



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SHIKSHAN MANDAL'S MAHILA MAHAVIDYALAYA

PLOT NO.222, MANGALWAR PETH, KARAD DIST.- SATARA
415110

www.mahilamahavidyalaya.com

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shikshan Mandal, Karad's **Mahila Mahavidyalaya, Karad**, an affiliate to Shivaji University, Kolhapur is the first women's college in Satara district. Considering that women must be self-reliant and empowered in every aspect of their life, the visionary leadership of Shikshan Mandal, Karad took prudent step in establishing Mahila Mahavidyalaya on August 7, 1986. We believe that the purpose of higher education is to provide a well-rounded education that will fit women to utilize their abilities to the fullest extent. Being a girls' college, our multi-faculty college is committed to the cause of empowerment of girl students hailing mostly from rural areas in the vicinity of Karad through access to higher education and awareness about social responsibilities. We believe in capacity enhancement rather than mere information generation. The college thus ensures nurturing and creating women well equipped to be world citizens; women who are proud of their culture and heritage as well as possess broad sensibility that vibrantly celebrates diversity in all aspects. Woman power is the striking feature of the college with 99.9 % girl students and 59 % women faculty including the Principal, IQAC coordinator, Librarian and PE Director. We have well-equipped physical, sports and IT infrastructure, laboratories and well-stocked library with e-resources that facilitates quality teaching –learning and evaluation process. A good number of students have secured university ranks and represent the college in extra-curricular and outreach activities. The College has a registered Alumni Association. In its journey towards excellence, the college has brought together all stakeholders and is ready to update itself as per NEP 2020 requirements.

The college has 1.2. acre well equipped campus with built up area 7309 sq. ft. The college offers 04 programmes (UG 3 and PG -01). In 2022-23 the college began Science faculty and B.Com. (IT)programme.

The parent institution Shikshan Mandal, Karad was founded as a fitting tribute to the departed freedom fighter Lokmanya Tilak on August 1, 1920. Shikshan Mandal boasts of its alumni late hon. Shri. Y.B. Chavan, the first Indian individual Olympic medalist Khashaba Jadhav, Smt. Justice Shalini Phanasalkar (Bombay High Court) and many more illustrious personalities.

Vision

The college is committed to the cause of empowerment of girl students through offering them an access to modern , scientific and value-based higher education along with a training in employment –oriented skills and availing them of employment /entrepreneurial opportunities so as to make them self-reliant.

Empowerment of Girl Students in Pursuit of Knowledge, Values and Self-Reliance

Mission

Mahila Mahavidyalaya endeavours to empower girl students to be self-reliant and thereby a national asset by integrating values, providing quality education and skill development programmes.

The mission validates the core values of our college as it believes in striving for excellence in academic and administrative work and for social cause; respecting and acknowledging potential in all its stakeholders;

endeavouring to inculcate the spirit of service in faculty, non-teaching and students; promoting and following the value of integrity in all aspects of life; welcoming diverse people, ideas and perspectives and supporting independent community to develop harmony to have rich learning experience and believing in gender equality and striving for people's rights, welfare and empowerment of all.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Rich legacy of excellence of Shikshan Mandal, Karad in the field of education since 1920.
2. First girls' college in Satara district
3. Visionary Management Council for the college
4. Strategically located in the town area of Karad city
5. Eminent personalities from education and industry serving as CDC members
6. Dedicated and academically excellent faculty
7. Meritorious positions secured by students in university examinations
8. Encouragement to students for co-curricular activities
9. Organisation of gender equity programmes
10. 17 MOUs with academic institutions and industries
11. NTA centre for various professional and competitive examinations
12. Distance Education Centre of Shivaji University, Kolhapur for Post Graduate programmes in English, Marathi, Hindi, Economics, Sociology, Political Science, History and Commerce.
13. Study Centre of YCMOU for BCA and select graduate and P.G. Programmes
14. UGC-NSQF State Government and Shivaji University, Kolhapur approved 1 Diploma course and 2 certificate courses
15. Career oriented add-on courses by the Centre for Skill Development
16. Commendable community service by the NSS
17. Well-equipped and maintained physical, academic and support facilities for teaching faculty, students, non-teaching staff, and other stakeholders : Well-equipped laboratories, fully automated library and ICT enabled classrooms
18. Free wi-fi and internet facility to faculty, students and non-teaching staff
19. Well-equipped Gym and sports facilities for students and teachers
20. Divyangjan friendly campus
21. 24/7 CCTV surveillance providing secure campus
22. Strong alumni network

Institutional Weakness

1. Limitations to develop infrastructure due to space crunch
2. Few industrial collaborations
3. Technical hurdle in filling teaching and non-teaching posts
4. Being an affiliate college, less flexibility in curriculum design
5. Limited financial resources
6. Inadequate faculty research in terms of UGC care listed / high impact journal publications
7. Limited job opportunities for traditional courses

Institutional Opportunity

1. Opportunity to start new-age self-financed programmes / courses
2. Adoption of blended learning
3. Implementation of effective e-governance
4. Scope for undertaking funded research and consultancy assignments
5. Enhancement in community engagement and outreach programmes
6. Increase in Field Visits, Industrial Visits and Study tours for students
7. Strengthening of Industry Academia Interface
8. Scope for strengthening of Incubation Centre
9. Constructive involvement of alumni
10. Implementation of innovative teaching methods
11. Strengthening of Centre for Skill Development

Institutional Challenge

1. Lack of students' and parents' interest in traditional courses/programmes
2. Being a girls' college, discontinuity in programme completion due to familial responsibilities
3. Less opportunity of placements in renowned business establishments due to traditional courses/programmes
4. Funding from NGOs, philanthropists and under CSR drive
5. Productive involvement of the Alumni
6. Space constraints for expansion
7. Tuning to the changing government policies, society and business establishments
8. Keeping pace with global development in pedagogy and research

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college follows curriculum designed & framed by the University. The curriculum planning and its implementation is done in a well-defined, systematic way and is monitored by IQAC and Principal.
- The college offers academic flexibility by giving elective options at UG/PG level as per University curriculum. Currently the college offers B.A. in 6 subjects, B.Com., B.Sc. in 2 subjects and M.A. in Geography. Geography department has a university approved M.Phil., Ph.D. laboratory for research students of the affiliating university.
- The Centre for Skill Development runs Add-on courses. Some are affiliated to Life-Long Learning and Extension Department, Centre for Community Development of the affiliating university and some have been designed by the in-house faculty.
- Participation of faculty in examination duties and curriculum designing and development is noteworthy. One faculty is a Senate member, Member of Faculty, Chairman, M.Phil. and Ph.D. Exam Board, Syllabus Setting Committee, M.Phil. and Ph.D. Chairman and B.A.III Syllabus Revising Committee and two are on BoS. The FT and Asst. Prof. (CHB) faculty participate in question paper setting and assessment work at University level. The college has conducted CAP for university exam.
- In the accreditation period the college organised workshops on revised syllabus and curriculum based area. Three faculty have contributed for preparing and editing Self Instruction Material for the Centre

for Distance and Online Education and one faculty has worked as a course writer for the Skill Development Course, Shivaji University, Kolhapur.

- The Curriculum is implemented in the college through a well-planned and documented process – teaching plan, timetable, academic calendar and follow up of COs. Teaching plan and schedule of skill development courses, workshops, NSS, gymkhana and support activities are followed to the best.
- University and Internal examinations and assessment work adheres to the schedule.
- Regular lectures are supplemented by Lead College workshops, linkage and departmental activities. Different programmes integrate cross-cutting issues like gender equality, environment consciousness, human values, etc. into curriculum and they are effectively treated.
- Experiential learning is facilitated by projects, field visits, practicals, etc.
- Feedbacks are sought from stakeholders on teaching-learning process and the action is taken for quality improvement.

Teaching-learning and Evaluation

- The process of admission is transparent and done as per the rules and regulations of the affiliating university, and the state government. The college ensures inclusiveness in admission by following reservation rules and regulations of the State Government. In 2023-24, there are 730 students with 311 belonging to reserved category. Majority of the students come from rural area, belong to economically weak families and are first generation learners. The prospectus is displayed on the website. Admission Committees counsel the students regarding programmes, in the selection of courses and subject combinations.
- The faculty use various student centric methods. The learning experience becomes enriched due to the use of various participative/student centric activities. Usually Group Discussions, Question-Answer sessions, Quizzes, wall paper / poster making are allied with classroom teaching.
- Diverse learning levels of the students are assessed by conducting General Ability Tests across all courses. Both advanced and slow learners are given necessary guidance.
- 10 qualified Full Time teachers and are working as a faculty for the academic year 2023-24. 08 faculty are Ph.D. and 5 faculty are Professors. 06 FT faculty are SET/NET qualified. 2 faculty have submitted their thesis. Out of 22 assistant professors (CHB), 19 are doing Ph.D.
- Teachers use student-centric methods viz. experiential and participative learning, field visits, etc. in teaching.
- Teachers are well trained to use ICT enabled tools for teaching-learning-evaluation. The study material is shared on online platform.
- Mentor : Mentee ratio is 27.72
- College practices continuous internal evaluation under CBCS system and observes a disciplined grievance redressal mechanism. The exams are conducted as per the timetable wherein probable scheduled is given.
- The Internal assessment mechanism is transparent
- Programme outcomes and Course Outcomes are defined. Attainment of Course outcomes is computed.
- The results of the College are consistently above 80% and many students have featured in the University merit list and secured University merit scholarships.
- Online Students' Satisfaction Survey is conducted. Feedback from students on curriculum, infrastructure, and teaching-learning process is displayed on the college website. Required corrective

measures are taken based on the analysis.

Research, Innovations and Extension

- The college has Research Cell that ensures presentation and / or publication of research papers in reputed journals, chapters in books and completion of doctoral studies of faculty,
- Facilities like computers, internet, books, journals, e-resources, leave and financial help are provided to faculty for research promotion.
- The college organise workshops / conferences / webinars in collaboration with either the University or other agencies.
- Faculty are invited as chair persons or resource persons for the conferences/workshops or extension programmes.
- There are 4 research guides. Two guides have produced 03 doctorates. 8 research scholars are working under 3 guides.
- Faculty have published good number of research papers in reputed journals / UGC Care listed journals, chapters in edited books, chapters in SIM.
- One faculty has authored 17 books and has received 10 state level literary awards between 2018 - 2023 .
- One faculty is awarded with 01 national and 01 state award for her noteworthy contribution for social cause.
- Students are encouraged to participate in Avishkar Research Fest organised by the affiliating university.
- 21 MoUs have been signed. 33 linkage activities were organised in the assessment period. The collaborations have enriched the learning experience of students.
- Seminars, workshops, quizzes, poster competitions science popularization activities were organised.
- In accordance with its mission, the college takes every effort to inculcate the feeling of commitment towards society and for nation building. The NSS unit of the college, under the maxim “ Not Me But You”, plays impactful role in engaging students in varied extension activities
- The Centre for Skill Development is being instrumental in the financial independence of students.
- In 2019-20, 06 students participated as volunteers in State level Sports Competition of Mentally Challenged Schools.
- 148 extension and outreach activities were conducted between 2018-2023 in which 16734 students participated.
- Zanj Pathak is the unique activity of the college.

