SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INSTITUTE OF COMPUTER AND MANAGEMENT STUDIES, KASEGAON, PANDHARPUR

OLD KASEGAON ROAD, KASEGAON, PANDHARPUR
413304
www.icms.svipe.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SVIPE's Institute of Computer and Management Studies established in 2009, is one of the leading educational institutes in the Solapur District. The Institute is affiliated to Punyasholk Ahilyadevi Holkar Universiy, Solapur (PAHSUS). Over the past decade, the college has earned a prestigious reputation of harnessing a progressive outlook towards education by introducing career-oriented courses, ICT enabled teaching facilities, outreach activities and discipline.

Institute of Computer and Management Studies offers outstanding graduate programs in B.Sc. (ECS) and BCA, each with a real world focus. These programs equip the students with essential workplace skills that are abstract with the needs and aspirations of times.

Vision

To be recognized among the best institutes for excellence in Computer Science and Information Technology education.

Mission

To impact value based professional education by inculcating personal touch and respect in relationship amongst the stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Policies and Culture:

- Visionary leadership and professional management
- Good admissions in this region
- Gender diversity: More than 50 % of the students are girls
- Safe and secured environment for girl students

Academics

- Good Academic Performance
- Well-defined examination and evaluation processes
- Blended Teaching and Learning
- Feedback mechanism
- Student Centric System
- Culture based on respect and discipline
- Students' Training Programs

Infrastructure:

- Well-equipped classrooms and laboratories
- Playground and Indoor Sports Facility
- Green Initiatives and Environment friendly Campus
- Precious Activity Hall/Seminar Hall
- 75 kW Grid Connected Solar Roof Top Power Plant
- Good Internet Connectivity and Wi-Fi

Institutional Weakness

Awards & Recognition

- Need to focus on awards and recognitions for the Institute

Alumni Interaction

- Need to register for Alumni Association
- Need to strengthen the Alumni Interaction

Research and Development

- Need to focus on Research Grants, faculty publication
- Need to focus on patents, publication in book and conference proceedings

Institutional Opportunity

- To enhance more networking with other institutes and research organizations
- To enter in to more MoUs for enhancing the industry-institute interaction
- To enhance training facility to encourage students for competitive examinations
- Improving the placement of students

Institutional Challenge

- Stringency with respect to curriculum
- Awareness of parents about quality education
- Encouraging Students for Competitive Examinations and Higher Studies
- Maintaining and increasing the inclination of students towards BCA and BSc (ECS)

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- SVIPE's Institute of Computer and Management Studies (ICMS) is affiliated to Punyashlok Ahilyadevi

Holkar Solapur University, Solapur (PAHSUS). Institute follows the Choice Based Credit System (CBCS) curriculum as prescribed by the University.

- Institute has a well-defined planning and implementation process for the effective delivery of the curriculum.
- Before the start of every academic year, the academic calendar is prepared in line with the guidelines given by affiliating University PAHSUS. It includes conduction of unit tests and prelim examination along with other supporting activities like the industrial visits, certificate courses, workshops, training programs, extension activities, etc.
- For effective teaching learning process, teachers use chalk and board method, PowerPoint point presentations, YouTube Videos, animation, etc. The effective curriculum delivery is supported by the various student centric initiatives like industrial visits, projects, Internships, use of virtual labs, expert lectures, certificate courses, training sessions, etc.
- The review of academic activities is taken in IQAC meetings.
- In addition to the courses mandated by the affiliated University, our College places great emphasis on integrating cross-cutting issues related to gender, environment and sustainability, human values, and professional ethics into the curriculum. We also organize various activities such as gender sensitivity programs, initiatives for a green and environment friendly campus.
- Institute has a feedback mechanism. Feedbacks are collected from students related to teaching learning process and overall ambiance, analysed and corrective actions are taken to fulfil it.

