noticeable. The success of the girl students is also perceptible in CA/CS examination.

Institution tries to cater such a heterogeneous group. Due to its disciplined and quality education mechanism it has created its reputation as a prime institution providing Commerce education in the vicinity.

### **Concluding Remarks :**

Shri N. B. Education Society's Shri Venkatesh Mahavidyalaya, Ichalkarnaji has been imparting quality education since 1983. With the moderate number of enrollment at its inception (111students) it has now increased to accommodate 2131 students at present. It has modified its policies according to the need of the time and has incorporated the change visible in its teaching learning methods, developing infrastructure, themes discussed in various seminars and workshops organized by the college, new degree Programmes and new skill based courses introduced over the years, increased number of research publications and inclusion of industries/organisations for strengthening students' knowledge. A defined organogram, participative and supportive management, experienced and dedicated staff and enthusiastic learners have collaboratively heightened the merit of the institution. The institution has acquired a goodwill in the society and has been leading ahead with new sets of goals, plans and perspectives to achieve its vision with the motto of "*Satkriya Aacharavi*".

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>Number of Add on /Certificate/Value added programs offered during the last five years</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p>																														
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</b></p> <p><b>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1189</td> <td>225</td> <td>1769</td> <td>113</td> <td>333</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1189</td> <td>225</td> <td>1769</td> <td>113</td> <td>333</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1189	225	1769	113	333	2021-22	2020-21	2019-20	2018-19	2017-18	1189	225	1769	113	333										
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1189	225	1769	113	333																											
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 835</p> <p>Answer after DVV Verification: 835</p>																														
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of students admitted year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>818</td> <td>810</td> <td>772</td> <td>781</td> <td>663</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>818</td> <td>810</td> <td>772</td> <td>781</td> <td>663</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	818	810	772	781	663	2021-22	2020-21	2019-20	2018-19	2017-18	818	810	772	781	663	2021-22	2020-21	2019-20	2018-19	2017-18					
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**2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
270	287	281	242	263

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
270	280	281	242	263

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
409	405	386	390	331

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
410	405	386	390	331

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

**2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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)**

**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B**

**Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	9	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	5	3

Remark : Data updated as per supporting documents.

**2.6.2 Pass percentage of Students during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
648	562	487	388	319

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
648	562	487	388	319

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10000	0	0	10000	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0	0	0.1	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	4	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	2	5	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	8	1	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	8	1	12

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	9	11	10	9

Answer After DVV Verification :



2021-22	2020-21	2019-20	2018-19	2017-18
12	5	5	10	7

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

Answer before DVV Verification : 129  
Answer After DVV Verification :32

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47.1656	19.52519	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47.1	19.52519	0	0	0

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

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

Answer before DVV Verification : 119  
Answer after DVV Verification: 119

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

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29.70076	13.35679	21.75381	17.42485	13.48755

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29.7	13.35679	21.75381	17.42485	13.48755

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1272	1104	847	784	836

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1272	1104	847	784	836

**5.1.4 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: B. Any 3 of the above

Remark : Data updated as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
290	187	195	158	166

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
290	187	195	158	166

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

Answer before DVV Verification:

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

<p>5.3.1</p>	<p><b>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</b></p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>7</td> <td>4</td> <td>2</td> <td>6</td> <td>5</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>7</td> <td>4</td> <td>2</td> <td>6</td> <td>5</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	4	2	6	5	2021-22	2020-21	2019-20	2018-19	2017-18	7	4	2	6	5
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2021-22	2020-21	2019-20	2018-19	2017-18																	
7	4	2	6	5																	
<p>5.3.2</p>	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p>5.3.2.1. <b>Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1099 1046 1234"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>39</td> <td>26</td> <td>23</td> <td>29</td> <td>27</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1312 1046 1447"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>22</td> <td>08</td> <td>27</td> <td>19</td> <td>11</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	39	26	23	29	27	2021-22	2020-21	2019-20	2018-19	2017-18	22	08	27	19	11
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2021-22	2020-21	2019-20	2018-19	2017-18																	
22	08	27	19	11																	
<p>6.2.2</p>	<p><b>Implementation of e-governance in areas of operation</b></p> <ol style="list-style-type: none"> <li>1. <b>Administration</b></li> <li>2. <b>Finance and Accounts</b></li> <li>3. <b>Student Admission and Support</b></li> <li>4. <b>Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above</p>																				
<p>6.3.2</p>	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p>6.3.2.1. <b>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</b></p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	16	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	18	19	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	2	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

6.5.2 **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)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

	<p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: B. Any 3 of the above                  Remark : Data updated as per supporting documents.</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above                  Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: D. Any 1 of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2229</td> <td>2087</td> <td>1880</td> <td>1868</td> <td>1701</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2220</td> <td>2087</td> <td>1880</td> <td>1868</td> <td>1701</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2229	2087	1880	1868	1701	2021-22	2020-21	2019-20	2018-19	2017-18	2220	2087	1880	1868	1701
2021-22	2020-21	2019-20	2018-19	2017-18																	
2229	2087	1880	1868	1701																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2220	2087	1880	1868	1701																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>                  Answer before DVV Verification : 17                  Answer after DVV Verification : 15</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	11	12	12										
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	11	11	12	12																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	10	10

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52.08506	41.61633	28.67685	41.51908	27.33927

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52.0	41.61633	28.67685	41.51908	27.33927