Infrastructure and Learning Resources

- The college is committed to create a balanced grooming of students through academic, cultural and sports activities.
- **Area:** 1.2 acres. Total construction area 7309 sq.ft.
- **College provides sufficient infrastructure and essential educational amenities:**
- **Administrative Office:** Fully Automated, Uses ERP Software, has 4 computers and 4 printers ,multifunction reprographic machine
- **Departments:** Separate department rooms with necessary furniture, Separate Rooms for NSS, Gymkhana, Skill Development Courses, IQAC
- **Laptops/Desktops:** All Departments, Printer: All Labs, IQAC, NSS, CSD, Computers for educational use: 95
- **Laboratories are well equipped:** Home Science, Geography, and Psychology

- **Science Labs:** Botany, Zoology, Microbiology, Chemistry, Electronics, Physics, and Computer Science
- **Centre for Skill Development:** Textile lab and Beauty Parlour.
- **Wi-Fi and Internet Facility:** 100 mbps Wi-Fi connection, Wi-Fi access : 16 Classrooms, 11 Classrooms, wall mounted LCD, computer, ICT enabled seminar hall
- **Central Library:** Wi Fi access, Digital facilities, INFLIBNET (N-LIST), Access to wi-fi and computers, Automated Prism software, 24/7 off Campus University Knowledge Resource Centre, e-resources e-Shodhganga. The Library hosts 25519 (March 2024) books and rich e-resources along with Digital Library, and a Reading room with 5 computers
- **Computer Labs:** Wi-Fi enabled, fully functional well equipped lab having 10 computers
- and NTA Lab having 45 computers
- **Student-computer ratio** is 7:1
- **The College has on the Campus:** Computers: 105, Laptops for Departments:10, printers : 11
- **Adequate Safety Equipment:** Fire Extinguishers, 17 CCTV Cameras, 9 CCTV Cameras in Library, Complaint Box, Important / Emergency Contact Numbers
- **Equipment for Recreational / Extracurricular Activities:** Podium, Music System, Musical Instruments, Standaes, Notice Boards
- **Facility for PWD Students:** Ramps, Washrooms, Wheel-Chair
- **Open Air Stage** used for academic and recreational programmes and Food festival
- **Sports:** Well-equipped gymnasium, Playground, Indoor and out-door games equipment are available.
- **Other Facilities:** Aqua Guard Water Cooler, Common Room, Yoga Hall, Canteen,
- Wash Rooms for Ladies and Gents, Sanitary Napkin Vending Machine , Incinerator (2), Parking Place, Hostel, Study Room, Staff Room, Health Care Centre
- Students Co-operative Store provides stationery in minimum rate.
- Infrastructure has been augmented from time-to-time.
- Standard procedures are followed for utilizing physical, academic and support facilities.
- Policy for maintaining infrastructure is in place.

Student Support and Progression

- 3045 Students have been benefitted from the scholarships under government schemes in the last five years.
- In 2020-21, during COVID 19 pandemic, 400 students received a financial assistance under CSR initiative.
- Since 2018 the college has received total Rs. Nine lakhs under CSR initiative which is utilised for Skill Development Courses and augmentation of facilities.
- Students welfare fund is utilized for assisting students in regards admission fees, and examination fees.
- 24 Students also received scholarship from a private trust in 2018-19.
- Every year appreciation prizes are given to the students for their best performance in academics, NSS, cultural and sports events.
- Some philanthropists and teachers have kept appreciation prizes cum scholarships.
- Students have been guided under capacity building and skill enhancement initiatives undertaken by the college.
- Workshops for the competitive examinations and career counselling, financial literacy, entrepreneurship are conducted.
- Students form English and Geography departments have won ranks in the university examinations.
- Participate in cultural activities / sports event organised by the college or other institutions.
- The college has registered Alumni Association.

- Institute has transparent mechanism for timely redressal of student grievances.
- Two faculty are awarded with state or national awards.

Governance, Leadership and Management

- Transparent and well-defined governance system.
- The institution envisions empowerment of girl students in pursuit of knowledge, values and self-reliance. The governance of the institution is transparent and reflective of the vision.
- Administrative responsibilities are effectively carried out by women - the Principal, IQAC Co-ordinator, librarian, P.E Director, etc.
- The IQAC in consultation with the CDC prepares perspective plans meticulously giving the weightage to diverse programmes, courses and employability enhancement through various skill development courses.
- In 2022-23 the IQAC effectively deployed the perspective plan by starting B.Sc. I and B.Com. (I.T.) and setting up the science labs with requisite infrastructure.
- The NTA centre is functioning for entrance tests
- Teachers find wide representation in organization of activities. Faculty are involved in the decision making by forming committees and promoting leadership in them. Students are incorporated in various committees and encouraged for organization of activities thereby promoting their leadership quality.
- The recruitment and service rules for teaching and non-teaching staff, promotional policies, composition of CDC, IQAC, Statutory committees, grievances Redressal mechanism exist as per the rules and regulations of UGC, State government, Shivaji University and the management.
- Women empowerment- physical, mental, economic and social is ensured through varied activities.
- The College Development Committee through periodic meeting assesses and advises on issues pertaining to the incremental growth and development of the college.
- Transparency is maintained while recruiting the staff and in the admission process.
- Welfare schemes of the government and the parent institution are made available.
- All services viz. administrative, financial, academic and examination related affairs are provided through e-governance.
- Planned implementation of evaluation methods ensures transparency, accuracy and clarity in the examination system.
- Effective feedback mechanism involving students, alumni, and teachers contribute towards self-evaluation.
- Academic standards are updated through FDPs.
- The annual performance of the faculty is assessed through faculty profile.
- Quality improvement strategies are initiated by IQAC.
- The college participates in NIRF and AISHE
- The college is committed to develop and maintain an effective, transparent, timely, fair and equitable grievance redressal system for its students and staff.
- Financial Audits are conducted regularly to effectively mobilize and utilize financial resources.

Institutional Values and Best Practices

- **Promotion of Gender Equity:**
- Gender sensitization being a human right and constitutional obligation, the college takes initiatives for

gender awareness and sensitization through various activities like Awareness about Bharosa Cell and *Nirbhaya Pathak* and initiatives like skill development courses. The curricula address various dimensions of gender. Workshops, webinars are organised for gender awareness. Statutory committees like Internal Complaints Committee, Anti-ragging, Grievances Cell are functional. Health and Safety Awareness Activities like Students' Health check-up, lectures on healthy life, AIDS awareness programme under MOU, Certificate Courses on Counselling, Yoga, women's laws help create awareness of healthy life.

- **Inclusiveness:** Various activities are carried out for inclusive environment, -
- College prayer is collectively sung.
- Programmes like Azadi ka Ammit Mahotsav , birth and death anniversaries of eminent personalities are organized to pay tribute to their contribution in creating inclusive spirit in India.. It helps increase the feeling of acceptance and tolerance towards diverse ideas and cultures.
- Oaths taken on *Sadbhavana* Day, Mass reading of the Preamble of the Constitution on Constitution Day, Run for unity
- Celebration of regional and national festivals
- Infrastructure facilities for differently-abled ensure inclusivity.
- Compulsory self study courses for BA /B COM-I Democracy ,election and Governance and BA B Com III - Constitution of India and local Self Government help realize the significance of all-inclusive environment.

Environmental Consciousness and Sustainability: The college strives to incorporate Green Initiatives in the best interest of the Environment through following activities:

- Organization of awareness programmes on environment conservation to promote environment friendly attitude in the faculty and students.
- Establishment of Green Club
- Implementation of complete ban on plastic
- Annual Green and Energy Audit to preserve the green and conserve the energy.
- LED bulbs, lights/star-rated equipment ensure reduced electricity consumption.
- Rain-water-harvesting, leak-free pipelines enable water conservation.
- Plantation of medicinal plants
- Adoption of paperless concept by digitization of work
- Provision of sanitary napkin vending machine and incinerator to dispose of the napkins in scientific and hygienic way.

Constitutional Obligation: The college organises various activities to develop sensitivity for constitutional values and responsibilities, duties and role as the citizens of India among the students and staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIKSHAN MANDAL'S MAHILA MAHAVIDYALAYA
Address	Plot No.222, Mangalwar Peth, Karad Dist.- Satara
City	KARAD
State	Maharashtra
Pin	415110
Website	www.mahilamahavidyalaya.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Snehal Rajendra Prabhune	02164-220849	9881785290	-	karadmahila@gmail.com
IQAC / CIQA coordinator	Ujjwala Nivrutti Tathe	-	9890923265	-	ujjvalatathe@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Shivaji University	View Document
Maharashtra	Shivaji University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	22-05-1998	View Document
12B of UGC	22-05-1998	View Document

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

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	Plot No.222, Mangalwar Peth, Karad Dist.- Satara	Semi-urban	1.2	7309

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce, General	36	XII	Marathi	360	260
UG	BCom, Commerce, Information Technology	36	XII	English	360	23
UG	BSc, Science, General	36	XII	English	360	70
UG	BA, Ba, General	36	XII	Marathi	480	373
PG	MA, Geography, Geography	40	B. A.	English	40	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				2				15			
Recruited	1	4	0	5	2	0	0	2	3	1	0	4
Yet to Recruit	0				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	5				2				15			
Recruited	1	4	0	5	2	0	0	2	3	1	0	4
Yet to Recruit	0				0				11			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	3	2	0	5
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	3	2	0	5
Yet to Recruit				6

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

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	0	0	0
PG	0	0	0	0	0	0	8	11	0	19
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	726	0	0	0	726
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	1
	Female	55	70	62	31
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	3	3	3
	Female	127	150	124	88
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		182	223	189	123

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Mahila Mahavidyalaya, Karad affiliated to Shivaji University, Kolhapur introduced NEP 2020 in 2021-22. Change is often accompanied by challenges and opportunities. We have embraced both to facilitate our students with innovative and flexible curricular structure. Following the UGC and University guidelines the college has established an inclusive learning environment, supported by competent faculty and adequate infrastructure to facilitate interdisciplinary education. While changing the course structures of our college, we have followed the NEP-2020 guidelines of UGC, state government and Shivaji University, Kolhapur. As stated in NEP 2020, imaginative, flexible and</p>
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innovative curricular course and credit structures are designed for the three programmes – Humanities, Commerce and Management and Science and Technology. The new course structures are offered from the academic year 2024-25 for the first year students which are opted from the university baskets, which enabled creative combinations of language, interdisciplinary and social sciences disciplines designed under six verticals viz. Major Courses, Minor Course, Open Elective Courses (OE), Vocational Skill Courses (VSC) or Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC) and Co-curricular Courses (CC) or Community Engagement Courses (CEP) or Field Projects (FP) or Research Projects (RP) or On-Job Training (OJT) i.e Internship or Apprenticeship. The structure of 22 credits for each semester offers Multiple Entry and Multiple Exit (MEME) option to the students. The college has offered a multidisciplinary flexible curriculum for Commerce and Management students by signing an MoU with a local cooperative bank. Each year the students will receive 44 credits (22 credits for each semester). After a three year degree programme total 132 credits will be accumulated in their ABC account. Under MEME option, our students will complete a 4 credit (120 hrs.) winter or summer internship for which the college has planned to sign MoUs covering broad sectors of instructions / industrial units. Under OE, every student has to opt for a mandatory course of other faculty as per their choice. Since our combinations provide interdisciplinary and multidisciplinary education, we believe the new course structures will create new opportunities for our students to select and learn the subjects of their choice. While following the new course pattern, the university guidelines have been followed regarding existing grantable departments and grantable workload of the teachers. Academic Bank of Credits (ABC) Ids have been opened by the first year students of all three programme to achieve seamless student mobility and 'credit transfer'. Considering agricultural background of our girl students, we have offered Bio Fertilizers & Manures (2 credits) OE Course from Botany subject under the faculty of Science and Technology to faculty of Humanities and Commerce and Management students under STEM. To familiarize with the paradigm shift in education

	<p>under NEP 2020, the faculty have attended workshops on NEP 2020 organized by the university. At college level, we have conducted 'Student's Orientation Programme' for the first year B.A., B.Com., B.Sc. on 3-4 July 2024 and conducted 'NEP-2020 (2.0) a one week Faculty Orientation Programme under College Staff Academy between 18-25 July 2024.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits under the National Education Policy -2020 is an educational digital platform to promote flexibility of the curriculum framework and interdisciplinary / multidisciplinary academic mobility of students across HEIs with appropriate 'credit transfer' mechanism. The ABC provides significant autonomy to students to choose their own learning paths to attain a degree/Diploma/Certificate working on the principle of Multiple Entry and Exit as well as anytime, anywhere and any level of training. The ABC system thus provides academic flexibility to the students to choose and modify their educational goals, link diverse disciplines and acquire the desired foundation for their career. Shivaji University, Kolhapur implemented ABC from 2022-23. In the same year Mahila Mahavidyalaya, Karad took an initiative for the registration of the first year students for ABC ID according to the guidelines of the University and NEP-2020. Students registered with their mobile number through Digi Locker and acquired unique ABC ID. Their ABC ID was then linked with PRN by the college on the University portal. As per recommendations, Certificates shall be awarded to students who exit at the end of the first year after successfully fulfilling the academic requirements. Diploma shall be awarded if the student exits at the end of the second year. The student would earn a Degree after the completion of three years and the Degree with Research after four years of study. Students shall be permitted to resume the programme (Odd semester) even after a gap to pursue higher education. To fulfil the objectives of ABC-NAD, our college has taken initiatives to create awareness about the Academic Bank of Credits (ABC) among students. This involves a strategic approach aimed at informing and engaging the students regarding the benefits and functionalities of this system. The college conducted some activities to achieve this</p>