Teaching-learning and Evaluation

- The Institute admits students as per the guidelines given by affiliated university, Punyashlok Ahilyadevi Holkar Solapur University, Solapur (PAHSUS). The admission process ensures the inclusion of students from all categories through social reservations defined by the State Government of Maharashtra.
- The teaching-learning process at the institute is student-centric, and faculty members are technologically enriched through various training programs to make it effective. Experiential and participative learning are the main focus of the teaching-learning process which are conducted through Industrial Visits, Internships, Use of Virtual Labs, Certificate courses, Use of visualizations like animations, videos and softwares, Industry/Academia Expert Lectures, Training programs for students, Participation in online courses, Assignment/ Case study, Software programming, Final Year Projects, etc,
- To enhance the learning experience of the students, recent educational methodologies are used by faculty members to make teaching learning a joyful experience. Faculty members utilize ICT tools such as PowerPoint presentations (PPTs), relevant videos, animations, and freely available online resources., Virtual laboratories, Online courses by faculty members and students.
- Institute follows PAHSUS's Examination Scheme, which includes assessments conducted within the semester, end-semester exams, and continuous internal assessment. The internal assessment carries 20% weightage, while 80% weightage is allotted to the external (university) assessment. The two-unit tests and a preliminary examination are conducted. External examinations at the University level are crucial for the overall assessment process. When PHASUS schedules the exams, the institution follows the guidelines provided by the University to ensure smooth conduct. Institute has a transperant mechanism of internal/ external assessment and the grievance redressal system is time- bound and efficient.
- Course Outcomes (COs) are defined for all subjects and mapped with Program Outcomes (POs). Attainment levels of COs and POs calculated.

Research, Innovations and Extension

- The Institute takes various initiatives for innovations, Indian Knowledge System (IKS), IPR awareness, other initiatives for the creation and transfer of knowledge/technology such as Organising Workshops/FDPs, Expert Lectures, Industry collaborations, Training sessions, etc.
- The Institute arranges numerous extension activities aimed at fostering a strong bond between the institute and the local community, while also raising awareness among students about the needs of the community. Through the Extension Activity Cell, Institute conducts a wide range of initiatives like Swatch Bharat Abhiyaan, Water distribution camp during "Magh Waari", Blood Donation Camp, Vachan Prerana Din, Tree Plantation Drive, National Voters Day, Celebrating Rakshabandhan function at 'Palavi NGO' , Harit Waari and Nirmal Waari, Visit to Vrudhashram, Covid Vaccination Drive, Nivasi Apang Shala Visit, Echo-friendly Ganpati Making Activity, Har Ghar Tiranga Initiative, Awareness campaign amongst farmers about using Mobile Applications, etc.
- The Impact of the Extension Activities is observed as increase in cleanliness, awareness is created amongst pilgrims during wari, a sense of responsibility amongst students and promoted the human values, green landscaping is observed to be increasing as a result of tree plantation drives.
- Institute has been honoured with the recommendation and awards from governmental and recognized bodies in recognition of its outstanding extension activities.
- The Institute has MoUs with various Organization/Industries/Institutes to establish the linkages/collaborations related to academic, training activities, placement support, etc.

Infrastructure and Learning Resources

- Institute has infrastructural facilities for effective teaching learning ambiance well-equipped class rooms which are ICT enabled equipped with LCD projector, LAN, Wi-fi connectivity, ICT enabled Seminar halls/Activity Hall, well equipped laboratories with adequate instruments/equipments, computing facilities as computers, printing facilities, Internet connectivity and Wi-Fi connectivity, etc.
- Institute has facilities for conducting cultural and sports activities, gymnasium,etc.
- The Institute has other facilities as CCTV surveillance, Central Library, Boys Hostel and Girls hostel for the boarding of students, Canteen facility, 75 kW Roof Top Solar Power Plant, Generator, etc.
- The college library possesses an extensive collection of textbooks, with spacious stack-rooms and reading halls with a seating. The staff members and students are frequently visiting the library.
- The college is having computers in 4:1 student to computer ratio exclusively for the students with LAN and Wi-Fi facilities.
- The institute has maintenance cell with well-planned and systematic procedure for maintenance of physical, academic and support facilities.

Student Support and Progression

- The institute plays a crucial role in facilitating scholarships provided by both the State and Central Government.
- To ensure the overall development of students, the institute integrates various capability enhancement and development schemes. These include skill development courses, communication skills, soft skills, technical skills, as well as co-curricular and extra-curricular activities.
- The institute has a structured mechanism to enhance students' employability and guide them in selecting careers that align with their interests.
- The institute has implemented a transparent mechanism to address student grievances.
- To promote cultural diversity and talent, the institute organizes the annual cultural program "Rhythm".

Additionally, traditional day is also celebrated.
- Students are encouraged to participate in various cultural, sports, and other co-curricular, extra-curricular activities fostering their all-round development.
- The alumni actively contribute to the growth and development of the institution through various support activities.