	<p>goal: 1. Release of a 'User Guide to Create ABC ID' on college website to help students to systematically generate their IDs across DIGILOCKER, ABC Portal, etc. for digitization of academic records like degrees, certificates, marksheets and the credits accumulated. User Guide to Create ABC ID: http://www.mahilamahavidyalaya.com/User%20Guide%20to%20Create%20ABC%20ID.pdf 2. Orientation during Morning Assembly: Students were informed about - the concept of ABC ID, its function, importance, and its usage for their career. 3. Nodal Officer and ABC ID committee's visits to B.A. I and B.Com. I classes to solve students' queries. 4. Reminders on Class Whatsapp group to the students who had not opened ABC ID 5. Regular follow up under Mentor-Mentee scheme.</p>
3. Skill development:	<p>The institution recognizes the significance of skill development courses alongside traditional education considering their role in enhancement of employability. The college aims at empowerment of girl students through knowledge, values and self-reliance. Traditional degree education when supplemented with skill education can lead to self-reliance and consequently empowerment. The institution has been including skill development courses in addition to the curriculum. However, the activity took a concrete form with the establishment of the Centre for Skill Development in 2016-17. The Centre runs a number of skill development courses some of which are affiliated to the affiliating University while others have been developed by the college in view of the needs of the students. The courses range from one day to one year in duration. They cover areas from employability enhancement, environment protection, hobbies, social awareness and language proficiency. The college has been granted one diploma and two certificate courses under the UGC-NSQF scheme in 2020-21. The courses also enjoy University affiliation. The college completed one batch of Certificate Course in Yoga and Fitness despite no funding received from UGC. But the College plans to run the courses in the near future with support from the Management and if possible CSR funding. The Centre for Skill Development is particular about providing skill development courses at minimal fees as majority of the students hail from rural and weak economic</p>

	<p>background. Usually first year students are encouraged to undertake courses in Spoken English and Information Technology. In the second and third year of their undergraduate programme students are expected to undertake at least one skill development programme of their choice from the available ones per year. The college has been a SPOC of SWAYAM. The faculty motivate the students to register and complete SWAYAM courses. During COVID -19 pandemic the college conducted the course in Fashion Designing and Beauty Care in blended mode by following the COVID guidelines meticulously. The College has planned to conduct NSDC courses by registering for a Training Centre. The parent institution is already a registered for Training Partner and TC. One teacher is already TOT (Training of Trainers) certified and many more will get certification in near future. The college plans to motivate the students and teachers to undertake SWAYAM courses in a robust manner. Besides, the college has been granted a testing centre by the NTA which is another positive in this respect.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The vision of Indian Knowledge System in NEP 2020 is to instil in learners a deep sense of pride in being Indian, not only in thought but also in spirit, intellect, and deed, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, reflecting a truly global citizen. The idea is to impart ancient knowledge of our civilization and spread the rich heritage of our country and traditional knowledge available in the field of mathematics, medicine, astronomy, architecture, management, arts, language, literature, culture, etc. Our college promotes Indian Knowledge System through teaching Indian languages and culture following curriculum designed by the affiliating university and organising varied co-curricular and extra-curricular activities / programmes. The core, electives and skill development courses have a wide scope for preservation and promotion of Indian culture, art, history through integration of IKS. The college has three language departments – Marathi, Hindi and English. Since literatures in these languages are imbued in rich cultural ethos, the departments attempt to develop a sense of well-informed cultural</p>

	<p>pride and respect in students for multilingual environment of India. Indian English literature also helps students understand Indian ethos reflecting the spirit of Indian soul that interweaves the pluralism of India. The departments celebrate Bhaashaa Diwas viz. Hindi Diwas, Marathi Rajbhasha Din and Marathi Bhasha Gaurav Din to motivate students to appreciate the beauty of the language, contribution of eminent literaties and to read the rich literatures in Indian languages. Subjects viz. Economics, Geography, Home Science, Political Science, Sociology and Sports introduce the students with Indian ethos, its cultural and demographic diversity. Courses run by the Centre for Skill Development viz. yoga, mehandi, rangoli, Indian cuisines, Diwali lamp painting, akashkandil, Eco-friendly Ganesh idol, etc. familiarize students with Indian tradition, art and its diverse culture. We see opportunities to launch more courses in future. Organisation of cultural activities like celebration of Indian festivals, various competitions like traditional dress, rangoli, poetry recitation, cookery, handicraft, etc. motivate the students to appreciate Indian art, literature, shared values and heritage. Moreover, participation in cultural programmes, Youth Festivals offers students larger platform to acquaint with Indian regional culture. The college students perform street-plays, one of the oldest theatre forms in India for mobilizing public opinion, raising awareness and bringing about positive social changes. The Food Festival that celebrated its silver jubilee in 2019-20 is a beautiful blend of traditional and modern cuisines. Morning Assembly offers an opportunity to apprise students regarding the scientific thought that underlines the celebration of festivals, agricultural impact, Arurvedic principles and awareness against superstitions. College magazine Samvadini provides students opportunity to showcase their art, literary prowess. Ours is the only affiliated college that begins its business with a national anthem, Maharashtra Geet and a prayer dedicated to the motherland. Since our college is located in Western Maharashtra, the medium of instruction is largely Marathi. However, bilingual mode of teaching is provided to students of Arts, Commerce and Science.</p>
5. Focus on Outcome based education (OBE):	The objectives and outcomes of courses to be learnt are crucial in the teaching-learning process in any

institution. Following these lines, Mahila Mahavidyalaya, Karad believes in the effective Learning Outcomes based Curriculum Framework introduced by UGC in July 2019, making teaching and learning process student-centric, interactive and outcome-oriented with well-defined goals to achieve. Though the university to which the college is an affiliate has clearly stated the Programme and Course Outcomes in the syllabus, the departments design their own COs and PSOs considering the learning levels of the students and their aspirations. The Skill Development Courses and activities are also planned with particular objectives. The outcome of the Courses and activities are noted in the form of feedback from the students. In order to achieve these positive outcomes in the interests of students, all departments under the aegis of IQAC organize lectures, seminars/webinars, workshops to elevate the academic level and research skills. The students also participate in variety of extracurricular activities and sports events conducted in the college as well as in other institutions. This helps students develop the spirit of discipline, unity and cooperation, improve physical ability and skills, and emerge as responsible citizens. The LOCF enables students to strengthen their skills that meet future requirements in career of their interest. The Departments along with Students Development Cell and the Centre for Skill Development organize various activities and courses respectively to build up entrepreneurial spirit. At the end of the programme/course/activity, feedback is taken in written or oral form to judge the level of outcome. The courses conducted by Centre for Skill Development are in keeping with the view of fulfillment of the outcomes. For example, the fulfillment of the objectives of the Centre for Skill Development are clearly evident in students' running their own enterprises. The projects assigned to third and second year students not only develop analytical approach and critical thinking, but they make the class room learning effective from the point of view of sensitizing students to cross cultural issues. The college has established an effective continuous Internal Evaluation system to constantly monitor the progress of the students. Formative Assessment is done during teaching which is an ongoing evaluation to give instant feedback to students. Besides, seminars, presentations, practicals and facilitate for a

	<p>better understanding of the subjects and hands-on experience. The students' involvement in these activities helps them realize their potential and need for enhancing skills. Educational tours and field trips are also organized to encourage experimental learning to help develop problem-solving attitude and aptitude among students. Through mentor-mentee sessions slow and advanced learners are identified and encouraged on issues in their routine, career prospects. In regular faculty meetings academic matters pertaining to teaching-learning are discussed and decisions are taken for the improvement in teaching-learning process. The outcome of the college's efforts in making the teaching-learning process student centric is reflected in the number of students in list of merit and distinction holders and high annual percentage of passed out students.</p>
<p>6. Distance education/online education:</p>	<p>Mahila Mahavidyalaya, Karad used the opportunity and potential of the faculty and infrastructure and adeptly shifted from traditional classroom teaching method to online teaching during the pandemic, utilizing online platforms such as Zoom, Google Meet, Google Classroom, Cisco Webex and You Tube. The courses were offered through online mode for two semesters. Class-wise Whatsapp groups were formed to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, share information and conducting skill based courses. Till date the college uses this platform to update the students regarding various academic and extracurricular matters. The university exams too were conducted successfully through online mode. Today the technologies remain integral part to our approach, whenever they are needed for organising webinars, quizzes meetings, and recording lectures for the students, etc. As MOOCs have emerged as a platform of open and distance learning and SWAYAM is offering MOOCs, our college has been a SPOC for SWAYAM and encourages students to attend the lectures related to their syllabus or enrol in for the courses. Students are also encouraged to refer to e-Pathshala, and the affiliating university's portal of distance education as additional resources for studies. The college is an authorised centre for offering Post Graduate courses / programmes of Yashwantrao Chavan Maharashtra Open University</p>

(YCMOU) like BCA, M.A. and MCA through distance education. The centre also conducts examinations of the students who have taken admission in YCMOU. In 2024-25 the college received the approval from the affiliating university - Shivaji University, Kolhapur for setting a centre for some of its post-graduation courses conducted by its Centre for Distance and Online Education. The college has NTA centre for various professional and competitive examinations. Some of the faculty of the college contribute for preparing Self Instruction Material for the Centre for Distance and Online Education Shivaji University, Kolhapur and University of Mumbai as well as the School of Distance Education of Bharati Vidyapeeth (Deemed to be University), Pune. The Central Library has Wi-Fi access, adequate digital facilities and an access to computers for both teachers and students. It has subscription of e-resources through INFLIBNET (N-LIST) and provides access to the internet data base of research contents for academic purposes. The off-campus Shivaji University Kolhapur knowledge Resource centre provides e-resources services 24/7. These facilities fulfil students and teachers' online learning needs. The college is exploring the possibilities to start new Courses – Artificial Intelligence, Design Thinking, Data Analysis, Digital marketing, cyber security, Cyber Law, Foreign Languages at undergraduate level in blended mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Electoral Literacy Club has been set up in Mahila Mahavidyalaya, Karad with an aim to - • develop a culture of electoral participation, • maximise the informed and ethical voting, • sensitise the youth on their electoral rights, • familiarise them with the electoral process of registration and voting • strengthen the culture of electoral participation among young and future voters. • follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. The Club serves as a platform for our students and faculty to organize new voter registration drive, discuss electoral procedures and issues, learn voting mechanism, their constitutional

	rights and make the society aware of the same.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Club is coordinated by a Nodal Officer. The nodal Officer and members of the Club are appointed by the college Principal. The Club comprises 6 faculty, 1 from Non-teaching staff and a student representative as a convener. As per the Electoral Literacy Club, Resource Guide for Colleges, the faculty organize awareness programmes / activities to make the students aware of the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college organizes programmes to achieve the objectives of the Electoral Literacy Club. Voter Awareness Programmes were organized on 15/10/2018, 25/01/2019, 28/01/2019, 26/03/2019. In 2020, 2023 and 2024, the college celebrated National Voters Day on 25th January. New Voter Registration Drive was undertaken on 19/10/2023 while New Voter Registration Drive was carried out between 5/11/2023 & 6/11/2023. New Voters Registration Workshop was organized on 6/11/2023. Painting Competition was held on 23/01/2024 on the theme 'Voter Awareness' as a part of Matdar Jagruti Abhiyan. The rally for voters awareness was organized between 20/03/2024 and 21/03/2024 to promote ethical voting and voter participation among youth. The college conducted Voters Awareness Campaign on 13/04/2024. Total 1802 students actively participated in the aforementioned events organized by the Club.
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.	Voter Registration Drives: To ensure highest participation of new age voters in electoral process the college has organized the voter registration drives on college campus for newly eligible students. ELC nodal officer was available full time on the campus for voter registration of students. From 17th to 24th January 2024, the Voter Registration and Awareness week was celebrated. The students were encouraged to register themselves with the assistance of ELC members. Painting Competitions: A Painting Competitions themed around elections and democracy was organized on the occasion of National Voter Day - 25rd January 2024 to promote electoral literacy among students. The participants displayed their awareness regarding electoral concepts, democratic values, and civic

	<p>responsibilities through their artwork. Winning entries showcased on campus to further raise awareness. Street Plays: The students performed street plays that focus on electoral themes and issues. The play was performed on the campus and in nearby places to reach to the wider audience. The play was also performed during the rally organized by Tahasildar Office, Karad on the occasion of National Voter Day on 25rd January 2024 and it was appreciated as the Best Street Play by Government Officials and MP, MLC, etc.</p>
<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>	<p>Mechanism To Register New Voters At College : College has collaborated with local election authorities responsible for voter registration. The collaboration ensures access to accurate information, training of ELC members, students and assistance in organizing registration drives. Specific locations was designated on campus as voter registration center. ELC nodal officer was assigned as full time voter registration help point. The college provided online resources and access to voter registration forms through the social media groups .</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
804	849	917	869	936

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 19

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	14	17	19

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
227.07	194.35	195.96	202.83	219.01

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Response:

The curriculum is designed & framed by the Board of Studies of Shivaji University, Kolhapur, the affiliating University and is approved by its Academic Council. The college follows the curriculum designed by the University. The curriculum planning and implementation of the college charts a well-defined and systematic way with the aid of various tools. It is monitored by the Principal and IQAC. Following are some of the tools adopted for effective planning and implementation of the curriculum:

College Calendar is prepared at the commencement of the college. It includes planning of: IQAC, departments, co-curricular and extra-curricular events, exams, assessment.

Department Meetings are held for distribution of syllabus, workload distribution, co-curricular activities and result analysis.

Business Plan is prepared for the allocation and sanctioning of budget for the curricular, co-curricular and extension activities to be conducted in the next academic year.

Teaching plan is prepared and its adherence is monitored by the head of the departments. The syllabus completion report is submitted at the end of every semester. As required, extra lectures are conducted across all levels for effective completion of the syllabus.

Timetable: Individual and departmental timetables are prepared and submitted to the Principal. The Timetable committee prepares a master timetable of the college. For transparency and efficiency, class time-tables are displayed on the notice boards for students.

Internal Evaluation and assignments are undertaken as per the university guidelines for reviewing effectiveness of teaching – learning process.

Use of ICT is efficiently done to make the teaching-learning process effective. Students too are encouraged to use PPTs for seminars. Use of ICT has enhanced since COVID19 pandemic. During the lockdown, the faculty were available to the students through different digital modes. The teachers provided study materials, assignments, tests, created quizzes online. E-content from online platforms were shared with students. Audio lectures were also sent to students who did not have high internet connectivity.

Students are encouraged to participate in research, academic, co-curricular and extracurricular activities like: Lead College activities, cultural and other extra-mural activities to enhance their intrinsic skills. The curriculum is supported by many co-curricular activities. The activity reports of every programme are submitted to the IQAC.

Skill Development Courses are conducted in line with the vision and mission of the college. Its schedule is displayed at the beginning of academic year.

Feedback: Feedback taken from students on college and faculty and its analysis help in planning, implementing and improving the teaching-learning process and the business of the college.

The Library: In the beginning of the college, the librarian takes an orientation of the first year students regarding library facilities.

Faculty Profile: The Faculty Profile is sought from the faculty members at the end of the academic year to assess their performance in academic, research and extension activities.

Documentation: All departments maintain files to keep record of - PSOs, COs, Syllabus, Timetable and Teaching Plans, Faculty Profiles, Department Profile, Study Material, Internal Examination Question Papers, University Examination Papers, Co-Curricular and Extra-Curricular Activities, Result Analysis, Attendance, Alumni data, etc.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 24

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 57.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
246	364	68	1241	576

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

In line with the vision and mission, college takes efforts in developing and maintaining healthy, secular, harmonious and inclusive environment within all stakeholders. Along with ensuring effective curriculum delivery, thrust is on imparting holistic education through curricular, co-curricular and extra-curricular activities. Through the year the college conducts activities to imbibe values, sensitise the students to gender issues, professional ethics, soft skills, human values and environment consciousness.

Professional Ethics:

The courses aim to make the students understand the present environment status and their roles and responsibilities about environmental protection.

The Add on Courses inculcate skills necessary for career building and ethical practices.

The B.Com. programme incorporates professional ethics, leadership, management, rights and responsibilities. Professional ethics are obliquely addressed in Arts courses as well.

The syllabus of programmes like B.A., B. Com., B.Sc., M.A., address issues related to professional ethics which prepare students to practice proper ethical, moral and professional values. Human rights, laws, constitutional provisions for women are covered in courses of social sciences and humanities. Issues of gender equality and human values are best portrayed in poetry, drama and novels of Marathi, Hindi and English literature.

Mandatory courses: Democracy, Election and Good Governance, and Constitution of India and Local Self Government help for upholding constitutional rights.

Human Values:

Curriculum taught helps to inculcate human values which are covered almost in all UG/PG curriculum viz. Political Science, Economics, Psychology, Geography, Sociology, Home Science, Marathi, Hindi, English. The values like national integrity, brotherhood, honesty, equality, loyalty, simplicity, sense of responsibility etc. are directly or obliquely integrated in syllabi of literature and Social Sciences. Values like dignity, acceptance, empathy, tolerance, thoughts of national or international personalities from varied fields, regional and national pride reflected in the syllabus are conveyed through various activities. They help increase the feeling of acceptance and tolerance towards diverse ideas and cultures.

Environment and sustainability:

Environmental Studies is a compulsory subject at B.A. and B.Com. II. The course aims to making students understand the present environment status and their roles and responsibilities about environmental protection. Since every student has to submit project on topics related to environmental issues, they are made aware of conservation of environment, energy conservation, rain water harvesting and significance of tree plantation. N.S.S. conducts activities related to climate change and environmental conservation: Tree Plantation Models and Poster Competition based on Environmental Conservation, Swacha Bharat Abhiyan and Green Audit.

Gender Sensitization:

Gender sensitization is done through various activities : awareness programmes, seminars, lectures, workshops, students health check-up camp, blood-group check-up camp, celebration of international women's day, self-defence training programme, and skill development courses. These activities create awareness among students about their rights, facilities, laws and opportunities available for them.

Through the year following activities are conducted to complement the syllabus:

- Celebration of important days for honouring the values they are observed for.
- NSS for learning responsibilities, human values, professional ethics, environment issues.
- Morning prayer for imbining humility, equality, solidarity

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

1.3.2

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

Response: 33.21

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

Response: 267

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	328	321	383	365

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
620	380	380	380	380

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 86.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
173	126	134	159	166

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	164	161	191	183

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In addition to traditional methods of teaching, teachers use student-centric methods like group discussions, quizzes, and question-answer sessions to give the students an enriching experience. These are complemented with study visits, study projects wherever possible. Students have visited mental hospital, de-addiction centre, jail etc. The NSS special camping provides a valuable opportunity to the students to learn through experience. They have learnt aspects of sustainable development through activities like building check-dams, tree plantation, solid waste disposal activity, surveys in adopted villages etc. Our students benefit by participating in activities like street plays, Rangoli competitions, Poster competitions/ presentation, workshops and demonstrations on socially relevant issues, training, hobby workshops, models-making, compilation of booklets, manuscripts incorporating their views on various important issues. They have been lauded for street-plays on voter awareness, women empowerment, competitions on voter awareness, environment protection, AIDS, Save Water, Save the Girl Child, pollution etc. Students have compiled their views on various aspects of women empowerment into a booklet. Preparation and presentation of posters and wallpapers also enhances their learning experience. The Centre for Skill Development, set up in 2016-17 organizes a number of courses that cater to development of linguistic skills, soft skills, employment-oriented skills, environment awareness and hobbies.

Use of ICT in teaching-learning has become imperative and the college encourages the teachers to incorporate ICT tools along with traditional methods. Teachers are motivated to undertake training in the use of ICT, creating e-content, MOOCs etc. Students and teachers are encouraged to register for and complete MOOCs especially on SWAYAM. The college has been a SPOC of SWAYAM. There are state-of art computer labs with 20 and 45 computers respectively. A Centre of the NTA has been allotted to the college and is functional since March 2023. The college provides laptops/ PCs to departments and free Wi-Fi facility. Wi-Fi enabled classrooms with wall mounted LCD projectors and interactive panels are provided. The College has a Wi-Fi enabled seminar hall. Lecture capturing system, tripod, Chroma curtain have been provided to prepare educational videos. The central library of the college is fully automated and provides reading room facility to students and a study facility for teachers. It has computers with free Wi-Fi and access to INFLIBNET-NLIST and other e-resources to both, teachers and students. Teachers are provided plagiarism check facility for their research papers. The college being an off-campus Centre of the library of the affiliating university provides e-resources 24/7. Use of YouTube, e-mails, WhatsApp, PPTs, online quizzes, various sites providing e-reading resources and Cloud meeting platforms like Zoom, Google Meet etc. complement the traditional teaching – learning methods.

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

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 67.27**2.4.1.1 Number of sanctioned posts year wise during the last five years**

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

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2

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

Response: 91.89**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	13	15	16

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Being an affiliated college, the guidelines of the affiliating University are meticulously followed regarding the conduct of exams. Till the academic year 2023-24 the college appointed a Coordinator for the smooth conduct of exams from amongst the faculty members. In accordance with the new guidelines of the University, an Examination Committee comprising of a teacher representative of each stream, NSS/NCC co-ordinator and one representative from the non-teaching staff is appointed by the Principal to ensure smooth, transparent conduct of exams and assessment. Till 2023 the conduct of the first year exams as well as the assessment were assigned to the respective colleges. The exams, both, theory and practical are conducted in compliance to the University guidelines. Similarly, the internal marks/coursework marks are assigned and entered in the University software. The University declares the results after compiling the marks. At the beginning of the academic year students are intimated about the nature of the University exams as well as the CIE. During the COVID 19 pandemic the examinations for the 3rd and 5th semesters of UG and 3rd semester of PG were conducted in the college in online/offline mode. But after the restoration of normalcy assessment is done centrally. Presently, the exams for first and second year are conducted at college level. The University committee visits the college to verify the proper conduct of the exams with strict adherence to the guidelines.

At the beginning of the academic year the college conducts a General Ability test for students of all classes and courses. The performance therein forms the basis of identifying slow and advanced learners. It helps in the organization of activities to enhance the performance of the students. The college conducts continuous internal evaluation wherein teachers conduct quizzes, discussions, open book tests, surprise tests, unit tests, assignments and practice exams as per convenience and need. The performance is assessed and suggestions for improvement shared with the students. The time-table of semester-end exams is displayed on the notice board, college website and also communicated through the respective WhatsApp groups.

Grievance redressal mechanism is available in accordance with the University guidelines. Whenever students are not satisfied with their marks they avail of the provision for verification or reevaluation of their answerbooks by seeking a photocopy of the same on payment of designated fees. Transparency is maintained. In case of issues regarding internal assessment/ coursework too the students' grievances are addressed promptly and satisfactorily resolved.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Preamble:

Curriculum reforms based on outcomes and enhancement of employability of students are prerequisite in higher education system. A student pursuing a qualification like Bachelor's Degree needs to demonstrate achievement of outcomes expressed in terms of knowledge, understanding, skills, attitudes and values. While learning outcomes specify to a graduating student what he is expected to know, understand and be able to do at the end of the programme of study, they also help the teachers/ HEIs in curriculum planning and development, design and delivery and review of academic programmes. They also enable the stakeholders to understand the nature and level of learning outcomes and graduate attributes that are expected of a graduate on completion of a programme. HEIs need to focus on strengthening the capabilities of students like widening their knowledge base and skills, communication skills, problem solving techniques, critical thinking, team work, analytical skills, leadership development, digital literacy, reflective thinking, progression to future studies rather lifelong learning, excelling in a chosen career and fulfilling the duty as a responsible citizen. The entire focus is on the idea to make the learning experience of the student worthwhile.

Being an affiliated college, the POs and COs prescribed by the University are closely adhered. Moreover, the college also considers certain POs in accordance with its vision. For instance, a graduating student of our college is expected to become economically independent and a responsible citizen in addition to be equipped with knowledge and values. Majority of the students hail from a rural background and many are first generation learners. We are committed to provide them with a learning experience that will help them excel in their chosen field and motivate them to reach the state and national standards in the least.