Governance, Leadership and Management

- SVIPE's ICMS, Kasegaon was founded in 2009 with the objective of offering professional education in the fields of Computer Science and Information Technology. The Institute is dedicated to achieving its vision, mission, and goals. The College Development Committee (CDC) provide guidance for formulating institute policies in alignment with the vision and mission.
- The institute believes in a decentralized approach and involves representatives of stakeholders in the decision-making process.
- A strategic plan has been developed to transparently and effectively achieve the set goals.
- The college has established various cells and these cells include representatives of stakeholders, and they work efficiently to fulfil their respective objectives.
- An appraisal system is in place to evaluate the performance of both teaching and non-teaching staff. The institute recognizes that the quality of its human resources is crucial to its success and therefore focuses on employee performance.
- Welfare measures are provided to the staff members.
- All financial matters and accounts are regularly audited. The resource mobilization strategy provides guidelines for the effective utilization of resources.
- The Internal Quality Assurance Cell (IQAC) monitors, reviews, and evaluates academic and administrative processes to ensure quality.

Institutional Values and Best Practices

- The institute recognizes the importance of achieving gender equity and is actively undertaking various curricular and co-curricular initiatives to promote this cause.
- To ensure the safety and security of all stakeholders, the Institute has established several committees, including the Grievance Redressal Committee, Anti-ragging Committee, and Internal Complaints Committee. The institute has fostered a culture of equity among students through the various efforts.
- Institute provides specific facilities for women provided in terms of Safety and security, Counselling, Common Rooms, etc.
- The Institute places great emphasis on environmental conservation. It employs rainwater harvesting and waste management including e-waste management, energy conservation initiatives. Institute has installed a 75 kW Grid Connected Solar Roof Top Power Plant, which harnesses renewable energy sources.
- The institution demonstrates great delight and responsibility in promoting tolerance and harmony across various domains, including cultural, regional, linguistic, communal socioeconomic factors.
- The Institution organizes various activities for sensitization of the students and employees for inculcating values, rights, duties and responsibilities for being responsible citizens of India

- **Best Practice 1: Students' Training Programs**

The various training programs are organised which are categorised into Professional and Soft skill training. The success of the practice is evident through the outcomes as students are equipped with the necessary skills and knowledge to excel in the corporate sector, thereby increasing their employability and paving the way for successful career opportunities, increase in students' awareness about career opportunities, confidence levels and significant increase in the overall placement percentage of students.

Best Practice 2: Blended Teaching and Learning

The institute has embraced a blended learning environment, revolutionized the teaching and learning process with innovation and effectiveness. Blended teaching and learning have several positive qualitative and quantitative outcomes as increased Engagement, enhanced learning outcomes, personalized learning, etc.

Institutional Distinctiveness:

Green Initiatives and Environment Friendly Campus

SVIPE's ICMS, Kasegaon initiates the green initiatives and environment friendly Campus activity which will support environmentally sustainable development. The Initiatives for Green and Environment Friendly Campus are mentioned below:

- Use of Renewable energy source- Solar Energy
- Energy Conservation
- Tree Plantation:
- Waste Management
- Green Audit
- Water Conservation
- Study of Environment and Sustainability related contents
- Awareness Campaigns

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF COMPUTER AND MANAGEMENT STUDIES, KASEGAON, PANDHARPUR
Address	Old Kasegaon Road, Kasegaon, Pandharpur
City	Pandharpur
State	Maharashtra
Pin	413304
Website	www.icms.svipe.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ashok Shankarrao Bhoite	02186-232232	7768008988	02186-232232	icmskasegaon@yahoo.com
IQAC / CIQA coordinator	Kanchan Sukhadeo Nalawade	-	7821857173	-	kanchannagane@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	Old Kasegaon Road, Kasegaon, Pandharpur	Rural	7	12002.39

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	BSc,Computer Science	36	HSC	English	112	112
UG	BCA,Computer Science	36	HSC	English	84	80

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				0				15
Recruited	1	1	0	2	0	0	0	0	3	9	0	12
Yet to Recruit				0				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching 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				5
Recruited	3	2	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	9	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Part Time Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	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	200	0	0	0	200
	Female	187	0	0	0	187
	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	3	5	2	9
	Female	7	10	0	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	3	0	0
	Others	0	0	0	0
OBC	Male	18	12	7	16
	Female	31	15	8	22
	Others	0	0	0	0
General	Male	19	28	15	35
	Female	41	39	30	39
	Others	0	0	0	0
Others	Male	3	2	3	9
	Female	7	4	2	4
	Others	0	0	0	0
Total		129	118	67	140