The students are made aware of the POs at the induction programme. The COs are communicated to the students by their respective teachers along with the syllabus of the respective courses. The IQAC organized a workshop for teachers on Learning and Assessment in the view of implementation of NEP 2020. One senior faculty who completed a FDP on the theme conducted the same wherein the thrust areas in view of NEP 2020 like OBE, Bloom's Taxonomy, its use in formulating COs, use of appropriate teaching methods, and assessment of learning through a variety of methods including Rubrics were discussed. The possibility of exploring the use of the concept of course objectives for setting module objectives was also discussed. There was general understanding that these be incorporated in the teaching-learning process.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

POs are communicated to the students at the Induction Programme. Students are apprised by the teachers about the COs and PSOs along with the information of the syllabus of the respective courses. The teachers plan the pedagogies to be used while teaching the courses in alignment with the COs. They also decide upon the teaching tools to be employed for the respective courses. Formative assessment is encouraged and undertaken in addition to summative assessment. The college uses a combination of Direct and Indirect methods for assessment of COs and POs. Direct Assessment includes performance of students in University Examination including Term Work marks (internal evaluation). The Term Work includes various formative evaluative tools like home assignments, seminar presentation, unit tests, practical, study projects, oral exam, case studies, and group activities like group discussion, wall paper preparation which are recommended by the University. Moreover, the CIE complements the formative assessment through conduct of quizzes, surprise tests, open book tests and practice exams. Three levels of attainment of COs/PSOs by direct method have been identified by considering % of students scoring more than or equal to 60% marks. Level 1 implies low, level 2 implies medium and level 3 implies good performance. Indirect Assessment includes awards, prizes, University Merit Scholarships, and University ranks won by the students and is also classified into 3 levels. Learning outcomes are also indirectly assessed on the basis of participation of the students in curricular, co-curricular and extra-curricular activities like various competitions, wall paper preparation, talks at the assembly on various days, poster presentation, preparing models, surveys, study tours, cultural programmes, sports competitions, annual sports meet, Avishkar research fest, Youth Festival and awareness initiatives like rallies, street plays etc. Attainment of POs is also gauged from the progression of students and employment or placement. The Course Outcomes are calculated for all programmes engaged by the college. The average of all COs for a programme gives the PO for that particular programme. The levels of attainment and the target level is decided by the IQAC and CO and PO levels are calculated accordingly. The PO attainment is calculated by considering 80% of PSO and PO achievement from Direct Method and 20% of achievement from Indirect Method. The obtained values are compared with the target attainment level for each PO. If the target is achieved, then the process is continued for subsequent batches. If the target is not achieved for a particular course then, the faculty in the department discuss the strategy for improvement in conjunction with the Principal and steps are taken to initiate changes requisite for improvement. Informal monitoring of the same is undertaken to ensure mending any gap in attainment.

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

2.6.3

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

Response: 84

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	248	211	248	195

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	266	239	266	268

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	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, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Apart from formal classroom teaching, the college organises co-curricular and extra-curricular programmes / activities in accordance with its vision and mission, for creation and transfer of knowledge to develop the students into learned, thoughtful, self-reliant and responsible citizens of India.

Centre for Skill Development: The college has an incubation Centre and the entrepreneur ecosystem to develop the spirit of entrepreneurship through various skill enhancement courses. The Centre for Skill Development was formally launched in 2016-17 with the precise aim to empower students through training of employment generating skills. It has signed MoU with Krishnak?th Institute of Skill Development and Research Centre, that takes the follow up of the beneficiaries' progress. The entrepreneur ecosystem has been considered as an integral part of education. The training courses are of minimum one day or maximum one year to equip the students with entrepreneurial attitude, qualities, skills, and thereby motivates them for self-employment and entrepreneurship and to initiate a start-up.

Some of the students have started their own enterprise which fulfils objectives of the courses. Most of the students of a Balwadi Teachers' Training course approved by Shivaji University, Kolhapur have started their own play schools or work in Anganwadies. In 2020-21, the college received university and government approval to conduct 3 UGC funded skill based courses. The students enrolled for Certificate Course in Yoga and Fitness are running their own Yoga Training Centres.

Research Activities: The college promotes research activities among teachers and students. Provision is made for the seed money for research activities. The department of Geography offers M.A. Programme and runs a research lab of the University. Three faculty are research guides and work on research committees of the University.

Avishkar Research Fest: The college motivates the students to participate in district and university level research fest held in collaboration with the parent university or other institutes with the objective of inculcating analytical approach among students and give impetus to their innovative ideas.

Professional Guidance: Workshops on professional guidance by professional institutes are conducted for career counselling. The college has set up *Career Katta* (Career Platform) to encourage entrepreneurship or civil services in students.

Library: The central library is fully automated and houses e-resources beneficial to research based activities. The well-equipped library is conducive for research related activities. Its activities like Annual Book Exhibition, Best Reader Award, *Gudhi* of Knowledge, Reading Motivation Day' help create informed youth.

Other Activities Concerning Transfer of Knowledge:

The college takes initiative in organizing awareness programmes /workshops /webinars / quizzes on varied issues, IPR, self-defence awareness programme, competitions of reading, reciting poems, elocution, debating, poster and model competition and exhibition, etc. The faculty invited as resource persons by other colleges share expertise in their field of study.

Food Festival: Food Festival, the sustainable activity of Home science department started in 1998 encourages students to channelize intrinsic skills in them. The event motivates them to start off their own business establishment which is very much in consonance with the vision and mission of the college.

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

3.2.2

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

Response: 91**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	32	12	13	09

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0.63****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	00	02	02

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

3.3.2

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	06	04	13

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Various activities are conducted every year by the National Service Scheme in the college:

Environmental Activities - In order to create environmental awareness among the students, various activities like tree plantation, riverside cleaning, eco-friendly festival, pollution free Diwali, safety bond-tree bond etc. are organized every year by NSS Department.

Health Related Activities - Activities like yoga camp, health check-up, blood donation drive, de-addiction campaign etc. are organized on behalf of the National Service Scheme Department in order to make the students aware about their health.

Safety activities - Security related activities like Cyber Security, Self Defence Training, Fit India, Nirbhaya Squad, etc. are organized in the college by the National Service Scheme Department and thereby create safety awareness among the students.

Awareness Programme

Seminars, workshops, guest lectures etc. are organized in the college and out of the campus for the purpose of imparting knowledge among the students on various subjects. The activities are organised on social issues, health issues, legal rights, financial literacy, consumer literacy, technology information, etc.

Quiz competition, poster competition, rangoli, mehndi, essay competition, etc. are organized on relevant occasions in the college.

Yoga Day, World Environment Day, Kargil Day, Teacher's Day, Constitution Day, World AIDS Day, National Voter's Day, National Science Day, Literacy Day, Consumer Protection Day, Language Day, Women's Day, etc. are celebrated every year. Birth and death anniversaries of well-known national heroes and social workers are also celebrated.

NSS Residential Camp

A seven-day residential camp is organized every year by the National Service Scheme Department in the college. Various activities like cleanliness campaign, drug de-addiction, tree plantation, social equality, Shramdan. etc. are organized for seven days. The activities help students imbibe a feeling of social responsibility towards the nation in general and society in particular.

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

3.4.2

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

Response:

The college encourages students and faculty to participate in various competitions and activities. It not only allows them to satisfy the need to win, competition provides them the opportunity for improvement and motivation to put forth greater effort.

Between the academic years 2018-19 to 2022-23, the students and faculty of the college participated in various competitions / activities and received prizes & awards.

Prizes won by the Teams:

1. Third place in Street Play Competition organized in collaboration by District AIDS Prevention and Control Department, Satara and Red Ribbon Club.
2. First place in Swachh Survekshan 2023 competition conducted by Karad Municipal Corporation, Karad
3. First and Second prize in Street Play Competition organized on the occasion of National Consumer Day by Tehsil Office, Karad.
4. Consolation Prize in Digital Kanya Social Media Awareness Competition.

Ms. Ankita Thorat won the Consolation prize.

5. Third place in the Poster Competition organized by Tehsil Office, Karad.

Ms. Sonali Chandrapalle won the prize.

6. Consolation Prize in Yuva Mohotsav Satara in group dance event.

Individual Prizes _Students

1. Ms. Sakshi Ghadge selected for Soft Ball University Camp, Shivaji University, Kolhapur.
2. Ms. Pournima Kumbhar won Gold Medal in Satara zonal high jump competition, Shivaji University, Kolhapur.
3. Ms. Pournima Kumbhar won Gold Medal and Bronze Medal in high jump event in the Inter-Zonal and Zonal heptathlon competitions respectively under Shivaji University, Kolhapur.
4. Ms. Chavan Rohini won Gold Medal in Triple Jump and Silver Medal in Bamboo Jump in Satara Zonal Competition, Shivaji University, Kolhapur.
5. Ms. Ankita Thorat won Consolation prize in Yuva 360 ?? competition organized by Srinivas Patil Foundation.
6. Participation of Students in Aavhan - Disaster Management Camp organized by Bahinabai

Chowdhury University, Jalgaon

Awards won by Faculty:

i) Pro. (Dr.) Suhaskumar Bobade (Head, Dept. of Marathi) has been honoured with -

- 1.Special award by the Southern Maharashtra Sahitya Sabha.
- 2.Post-graduate Navkranti Association Maharashtra State Corona Yoddha Award
- 3.Navratna Sahitya Parishad Maharashtra State
- 4.State Level Nibandhratn Award
- 5.Rashtriya Gyan Prabodhini Sanstha
- 6.State Level Shabdangan Award
- 7.L.R. Foundation's Critical Writing Award

ii) Prof. Dr. Ila Jogi (Head, Department of Home Science) has been honoured with -

Adarsh Mahila Award

Bharat Jyoti Award by Maharashtra Journalist Foundation

iii) Shri. Vilas Surve has been awarded -

Yashwantrao Chavan Award from Yashwantrao Chavan Foundation

Best Reader-Teacher Award from Shikshan Mandal, Karad.

iv) Shri Akhilesh Shinde has been awarded - Best Reader-Teacher Award from Shikshan Mandal, Karad

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 150

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	31	29	31	23

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 21

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The college has always taken efforts in providing the best possible infrastructure for effective teaching-learning environment through efficient use of ICT. Over the years the infrastructure of the college has been upgraded considering the developments and rising demands in the education sector.

The college provides **free wi-fi** and internet facility to faculty, students and non-teaching staff. The college has 100 Mbps high speed broadband connection.

12 Classrooms have Wi-Fi access and are well equipped with a wall mounted LCD, a computer and smart board.

The Central Library is Wi Fi enabled and has adequate digital learning resource facilities such as availability of academic CDs and DVDs, a subscription to INFLIBNET (N-LIST) and an access to computers for both teachers and students. The Library is fully automated and uses Prism software. A plagiarism policy is in tune with that of Shivaji University. The Central Library is an Off – Campus Shivaji University, Kolhapur Knowledge Resource Centre that provides e-Resources Service 24/7.

Computer Lab having 20 computers has Wi Fi connectivity. The lab has a battery back-up. The college has also set up NTA centre.

All the departments, Gymkhana, NSS unit and the IQAC are provided with either laptops or desktops. Some departments have printer as well. Separate rooms are assigned for all departments, NSS and Gymkhana. The department of psychology is used for counselling room as well.

The Laboratories of Botany, Zoology, Microbiology, Chemistry, Electronics, Physics, Computer Science & statistics are as per the university norms. Home Science, Geography UG and PG, M.Phil and Ph.D. research lab, and Psychology are well equipped and as per the university norms. The textile lab and Beauty Parlour course room have required furniture and necessary equipment.

The college has **other adequate physical facilities** like Aqua Guard attached water cooler for clean and cold drinking water, common room, state of art wash rooms, health centre, counselling centre, CAP centre, strong room, canteen, co-operative store, yoga hall, sanitary napkin vending machine and incinerator facility in the washroom blocks, gents washrooms , fire extinguishers, parking place, hostel ,

study room for students and staff, staff room, a separate room for NSS, Gymkhana and skill development courses.

The equipment for recreational activities - music system, musical instruments, podium, standees and notice boards are available.

Specialised facilities such as ramps, railings, wheel chair, commode facility have been provided for divyangjan students. Stretcher and first aid facilities for medical emergency are provided.

A complaint box is installed and important contact numbers have been displayed on the entrance.

The corridors are utilized for displaying important notices and students' creative work. It is also used for college prayer and assemblies.

The college has installed 26 **CCTV camera** surveillance system. The cameras ensure observance of discipline as well as safety of students, faculty, other staff and facilities on the campus.

The office is fully automated and uses in-house and Shivaji University, Kolhapur software. It provides reprographic facility to the faculty and students.

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

4.1.2

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

Response: 1.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.34	1.63	5.64	3.75	3.33

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

It is the vision of the Library to support its readers by providing seamless access to the widest possible spectrum of information resources such as digital, online databases, print and non-print materials relevant to the curricular, informational and innovative research needs of the academic community. It focuses on providing Right Information to the Right Users at the Right Time and in the Right Format.

The Central Library has -

- Wi-Fi access and has adequate digital facilities such as availability of academic CDs and DVDs and an access to computers for both teachers and students.
- Reading room facility for teachers and Students.
- Wi-Fi enabled computer facility in their reading room.
- Sections like Circulation, Text books, Periodicals, Reference, Newspaper, Network Resource Centre (NRC), OPAC etc.
- Linkages with Arts, Commerce College Undale and Kakasaheb Chavan College, Talmavale college Libraries under Inter Library loan Scheme (ILL).

Activities:

- Every year the librarian conducts orientation lecture to the first year students wherein she introduces library facilities like Book bank Facility, Best Reader award, Merit Card for advanced learners etc.
- The library annually organizes Book Exhibitions, Student Orientation Programme, Seminars and Workshops.

Collection of Books and Journals:

- No. of Books : 25519
- No. of Journals : 40

Library Computerization:

- The Library is fully automated.
- Library has 7 Computers.
- Name of ILMS software: **Prisms** In house software
 - Nature of automation (fully or partially) : Fully
 - Version windows : 10
 - Year of Automation File Description : 2014

Library use Cloud based 'PRISMS' Library Management Software .The college has made AMC with Prisms Management. 'PRISMS' software has various modules like book management, accessioning, membership, circulation, OPAC, catalogue, reports, database backup etc. Books are entered in accession register, data entry is done in the software and circulation is done through software. Software is used for all library activities.

Subscription of e-Resources

Library Provides access to online databases. The library has subscription of INFLIBNET N-LIST Center, Gujarat for sharing e-resources such as e-books, e-journals, e-databases (bibliographical and full text), Remote access to e resources Shodhganga and Shodhsindhu.

Also available is an off-campus Shivaji University Kolhapur knowledge Resource Centre that provides e-resources services 24/7.

Library Provides following e- resources through the platforms like NLIST INFLIBNET Resources:

NLIST College ID	AISHE Code	e-books on NLIST	one-Journals on NLIST	e-books on NDL	NLIST Journals Full Text Databases	e-NLIST books Databases	e-BBKKR Library Databases
3814	C-11001	199500+	6000+	600,000+	10	12	08

Per Day Usage of Library:

Number of teachers and students using library per day in last one year is 31 users.

Library is open from 8.00am To 3.30 pm on all days except Sundays and other office holidays.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Response:

The college strives for significant infrastructural development and its efficient usage. Information and Communication enabled technology has transformed governance of the colleges by providing services to all stakeholders through cost-effective and easy-to-access e-governance. The IT infrastructure has been incrementally developed since 2018-19. The 100 mbps internet speed at the campus makes the work faster. It has helped strengthen the pre-existing physical governance infrastructure and augment seamless information sharing among teachers, students, office staff, alumni, and all other stakeholders. The college ensures to deliver all IT services efficiently and conveniently. The college campus is wi-fi enabled and connected through safe and secure network. The IT infrastructure is enforced in various aspects of functioning and the backup is given to avoid disturbance in the smooth functioning of work including accounts, administration, admission, teaching - learning, library, website, exams, practical, webinars, sharing of information, courses like CCIT etc. as per the e-governance policy.

The college has provided networking and computing services such as wi-fi enabled campus, desktops, laptops to all departments, LCDs in classrooms. Appropriate standards are followed for selection, purchase, setup and maintenance of all computing and networking equipment. The 'IT Care Team' with which the AMC has been signed, looks after the IT related issues. Since the college executes academic and administrative processes through IT infrastructure, it maintains IT and E- Governance policy to monitor its usage. The computer lab committee ensures efficient utilization and regular maintenance of the IT facilities as per the assigned responsibilities. For the new purchase, a formal policy of contacting the vendor is followed. The college has installed 5 SSDs for faster data transfer and higher bandwidth.

IT infrastructure for administrative and academic work is adequate. Network connection is provided to 16 classrooms, all departments, library, computer labs and office. Accounts, students' admission and eligibility applications are maintained through tally and in-house software. The students can pay their fees using college QR code. University portals and essential licensed software's like 'PRISMS' and TALLY ERP-9 are used for the administrative work in office and to run the short term course in Tally ERP-9. Sevarth Software is used for salary.

The fully automated Central Library uses ILMS In house software Prisms, and Windows 10. It has Wi-Fi access and adequate digital facilities viz. availability of academic CDs and DVDs and an access to computers for both teachers and students. The institution has subscription through INFLIBNET N-LIST & Shivaji University Kolhapur Off Campus Access for the e-resources. A plagiarism policy is in tune with that of Shivaji University. The students can avail of Wi-Fi enabled computer facility in the reading room.

Wi Fi enabled, and well equipped Computer Lab is set up in the campus wherein Wi-Fi enabled 20 computers are installed. The lab has a battery back-up. From the academic year 2021-22 the college has set up fully equipped NTA centre for the entrance examination of government jobs and professional courses.

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

4.3.2

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

Response: 8.2

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

Response: 98

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.39**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.65	2.84	2.33	3.71	2.89

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 69.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
407	443	968	497	730

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 27.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
363	389	246	215	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 32.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	14	18	12	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	35	22	59	109

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 3.23

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	00	07	03

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	07	05	18	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the college was established in 2010. It is registered under Societies Registration Act 1860 on July 26, 2024. (Registration No. Satara /0000160 /2024)

The mission of the Alumni Association of Mahila Mahavidyalaya, Karad is to reach, engage and serve all alumni and present students by networking with one another foster a life-long intellectual and emotional connection between the college and its graduates. The Alumni of the college are expected

- To establish a meaningful association with the Alma Mater in order to stay involved in its activities.
- To contribute towards the development of the college in every possible way and to encourage values of modern education and the ideals for which the college stands.
- To work towards the goal of gender equality and empowerment of women/girls in their academic, social and cultural activities.

Meeting of the association is held twice a year in the college. Students are required to submit the duly filled in form of the Alumni Association on leaving the college after graduation or leaving the college for a Third Year Course to the Coordinator of the Association.

The students of our college have been actively involved with the college through Alumni Association. They participate in the programmes that deal with women empowerment, healthy wellbeing, entrepreneurship, food festival, counseling, etc. They provide their expertise being trainer for some courses like Mahandi, Rangoli, Flower Making, Handicraft skills, cakes and pastries making etc. Some Alumni are invited as a Resource Person for the workshops, training programmes, Counseling etc. Our alumni are our ambassadors. They encourage their sisters, daughters, relatives and friends to consider our college for completing their higher education in the best of atmosphere. Some students contribute by giving funds or in kind. Rs. 3,31165/-fund is available with the association.

We are very proud that our Alumni are working successfully in various field in a good position like Judge, Lawyer, Police Officer, Mayor of Nagar Perished, Member of Panchayat Samiti, Sarpanch, Member of Grampanchyat, Social Worker, Counselor, Entrepreneur, Assistant Professor, Teacher in Junior College, Primary Teacher, Bank Manager, Bank Clerk, Postal Agent, LIC Officer and Agent, Well known Singer on TV and Akashwani, Beautician, Interior Designer, Owner of Bakery, HR Administrator, Librarian, Balwadi Teacher, Anganwadi Sevika & helpers, etc.

Our alumni are working as assistant professors(CHB) in our college.

The college organizes Alumni-Meet to strengthen its bond with them. In 2022-23 more than 100 alumni attended the meet.

In 2022-23, three alumni work as a faculty on clock hour basis - in the departments of English, Psychology, Physical Education and Geography. One is conducting a certificate course in Fashion Designing.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Response:

Vision

Empowerment of Girl Students in Pursuit of Knowledge, Values and Self-Reliance

Mission

Mahila Mahavidyalaya endeavours to empower girl students to be self-reliant and thereby a national asset by integrating values, providing quality education and skill development programmes.

Decentralization of Institutional Governance:

Governance of Mahila Mahavidyalaya, Karad is in the spirit of its vision and mission statement. It is transparent and reflective of the vision. The institution envisions empowerment of girl students in pursuit of knowledge, values and self-reliance. Since its inception, the college has been striving for capacity enhancement and empowerment of students for grooming them into self-reliant, environmentally conscious and socially responsible citizens through varied outreached activities. A number of curricular and co-curricular activities undertaken aim at inculcating values, generating awareness of sustainable development and enhancing intrinsic skills in students.

The IQAC and CDC are nuclear bodies, actively involved in planning, monitoring, and evaluating various curricular, co-curricular, and extra-curricular activities in alignment with the vision and mission of the institution. The bodies have representation of teaching and non-teaching staff, the Management, Alumni and Society.

Administrative responsibilities are effectively carried out by involving faculty, students and office staff. The decisions are carried out by forming committees which further help promoting leadership in them. The proactive leadership of the Principal and the Management ensures the fulfilment of the vision and mission.

The courses run by the Centre for Skill Development are coordinated by teachers and monitored by the Professor-in-charge. The centre attempts to make students employable, competent and self-reliant. The NSS too effectively adopts decentralisation by forming committees for the organisation of various extension and outreach activities which sensitize the volunteers to develop social values and inculcate a

sense of responsibility. The institution provides diverse facilities such as library, IT infrastructure, sports to achieve its vision and mission.

PARTICIPATIVE MANAGEMENT:

Decentralization is a process involving all the elements associated with the organization. It not only makes the work consistent but also creates dynamism in the work. In order to effectively carry out administrative responsibilities the leadership of the Principal and Management takes efforts in achieving the vision and goals of the college. Decisions related to curricular, co-curricular, and extracurricular impact the teaching learning environment in the campus. Various administrative and statutory committees monitored by the Principal and IQAC function as per the set responsibilities. Thus decentralization has enhanced the quality and effectiveness of the organization. The administration ensures its efficacy for the holistic development of the students. The college committees concerned about effective functioning of the college are formulated and processed accordingly. In the parents meeting the parents give feedback and review activities organized in the college. Their feedbacks help the organisation to run the activities effectively. Effective execution of mentoring scheme, academic and extra-mural programmes, and evaluation help fulfil the vision and mission. Effective efforts are made to meet the goals of the organization in collaboration with all the stakeholders associated with the organization.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Response:

The process of designing Perspective Plan in line with the vision and mission statement begins in the month of December of the previous academic year. The Principal and IQAC coordinator design comprehensive budgeted Perspective Plan on the basis of the submission of business plans by the IQAC, all departments, NSS, Centre for Skill Development and Library. The plan comprises curricular, co-curricular and extension activities, skill based courses, research based activities and cultural programmes to be conducted in the next academic year. The plan thus facilitates the effective organisation of activities.

In the assessment period, the IQAC effectively deployed the perspective plan by starting B.Sc. I and B.Com. (I.T.) and setting up the science labs with required infrastructure. The NTA centre started functioning for entrance tests for government jobs and professional courses. Skill development courses were held successfully. The college signed MOUs with other educational institutes. Extension activities were carried out as planned. The Centre for Skill Development conducted skill development courses some of which are affiliated to the the Lifelong Learning and Extension Department of the University and NSQF.

National and State level webinars, state and college level workshops were organised to strengthen the teaching-learning process. The webinars and workshops aimed at bringing awareness about varied areas like mental and physical health, socio-economic scenario after COVID 19, rural development, reading movement, finance and investment, personality development, disaster management, IPR, women empowerment, self defense, entrepreneurship development, art, employment opportunities, etc. The quizzes conducted on finance, Indian Independence, Constitution of India motivated students to read reference books. The organisation of the activity was an opportunity to reach the experts from varies fields, update ICT skills, etc. The plan thus facilitates the administration and the concerned faculty to organise the activities effectively according to the scheduled time.