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In view of implementation of NEP 2020, SVIPE's ICMS has taken steps towards the various initiatives related to multidisciplinary/interdisciplinary courses. Institution encourages students to do the final year projects in their interested areas and the project work may satisfy social, local, national, international, and industrial needs. While developing a project students use the concepts and theories from multidisciplinary streams Students are participating in national and international level project competitions and won the prizes as well. In order to enhance the skillsets amongst students, interdisciplinary training for technical skills is organized for students in collaboration with the training companies. The

	institute support the students by opening facilities like laboratories, library beyond the college working hours for study related to the multidisciplinary/interdisciplinary applications of a project. The students are provided with workshops, seminars, and activities such as extension activities, Yoga, training sessions, and expert lectures to foster interdisciplinary education with the aim of cultivating humanistic, ethical, social, constitutional, intellectual, and universal human values. The objective is to offer value-added education that nurtures holistic development among students.
2. Academic bank of credits (ABC):	SVIPE's Institute of Computer and management Studies, Kasegaon is affiliated with Punyashlok Ahilyadevi Holkar University, Solapur (PAHSUS). The Institute follows the Choice Based Credit System (CBCS) pattern given by PAHSUS. Academic Bank of Credits (ABC) enables students' mobility across Higher Education Institutions through a well-defined mechanism of credit transfer. It also helps in seamless integration of skills and experiences earned by students into a structured credit-based system. The students of SVIPER's ICMS, Kasegaon have registered for the Academic bank of credits portal in accordance with the guidelines provided by the PAHSUS.
3. Skill development:	Skill development is crucial in today's rapidly changing job market, where new technologies and trends emerge frequently. For skill development, various programs are organized for students' like workshops, seminars, training sessions, and internships that can provide students with hands-on experience and exposure to the latest industry practices. Further, the students are encouraged to participate in various skill development activities that results in knowledge, certifications and employment. SVIPE's ICMS have Memorandum of Understanding (MOUs) signed with various organizations for providing training on soft skill, technical skill, language and communication skills, employment, and other required skillsets like presentation, group discussion, etc. Value addition programs are also conducted to update the technical skills as per the industrial requirements.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	SVIPE's ICMS is located at Pandharpur which is considered as South Kashi. This indicates that it has

online course):	significant cultural and religious significance in the region. As an educational institution located in this historic place, the institute has the opportunity to integrate this rich heritage into its extracurricular activities. The Institute organizes various activities through Extension Activity Cell such as Water distribution to pilgrims during Wari at Pandharpur, Vachan Prerna Din, eighteen hours study, Celebrating Rakshabandhan at Palvi NGO, Harit Wari Nirmal =Wari, Visit to Matoshri Vrudhashram, Shiv Janmostav, Blood donation camp, Shiv Swarajya Din, Eco Friendly Ganpati Making Activity, etc. The Institute encourages students to participate in Cultural Program 'Rhythm' and Traditional Day which includes the events in different languages.
5. Focus on Outcome based education (OBE):	SVIPE's ICMS is emphasizing outcome-based education (OBE) and incorporating experiential learning into the curriculum. By adopting innovative tools in teaching learning process, the institute is providing a holistic learning experience to its students. There is good alignment of course outcomes with program outcomes and program-specific outcomes, as well as with the National Education Policy (NEP). It's also commendable that the institute is focusing on developing cognitive abilities such as Remembering, Understanding, Applying, Analysing, Evaluating, and Creating, along with social responsiveness, ethics, and entrepreneurial skills. This will help students contribute proactively to the economic, environmental, and social well-being of the nation. The evaluation of CO's, PO's, and PSO's and the subsequent action plan to improve attainment is a great approach to continuous improvement. Additionally, the incorporation of guest/expert lectures, industrial visits, internships, and certificate courses, additional training sessions will further enhance the learning experience of the students.
6. Distance education/online education:	Students and faculty are encouraged to complete various certification courses offered by different platforms. Students and staff are using Virtual Labs for experimentation purpose. Students have also undergone online internships. During the COVID-19 pandemic period, the institute adopted online education and implemented it successfully. Faculty members used Google Meet platform for online lectures and interaction with students. The different seminars, webinars, and expert lectures are conducted

	in online mode. The study material is provided to the students. Faculty members also conduct quizzes and online tests. The different ICT tools like PPTs, Videos, animations, video lectures, etc, are effectively used in Teaching Learning process.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes
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.	1.voter awareness campaigns in nearby village 2.Student awareness program on National Voters Day in college
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.	Awareness drive in college to students Students are encouraged to participate in electoral processes.
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.	The ELC motivate and guide students about the enrolment/ registration as a voter in the electoral roll and also highlights the importance as a voter to nation students. Awareness camps are organized to promote and motivate students to exercise this fundamental right of voting.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
282	240	226	222	160