In the surge of COVID 19 and the recurrent lockdown did affect the regular working of the college. Notwithstanding the IQAC deployed the perspective plan to address the service and facilities for students, faculty and non- teaching staff.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution takes effective welfare measures for the Faculty and Non-Teaching staff to maintain healthy work environment. The College makes arrangements for availing all the government schemes and training sessions for the career development and progression of the teaching as well as non-teaching staff.

Welfare Measures For Teaching staff –

- Shikshan Mandal, Karad Employees' Co-operative Credit Society
- Co-operative Consumer Stores
- Gym
- Duty Leave and Financial Assistance for workshops, conferences
- Seed money for research work
- Gratuity, Pension, Provident Fund , DCPS
- Medical leave and Reimbursement
- Staff Academy
- Yoga Training course
- ICT assistance
- Separate wash room for male, female employees
- All statutory social security - LTC, maternity benefits, reimbursement of tuition fees, etc.
- Reprography Facility
- Internet connectivity , Free wi-fi
- Provision of Computers / laptops / printer to departments
- Separate rooms for all departments

- Automation of attendance using biometric

Welfare Measures For Teaching staff –

- Uniform to peons
- Shikshan Mandal, Karad Employees' Co-operative Credit Society.
- Students Co-operative Consumer Stores
- Yoga Training course
- Reprography Facility
- Internet connectivity , Free Wi-fi
- Gym
- Medical Reimbursement.
- Duty Leave for Training course
- Canteen

Other Welfare Scheme -

- Maternity Leave
- Identity card for all
- CCTV surveillance
- Policies for Grievances Redressal, Internal Complaints Committee, Special Cell Standing Committee, and Financial Assistance to Teachers
- Organization of training for employees
- Award for best employee (Annual)
- Distribution of Gift hampers during Diwali Festival
- Observance of Teacher's Day and women's day by the Sanstha
- Celebration of festivals as promotion to multicultural environment
- Organization of farewell programme for retiring employees, last year students

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

6.3.2

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

Response: 1.35

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

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

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

6.3.3

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

Response: 37.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	08	08	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	09	09	09

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college ensures that the funds collected are utilized and restricted to budgeted expenditure in the best possible way. The college follows the rules and regulations laid down by the UGC, University and Govt. of Maharashtra. The business plan is prepared for the allocation and sanctioning of budget for the activities to be conducted in the next academic year. The activity report of curricular, co-curricular and extension activities are sought from the faculty members to record the events and every possible effort is made to adhere to the budget. The principal, CDC, IQAC, accountant and the budget committee does planning, division, allocation and utilization of funds effectively. Proper procedure of purchase is adopted by the Purchase Committee. Quotations are sought and every financial transaction is done keeping utmost transparency and is documented. The office and committees meant for development, library, NSS, Gymkhana, Sports and IQAC help in the allocation and utilization of funds.

Transparent mechanism of auditing the resources is followed. The external audit takes place annually. The Chartered Accountant is appointed by the college. Audits are carried out regularly by SSSS Associates, Karad. The office of the college extends all possible cooperation to the auditor for the smooth running of the audit.

Methods and Strategies to Mobilize Resources and Funds include:

- Salary grant and non-salary component
- Government Scholarship Grants
- Funds from the University for examination work, research, workshops/ seminars/conferences
- Seed money for research activities, seminars, conferences and workshops

- Admission, tuition fees, other fees received from students
- Bank Interest, Fines, Common dues
- Lead college fund
- Add on Courses fees
- Students Welfare Fund
- NSS
- Philanthropists and teachers contribution for Annual Prize Distribution Ceremony
- Alumni Fund
- Self-finance and Add-on Courses
- Faculty's and administrative staff's contribution to Students Welfare Fund
- Faculty's voluntary financial help for NSS residential camp
- District AIDS Prevention Control Unit, Satara

Utilization of Resources:

Grants received from various sources are used towards infrastructure augmentation, maintenance and development of academic and support facilities.

- Funds collected as Philanthropists and teachers contribution are used for giving away prizes and scholarships.
- Lead college activity funds are utilized for organizing Lead College workshops.
- Fees received from students are used for development of the college, CHB faculty and support staff salaries and are audited.
- Quality enhancement of library, sports facilities, upgrading laboratories and ICT infrastructure is done periodically and the dead stock register is maintained.
- Seminars, conferences and workshops are organized utilizing funds received.
- Financial assistance is given from Students' Welfare Fund to the needy and deserving students to help them continue their education.
- The library purchases books, takes subscription of journals according to the demand and budget allotted.

The mechanism for Settling the Audit Objections:

- Correction of entries at the end of the year.
- Recovery from concerned staff if necessary on finding out difference.
- Items unable to correct are noted in Audit report for changes in policy and procedure by management during the next year.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC ensures proper planning of academic, co-curricular and extra-curricular activities through the year. It monitors and assesses the teaching- learning process, structures & methodologies of operations and learning outcomes following a planned strategy. The planning and its implementation is done in a well-defined, systematic way and is monitored by the IQAC and Principal. The suggestions are given wherever required. The planning disciplines the teaching learning process and positively contributes to its excellence.

The planning followed to organise and discipline the teaching- learning process:

- **Academic calendar** is prepared at the beginning of academic year and displayed on college website. This ensures utilisation of optimal number of working days for academic, co-curricular and extra-curricular activities through the year.
- **Departmental meetings** are held periodically to ensure adherence to departmental Business Plan. Curricular, co-curricular activities are made student-centric. Documentation of distribution of syllabus, workload, academic, Result analysis is done annually.
- **Individual, departmental and Master timetable** ensure smooth and orderly working of the college. It helps keep track of the quantum of work load assigned to each faculty and equitable distribution of work among the teachers.
- **Teaching Plan** is prepared at the beginning of academic year and is monitored by the HoDs and Principal. The planning helps the faculty to organise content, time allotted, teaching strategies, evaluation and assistance to students. Any unforeseen lapses are corrected accordingly.
- **Portion Completion Report** is submitted to the IQAC at the end of each semester. The report helps to monitor the completion of teaching work for the semester.
- **Schedule of Centre for Skill Development Courses** is communicated to students at the beginning of the academic year. The schedule helps students enroll in the employment oriented courses of their choice and complete the course/s along with their degree programme.
- **Faculty profiles** are submitted to the IQAC at the end of the academic year. The profile assesses teachers' performance - academic, research, and extension activities. Suggestions are given if needed to the concerned faculty.
- **Departmental Profiles** are submitted at the end of academic year. The IQAC and principal assess the performance of departments in academic, research and other activities. Suggestions are given wherever needed.
- **Feedbacks** are sought annually. A retrospective assessment of feedbacks from the stakeholders on various dimensions help the college in making improvements, creating productive teaching-learning environment to achieve desired vision of the college.
- **The internal examinations** are conducted as per college and university schedule. Care is taken to solve the queries of the students and monitor their attendance for the exams.
- **Attainment of POs and COs** provide vital inputs for changes and / or improvements in strategies, methodology and structures of teaching-learning process and also evaluation methods

on part of the faculty.

- **Academic and Administrative Audit, Green and Energy Audit** are conducted towards the end of academic year. Suggestions / recommendations for improvement are given if necessary.
- **Gender Audit** helps assess implementation and impact of policies and organisation of awareness programmes on students.
- AQAR is submitted annually.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Being a women's college, the college strives to fulfil its vision and mission by empowering girl students in every sphere of life. Gender sensitization being a human right and constitutional obligation, the college takes initiatives for gender awareness and sensitization through various activities. We practice to bring a positive change in the attitude and support equity among genders within the college and in our outreach.

Safety and Security is provided to students as well as women staff. The student strength and the number of women staff reflect the trust of the parents on the college.

24 hour CCTV surveillance is maintained by 26 cameras at the key areas.

Redressal Committees constituted as per the norms laid by the University/ UGC assure the adherence to human / constitutional rights and values.

A complaint box installed shows zero-tolerance policy against any kind of harassment. Emergency helpline numbers are also displayed in the college.

Bharosa Cell activities are carried out in collaboration with Karad Police Station to create awareness about security measures provided to women. Students are motivated to approach Nirbhaya Pathak to deal with sexual harassment and enrol in for self-defence course.

Watchman has been appointed to control the miscreants.

Counselling Centre run by the Department of Psychology helps students deal with stress related issues. A certificate course in counselling avails students of a career opportunity in counselling.

Common Room with essential amenities is available. It is also used for conducting short term skill development courses after college hours.

Yoga hall cum activity room too has adequate facilities. The hall is also used for indoor games.

Well-equipped Gym is used by both students and faculty.

Effectively implemented **Mentor-Mentee scheme** is reflected in the good rapport between mentors and

mentees. The mentors provide every possible help to their mentees.

Assistance is provided for Scholarships and Freeships to the students. The mentors take continuous follow-up of the same. The needy students are given financial assistance from the Students' Aid Fund.

NSS activities conducted by the Unit, and the students' dedicated participation in them help cherish values of equality, social justice and tolerance.

The Centre for Skill Development courses aim at enhancing the innate skills and making the students self-reliant.

Students' Health Check-up brings awareness about health issues.

Health Centre available on campus. Medical help is given whenever necessary.

Washrooms with 24 hour water supply are available to the students ,faculty and staff. The cleanliness is maintained by the house keeping agency. The sanitary napkin vending machine and incinerator are installed in washroom blocks.

Food Festival is one such gender sensitization exercise wherein the students learn the techniques of food catering, marketing and entrepreneurship skills. The organisation of various competitions during the festival encourages the artistic approach in students.

Workshops are organised on varied subjects to sensitise the girl students to gender/health/legal etc. related issues.

A hording displaying the first women succeeded in varied fields in India motivate the students to follow their own career dreams.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

One aspect of the vision and mission of the college categorically emphasizes empowering our students as a national asset through integrating values emphasizes the idea of all inclusive environment in the college campus in particular and in the society in general.

Students belonging to different castes, religion and culture study in the college without any class, creed, religious consciousness or inhibition.

The college follows government guidelines regarding reservation during admission and for appointments of the staff.

The college prayer and the national anthem sung every day in the morning by students, faculty, and the non-teaching staff aim at imbibing the feeling of unity, humility, equality in all aspects, nationalism /patriotism and gratitude towards motherland. Our college is the only college in the jurisdiction of Shivaji University, Kolhapur that begins with a prayer and the national anthem.

The prayer is followed by an assembly on special occasions, such as a celebration of national or international days viz. Population Day, Sports Day, Literacy Day; the birth/death anniversary of eminent national/international personalities from varied fields, regional and national festivals, etc., wherein the student/s or a faculty talks on the thought behind the celebration. The celebration is done out of appreciation, respect, honour, responsibility, tradition which helps increase the feeling of acceptance and tolerance towards diverse ideas and cultures.

Celebration of Independence and Republic Day cherish the ideas and values enshrined in our Constitution. Similarly, celebration of Indian festivals inculcates the feeling of nationalism, social, regional and religious harmony.

The celebration of Constitution Day, quizzes organised on the day stresses the need to respect and imbibe constitutional values that valorise tolerance and harmony.

Food Festival, Fashion show and the events like various competitions (Traditional day, Mehandi , cookery, rangoli, handicraft, etc.) help develop tolerance and harmony towards cultural, regional, linguistic, communal diversities and create an awareness for the help for inclusive environment in the college.

The college organises various activities to build and promote a feeling of oneness and social harmony among students.

The sports event aims at bringing everyone together on an equal platform.

The NSS unit of the college plays a vital role in promoting inclusive environment for cultural, socio-economic and regional diversities among students. In the special NSS camp volunteers from diverse socio-economic, cultural and religious background stay together for a week with a feeling of oneness.

The celebrations of Hindi Day and Marathi Rajabhasha Day accentuate the significance of regional languages in multilingual environment of India.

The compulsory self-study courses for B.A I and B.Com I - Democracy, Election and Good Governance and B.A. and B.Com. III - Constitution of India and Local Self Government help realise the significance of the all-inclusive environment.

The student centric activities aim at instilling in students a deep sense of pride in being Indian, not only in thought but also in spirit, intellect, and deed, as well as developing knowledge, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, reflecting a truly global citizen.