File Description	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:

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	8	11	8

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
29.25110	29.67268	39.93	16.54	13.80

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:

SVIPE's Institute of Computer and Management Studies (ICMS) is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur (PAHSUS). Institute has a well-defined planning and implementation process for the effective delivery of the curriculum.

Process for Effective Curriculum Planning:

- As the Institute is affiliated to PAHSUS, Institute follows the Choice Based Credit System (CBCS) curriculum as prescribed by the University.
- Before the start of every academic year, the Academic Calendar is prepared in line with the guidelines given by affiliating University PAHSUS.
- The teaching load is distributed among all the faculty members by considering their area of interest before starting the semester.
- Before the commencement of the semester, the academic preparation is done by the faculty members.
- The review of academic activities is taken in IQAC meetings.

Process for Effective Curriculum Delivery:

- For effective teaching learning process, teachers use chalk and board method, PowerPoint point presentations, YouTube Videos, animation, etc.
- The effective curriculum delivery is supported by the various student centric initiatives like industrial visits, projects, Internships, use of virtual labs, expert lectures, certificate courses, training sessions, etc.
- Performance and attendance of all students is regularly communicated to parents through class coordinators.
- The students are evaluated through a continuous assessment system using chapter tests, practical, assignments, etc. Unit tests and prelim examination are also conducted for each course.
- Remedial classes for improvement are also conducted.
- Feedbacks are collected from students related to teaching learning process and overall ambiance, analysed and corrective actions are taken to fulfil it.

Academic Calendar:

Before the start of every academic year, the academic calendar is prepared in line with the guidelines given by affiliating University PAHSUS. The academic calendar has provisions and schedules for the following:

- A teaching period for effective delivery of syllabus is planned including theory and practical.
- Teaching plan of the respective subject is prepared in tune with the academic calendar by the subject teachers.
- Dates of conduction of unit tests and prelim examination are mentioned in the academic calendar.
- Industrial visits, certificate courses, workshops, training programs, extension activities, etc. are also the part of academic calendar.

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: 28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 96.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
282	173	262	219	160

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:

The Institute diligently adheres to the curriculum recommended by the affiliating University, PAHSUS. The university incorporates pertinent cross-cutting topics such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum. The various courses that encompass these cross-cutting issues within the curriculum are mentioned below:

Gender Equity – In order to bring gender equity, Institute take efforts by ensuring that at least one-woman member is included in various policy making committees. Institute regularly organizes various events on women empowerment. The internal complaint committee has been constituted in the institute. As a result, the Institute comprises about 40-50% female students and more than 60 % female faculty members. The internal complaint committee has been constituted in the institute.

Environment and Sustainability- The course Environmental Studies address the various environmental issues and gives insight for solving these issues. It includes various aspects of environment like Natural resources, Biodiversity and its conservation, Pollution, Social problems, Multidisciplinary nature of environmental studies and Environment and its protection. Through the course Recent Trends in IT, students understand the Environmental Impacts of IT, Holistic Approach to Greening IT, Green IT Standards and Eco-Labelling, Enterprise Green IT Strategy, Life Cycle of a Device or Hardware, Reuse, Recycle and Dispose, Energy-Saving Software Techniques. The Extension Cell of the institute regularly conducts drives for environment awareness, cleanliness, tree plantation campaigns within and beyond the campus.

Professional Ethics and Human values- The courses like English (Communication skill), Development of Human skills, English (Business English) enhance student's reading, professional writing, comprehension, speaking skills which are required for day-to-day communications and also nurture student's effective presentations skills and equip them with skills required for personality and organizational behaviour, Work Culture in IT. The courses Cryptography and Network Security, System Security, Software Engineering, Software Testing & Quality Assurance, Ethics and Cyber law comprehend the fundamentals of cybercrime, cyber law, and ethical hacking, develop an understanding of security policies as well as protocols to implement such policies, understand the software development process and making it efficient and effective as per the quality standards defined for software products.

In addition to the cross-cutting issues addressed through curriculum, the Institute has organized numerous activities and programs related to cross-cutting issues

File Description	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: 50.35

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

Response: 142

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 73.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	67	118	109	81

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	140	140	140	140

File Description	Document
Institutional data in the prescribed format	[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: 65.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	17	45	39	27

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	53	53	53	53

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 31.33

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institute strives to ensure the effective implementation of student-centric approaches to foster comprehensive development and enhance the learning experience of students. Institute organises innovative programs to stimulate students' creative capabilities and cognitive levels, providing them with opportunities to enhance their problem-solving skills, engage in experiential learning practices, and foster participative learning. Following are some of the approaches employed related to student centric methods:

Experiential Learning:

Experiential learning is the process of learning through experience. Institute is inculcating self–learning and lifelong learning skills through:

- Industrial Visits
- Internships
- Use of Virtual Labs
- Certificate courses
- Use of visualizations like animations, videos and softwares
- Teaching in the classroom and laboratories with interaction of instruments and software
- Industry/Academia Expert Lectures

Participative Learning:

- Training programs for students
- Participation of students in symposium/workshop/conferences for various activities like paper presentation, programming competitions, etc.
- Participation in online courses

- Participation in various extra-curricular activities such as extension activities, Blood donation camp, cultural program- 'Rhythm', sports activity, various Day celebrations, etc.

Problem Solving Methodologies:

Following techniques are employed to inculcate problem solving approach among students:

- Assignment/ Case study
- Software programming
- Final Year Projects

Use of ICT- enabled tools for effective teaching and learning process:

The institute adopts Information and Communication Technology (ICT) enabled teaching learning process by providing the required infrastructure in addition to traditional classroom teaching. To enhance the learning experience of the students, recent educational methodologies are used by faculty members to make teaching learning a joyful experience.

- The institution provides ICT-enabled classrooms and seminar halls equipped with multimedia teaching aids such as LCD projectors, Wi-Fi/internet connectivity, computers, and audio systems.
- Faculty members are encouraged to utilize modern teaching tools such as PowerPoint presentations (PPTs), relevant videos, animations, and freely available online resources.
- Virtual laboratories are utilized for conducting laboratory sessions.
- Online courses by faculty members and students
- Students undergoes online internships
- Faculty members employ social media platforms like WhatsApp and Telegram to individually connect with students and parents beyond the classroom. This facilitates the provision of additional information and support to students.

2.4 Teacher Profile and Quality

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

Response: 50.59

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 23.26

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

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

File Description	Document
Institution data in the prescribed format	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:

SVIPE's Institute of Computer and Management Studies (ICMS) is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur (PAHSUS) and follows PAHSUS's Examination Scheme, which includes assessments conducted within the semester, end-semester exams, and continuous internal assessment.

Internal Assessment:

The internal assessment carries 20% weightage, while 80% weightage is allotted to the external (university) assessment.

Internal marks are allotted as per parameters given below:

- Unit Tests
- Assignment
- Presentation
- Attendance/Overall Conduct

The two unit tests and a preliminary examination are conducted. The following actitities are followed:

- Preparing and displaying time table for all classes
- Planning of seating arrangement for all students
- Collection of final question papers from departments and making multiple sets as per requirement.
- Strict vigilance is maintained during examination
- Marking schemes/ Rubrics for assessment are prepared and followed during evaluations, which are discussed with students.
- The evaluation is done as per the marking scheme/rubrics. This helps the students to understand the expected answers.
- Assessment is finished within one week days from the last day of examinations.
- The evaluated answer papers are shown and discussed with the students for maintaining transparency.
- Retest for the unit tests are conducted for slow learner Students and who remain absent for internal exams due to genuine reason.
- Within a time bound the Internal Assessment marks are entered in the University web portal.

External Examination Assessment at University level:

External examinations at the University level are crucial for the overall assessment process. When PHASUS schedules the exams, the institution follows the guidelines provided by the University to ensure smooth conduct.

Internal Grievance Redressal:

- Internal examination grievances are resolved once the internal assessment have been evaluated.
- The answer sheets are shown to the students after evaluation for their information which provides transparency and accountability in the evaluation process. The students approach their respective faculty for the correction in totalling and evaluating of marks.
- Any discrepancy in aggregate marks, student can approach HOD, then HOD instructs the internal assessment committee to resolve the issue.
- All the grievances are therefore resolved with utmost priority. The grievances are resolved within two/three days.
- Final marks are verified and signed by the student. Online internal marks are submitted to the university through faculty's login account on the university internal examination portal.