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of Practice: Women Empowerment Through Skill Development Courses

Objectives of the Practice

In recent years, as education and employment / self-ventures have high significant positive relationship with women empowerment in regards decision making, control over the resources and voice. Hence the Best Practice intends to **equip students with entrepreneurial attitude, qualities, skills, and thereby encourage self-reliance and entrepreneurship among them.**

The Context

In today's fast-paced and ever-evolving world, the traditional notion of relying solely on academic qualifications is no longer sufficient to secure a successful future. In this context, developing a diverse set of skills has emerged as a critical factor for personal and professional growth. Today women are finding new opportunities for growth and development in self-ventures where skill, knowledge and adaptability are the thrust areas. It is now seen as significant and essential weapon for women's empowerment who are economically productive, independent and have a sense of self-worth.

The Practice

The institution recognizes the significance of skill development courses alongside traditional education considering their role in the enhancement of employability or starting a self-venture and empowerment of girl students. Since traditional degree education supplemented with skill education can lead to self-reliance and consequently empowerment, the institution has been including skill development courses in addition to the curriculum. However, the activity took a concrete form with the establishment of the Centre for Skill Development in 2016-17. The Centre runs a number of skill development courses some of which are affiliated to the affiliating University while others have been developed by the college in view of the needs of the students. The courses range from one day to one year in duration. They cover areas from employability enhancement, environment protection, hobbies, social awareness and language proficiency.

The Centre for Skill Development is particular about providing skill development courses at a nominal fee of Rs.1000/- or less than 1000/- only as majority of the students hail from rural and weak economic background. The college plans to motivate the students and teachers to undertake SWAYAM courses in a robust manner. Besides, the college has been granted a testing centre by the NTA which is another positive in this respect. The college has been a SPOC of SWAYAM. The faculty motivate the students to register and complete SWAYAM courses. During COVID -19 pandemic the college conducted the course in Fashion Designing and Beauty Care in blended mode by following the COVID guidelines meticulously. The Centre for Skill Development also conducts workshops on Entrepreneur Development in collaboration with the Dept. of Commerce to develop entrepreneurial behaviour, introduce career opportunities, promote self-employment and better business practices in girl students.

Evidence of Success

- Students learned professional skills and are confidently running their enterprises.
- A PWD and victim of domestic violence completed a course in Fashion Designing and is earning.

Problems Encountered and Resources Required

- Economically weaker students were informed about the government schemes – *Free Sewing Machine Scheme* and *Mudra Scheme*.
- Lack of funds
- Space crunch to develop infrastructure

2. Title of Practice: Food Festival***Objectives***

The Indian culture is rooted in its variety of food. The Indian food habits are unique, not only in their tastes but also in their cooking methods which reflect the diversity in culinary skills. And if the culinary skills are blended with business skills, they can open doors for career opportunities in food

entrepreneurship. With this vision, Department of Home Science has been organizing Food Festival since 1993-94 with an innovative approach to encourage students for entrepreneurship within the Indian food processing sector and arouse their latent skills in hand-made artefacts as well.

The Context

Over the past few years, the food processing and art and craft sector in India has experienced substantial growth and emerged as a significant player in global market. While making a substantial economic impact, these industries hold promising prospects for entrepreneurship, especially for women who wish to engage themselves in self-employment activities and be self-reliant. Considering this, the college endeavours to boost the students towards the food and art and craft business. Since there is an increasing demand for homemade, healthy, hygienic food and hand crafted products, we believe an event like Food Festival is an opportunity for students to exploit social media platforms to showcase their skills and gain recognition.

The Practice

India known for its cultural diversity is also a paradise for food connoisseurs. Encashing this very X factor of India, our college has been celebrating the Food Festival that not only enjoys cultural diversity and promotes inclusive atmosphere but suggests openings for entrepreneurship to students as well. Our college is the pioneer college of this activity in the jurisdiction of Shivaji University, Kolhapur and has been a sustainable activity of the college since 1993-94. In 2019-20 the college celebrated its Silver Jubilee by organising Inter-Collegiate Food Festival. The preparation begins with the coordinator holding a meeting and orientation session. Students are informed about various possible and salable food items, display, serving etiquettes, and marketing strategies. Various food items prepared are exhibited, sold and enjoyed. It is an exercise in food catering, marketing skills, entrepreneurship and artistry in students. The department of Home Science donates some share of the profit earned through the food stalls to the Students Welfare Fund.

The festival is also an exhibition of the latent talent in students in regards art and craft. The competitions like mehendi, rangoli, hair-style, handicrafts, flower arrangement, hand writing, cookery, traditional dress, organized during the festival showcase and encourage the artistic talent in the students.

Evidence of Success

- Students have opened their own enterprises like bakery, parlour, mehendi business, etc.
- Opportunity to know hidden skills.
- We are practising Indian Knowledge system for almost 31 years.
- It remains memorable moment for students and alumni.

Problems Encountered and Resources Required

- The Festival could not be organised due to COVID 19 in 2020-21. However, the an Online National Cookery Competition was held in collaboration with M.V.Patil Kanya Mahavidyalaya, Islampur.
- Limited budget
- Time crunch
- Limited infrastructure and lack of support staff

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Mahila Mahavidyalaya, Karad, an affiliate to Shivaji University, Kolhapur, established on 7th August 1986 is the first women's college in Satara district. Karad, being one of the educationally active talukas, has a large population keen on giving higher education to their wards. Considering that women must be self-reliant and empowered in every aspect of life, the visionary leadership of Shikshan Mandal, Karad established Mahila Mahavidyalaya in Karad city. Within eight years of establishment, the college progressed and earned permanent affiliation in 1994 and the UGC listing in 1998. Since then the college has maintained its scholastic approach with a promise to provide value-based and skill based education as well as best possible facilities to fulfill girls' academic needs. We believe that the purpose of higher education is to provide a well-rounded education that will fit women to utilize their abilities to the fullest extent. Hence, since its inception every attempt is made for their holistic development to fulfill its vision statement :

“Empowerment of girl students in pursuit of knowledge, values and self-reliance.”

Being a girls' college, our multi-faculty college is committed to nurturing and creating girl students hailing mostly from rural areas in the vicinity of Karad well equipped to be world citizens; women who are proud of their culture and heritage as well as possess a broad sensibility that vibrantly celebrates diversity in all aspects through access to higher education and awareness about social responsibilities. Through varied categorically student-centric academic, cultural and outreach activities we strive to enable them for personal and professional growth. We believe in capacity enhancement rather than mere information generation by keeping them abreast to modern trends and advanced technologies. Woman power is the striking feature of the college with 99.9 % girl students and 59 % women faculty including the Principal, IQAC coordinator, Librarian and a Physical Director.

The institution recognizes the significance of skill development courses alongside traditional education considering their role in the enhancement of employability or starting a self-venture. The Centre for Skill Development in the college runs with an objective to boost innate skills, offer scope for entrepreneurship development and create job opportunities for girl students. The distinctiveness of the centre is students learn by doing and engage themselves in hands on training that leads to prepare themselves for

entrepreneurship or employability. Students are exposed to good number of Skill Development Courses at a nominal fee of Rs.1000/- or less than 1000/- only as majority of the students hail from rural and weak economic background. The courses are complemented with Entrepreneurship Development programmes that aim to develop entrepreneurial behaviour, promote self-employment and better business practices in students. On the completion of the courses, many students have started their own businesses. Many are supporting their families financially.

The NSS unit comprises 100% girl volunteers. In line with the vision of the college, it aims at empowering girl students by imbuing a spirit of national integration, dedication for social service and responsibility, dignity of labour, and leadership. Moreover, it attempts to inculcate the spirit of voluntary work among students and teachers through sustained community interactions. Also it plays a vital role in promoting inclusive environment for cultural, socio-economic and regional diversities among students. The college has been successfully conducting Special Residential Camp in adopted villages since its inception i.e. 1986. The special NSS camp is one such activity wherein the volunteers from diverse socio-economic, cultural and religious background stay together for a week and work for the well-being of the society.

The effectively run Mentor-Mentee programme help the students in many ways. The wholehearted cooperation from the faculty helps not only the academically sound students complete their degree course, but also the slow learners, married women (many married women prefer to pursue their higher education while shouldering family responsibilities), working girls/ women, and students coming from financially weaker background.

Students' Health Check-up and follow up has been a sustained activity of the college since 1993-94. Since most of the students come from rural area, majority of them are unaware about health issues like - reproductive health, hygiene, communicable diseases, oral health, healthy food and dietary habits. Hence throughout the year to ensure physical, mental, psychological and social wellbeing of students, various activities are organized. The college has also formed Red Ribbon Club for AIDs awareness in association with KIMS, Karad.

Food Festival is the unique activity of the college organized by Department of Home Science every year since 1993-94 with an innovative approach to develop informally the traditional culinary art of cookery. Various food specialties are exhibited, sold and enjoyed. It is an exercise in food catering, marketing skills, entrepreneurship and art in students. It is a platform to ignite innovative skills of students. Participating in various competitions like mehendi, rangoli, hair-style, etc. exhibit their artistic approach and creative ideas but learn to further their innovative skills as well.

Our college is the only college in the jurisdiction of Shivaji University, Kolhapur that begins with a National Anthem, prayer which is dedicated to mother land. The singing of prayer intends to bring everyone together on a common platform forgetting their socio-economic status, religious beliefs, diverse opinions, etc. It also intends to begin the day with a positive note. The prayer is followed by a Morning Assembly which aims at promoting social awareness, developing critical thinking abilities, developing reading habit and preparing them for a confident public speech.

Gender sensitization being a human right and constitutional obligation, the college takes initiatives for gender awareness and sensitization through various activities. Considering the fact that every girl student has a right to live with dignity and have access to education in an environment that is safe, protective and conducive to growth, every effort is made for the safety and security of students as well as women staff.

The student strength of the college and the number of women staff reflects the trust of the parents on the college as far as its comfort and safe ambience is concerned.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Shikshan Mandal, Karad's Mahila Mahavidyalaya, an affiliate of Shivaji University, Kolhapur established on August 7, 1986 is the first women's college in Karad as well as in Satara district with the aim of making women self-reliant and empowered in every aspect of their life.

The college is proud of its alumni who have made a mark for themselves in varied spheres of academics, entrepreneurship, politics, and public services.

In 2018 the college was awarded B+ Grade with CGPA 2.69 in the third cycle.

The college offers undergraduate Programmes– Arts, Commerce and Science. In 2022-23 the college began university approved new science faculty - B.Sc. and new programme B.Com. (I.T.). The college is an authorised centre for offering Post Graduate programmes of YCMOU like BCA, M.A. and MCA. and has NTA centre for various professional and competitive examinations.

Sincere efforts are made for effectively implementing student centric methods to enhance students' involvement in participative learning. Opportunities are provided for interactions, equal participation, active and collaborative learning. 21 MoUs have enriched the learning experience of students.

Out of 10 Full Time 5 are Professors. One faculty is a senator and member of IDS Faculty, Shivaji University, Kolhapur.

Some faculty contribute for SIM for Shivaji University, Kolhapur, University of Mumbai and the School of Distance Education, Bharati Vidyapeeth, Pune. Books authored by a Faculty of Marathi have been prescribed in Goa University and Rani Channamma University, Belgavi.

Entrepreneur ecosystem has efficiently developed a spirit of entrepreneurship through various employment oriented and skill enhancement courses. The courses are complemented with entrepreneurship development programmes.

The efforts of the college in grooming the students for their academic and extracurricular activities fairly reflect in their results and awards in various academic, non-academic activities and university results.

Concluding Remarks :

Mahila Mahavidyalaya, Karad has a rich tradition of educational system with a vibrant community of faculty, staff, students and alumni.

Envisioning empowerment of women through academic excellence and skill enhancement programmes for their intellectual, social and cultural enhancement, varied strategies and policies are implemented.

The inclusive platform offers students belonging to different castes, religion and culture study in the college without any class, creed, religious consciousness or inhibition.

Efforts are made to create a congenial atmosphere for all the stakeholders to widen their capabilities enabling to be responsible citizens of India.

In 38 years since its inception, the college has expanded its horizons accomplishing its vision and mission with the diligent teamwork and good spirit of stakeholders - faculty, students, alumni, parents, non- teaching staff, the parent institution and collaborators.