External Grievance Redressal:

End Semester Examinations are conducted by Punyashlok Ahilyadevi Holkar Solapur University, Solapur.

- Time table and question papers are sent by university. Results are processed and declared by the university.
- If students wish to obtain photocopies of their answer books, they can apply for it.
- If any part of their answers has not been assessed or if there are counting mistakes, students can raise grievances.
- If the student's claim is deemed valid, the examination section at the university takes appropriate

action, which may include amending the results if necessary, and communicates the changes to the concerned student.

- Apart from the existing grievance mechanism, if any student is dissatisfied with the marks obtained in the End Semester Examination, they have the option to apply for revaluation following the university's norms.

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:

SVIPE's ICMS, Kasegaon is dedicated for implementing Outcome Based Education (OBE) as its educational approach. In accordance with OBE requirements, the college has developed Program Outcomes (POs) and Course Outcomes (COs).

- The POs represent the knowledge, skills, and attitudes that students should possess upon completion of their respective engineering programs.
- Course Outcomes (COs) are formulated for every course by the respective course coordinators. They describe the knowledge and skills that students will acquire upon completing each course, focusing on the cognitive processes provided by the course. The contents of each course, typically consisting of several units, determine the definition of the course outcomes. Generally, four to six course outcomes are established for each course.
- The course outcomes are communicated to the students during the introduction class, and they remain a central focus throughout the course discussions.

Dissemination:

Programme Outcomes:

The POs and PSOs are published and disseminated by displaying/ printing/ noting as per the details given below

- The Vision, Mission, POs and Cos are prominently displayed on the institute's website.
- Additionally, Vision, Mission and POs are displayed at prominent locations on campus like entrance of the department, HOD cabin, classroom and laboratories, etc. for students, staff and public view.
- Course Files of Teachers
- Notebooks of students
- Lab books and Assignment Books of Students

Course Outcomes:

The Course Outcomes of all the subjects are made available through various means as given below:

- Institute Website
- Laboratory Notice Board
- Course Files of Teachers
- Notebooks of the students

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

Response:

- To evaluate the alignment between Course Outcomes (COs) and Program Outcomes (POs), the course coordinators develop a matrix mapping the relationship between COs and POs. This matrix is accompanied by a justification for the mapping.
- Tools for assessing the attainment of COs are established for each course. Both, internal and external tools are used to evaluate the attainment of Cos and POs.
- Internal assessment tools, such as unit tests, assignments, and term work, are employed.
- External assessment tools are end-semester examinations and external oral examination.
- In addition to direct attainment, the achievement of POs are also assessed indirectly through surveys and feedback mechanisms.

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

Response: 87.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	82	48	27	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	84	53	46	30

File Description	Document
Institutional data in the prescribed format	[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: 3.92

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)**

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

File Description	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:

The Institution takes various initiatives for innovations, Indian Knowledge System (IKS), IPR awareness, other initiatives for the creation and transfer of knowledge/technology as mentioned below:

Organising Workshops/FDPs: These workshops/FDPs have been arranged related to research and changing technology.

Expert Lectures: Industry experts are invited to deliver guest lectures, providing students with opportunities to interact and learn from professionals working in the field.

Industry collaborations: The institution has signed MoUs with various organizations for internships, industrial visits, training, etc. Students are guided by industry experts, enabling them to apply their technical knowledge for the benefit of society.

Training sessions: Institute organizes various training sessions, career guidance sessions, workshops, various activities, etc. for students and motivate the students on placement and entrepreneurship.

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: 43

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	03	09	11	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

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

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

File Description	Document
Institutional data in the prescribed format	[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: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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:

The Institute arranges numerous extension activities aimed at fostering a strong bond between the institute and the local community, while also raising awareness among students about the needs of the community. The students actively engage in social service initiatives, which contribute to their holistic growth. Through the Extension Activity Cell, Institute aim to foster the development of essential qualities among students, including leadership, administrative skills, personal growth, social awareness, and holistic development.

Due to our institute's location in the sacred grounds of Lord Vitthal (Pandurang), we are fortunate to witness a constant influx of pilgrims and devotees from all corners of our country. This unique situation has prompted our students and faculty members to actively engage in a variety of extension activities. Our involvement spans a wide range of initiatives, including but not limited to:

- Swatch Bharat Abhiyaan
- Water distribution camp during "Magh Waari"
- Blood Donation Camp
- International Yoga Day
- International Women's Day (Mahila Arogya Shibir)
- Vachan Prerana Din
- Gender Equality Program-Save Girl Child
- Tree Plantation Drive
- National Voters Day
- Continuous 18 Hour Study
- Celebrating Rakshabandhan function at 'Palavi NGO'
- Harit Waari and Nirmal Waari
- Shiv Jayanti
- Visit to Vrudhashram
- Women Health Awareness
- Voter Awareness Day
- Covid Vaccination Drive
- Science Exhibition Day

- Nivasi Apang Shala Visit
- Eco-friendly Ganpati Making Activity
- Voter Awareness Campaign
- Environmental Awareness Campaign
- Har Ghar Tiranga Initiative
- Awareness campaign amongst farmers about using Mobile Applications

Impact of the Extension Activities

- As a resullt of Swacha Baharat Abhiyan, Nirmal Wari Harit Wari and other extension activities carried out in Wari, the cleanliness is observed to be increased remarkably. The awareness is created amongst pilgrims during wari.
- The visit to Vrudhrasham and Palvi NGO has created a sense of responsibility amongst students and promoted the human values.
- Green landscaping is observed to be increasing as a result of tree plantation drives.
- Students and staff members got vaccinated through Covid Vaccination drive.
- The college has actively participated in Govermant initiative "Har Ghar Tiranga" under Aazadi ka Amruit Mahostov.
- Blood donation camps have a profound impact on both the recipients of donated blood and the communities they serve. They save lives, raise awareness, promote community health, and foster a spirit of giving and solidarity. By participating in these camps, individuals can make a meaningful and lasting impact on the lives of others.

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

Response:

The goal of the Institution is to create an environment that fosters the physical, intellectual, and social development of students and staff, while also uplifting their morale and nurturing their growth as responsible citizens. The Institute's vision and mission encompass the implementation of extension activities aimed at enhancing the intellectual development of our students and cultivating their awareness and involvement in service-oriented learning. The Extension Activity Cell of the Institution is dedicated to engaging students in a diverse range of social service and developmental endeavours alongside their regular academic pursuits. Furthermore, the Institute has been honoured with the following awards from governmental and recognized bodies in recognition of its outstanding extension activities:

- Letter of Recognition from Pandharpur Nagarparishad for Swachhata Mohim
- Letter of Recognition from Kasegaon Grampanchayat for Swacchata Abhiyaan
- Letter of honour from Sau. Sarjubai Bajaj Blood Centre,Pandharpur for Blood   Donation Camp
- Letter of appreciation from Navjivan Nivasi Apang Shala,Pandharpur
- Letter of appreciation for Swacchata Abhiyaan from Gopalpur Grampanchayat
- Letter of Recognition from Upari Grampanchayat for Swacchata Abhiyaan
- Letter of Recognition from Shivgad Pratisthan, Begampur
- Letter of Recognition from Matoshri Vrudhashram
- Letter of Recognition for Tree Plantation Drive

- Award for contribution towards society from Krushivardhan Agro Tech, Pandharpur

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: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	00	4	4	6

File Description	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](#)

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: 25

File Description	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:

Institute has infrastructural facilities for effective teaching learning ambiance which includes classrooms, laboratories, computing equipments, Seminar halls along with ICT facilities, facilities for cultural and sports activities, gymnasium, etc.

Facilities for teaching-learning:

- Well-equipped 06 Class rooms which are ICT enabled equipped with LCD projector, LAN, Wi-fi connectivity
- ICT enabled Seminar halls/Activity Hall
- All classrooms are well ventilated and spacious and good ambiance for effective teaching learning
- All classrooms are equipped with Fans, Tube lights, White board, curtains, etc.
- All classrooms are equipped with CCTV Cameras
- 03 well equipped laboratories with adequate instruments/equipments to meet the curriculum as well as Program Outcomes
- Total 75 computers, Printing facilities
- Adequate most frequently used Supporting Softwares in the laboratories
- Internet connectivity and Wi-Fi connectivity is available throughout the entire campus
- The Virtual Lab, Webinars etc. are also used to enrich teaching-learning process

Facilities for Cultural and Sports, gymnasium, yoga centre, etc.

- Playground for games such as Basketball, Volleyball, Kho-Kho, Football,etc.
- Facility for Indoor sports
- Separate Gymnasium Facility for Boys and girl students
- The institute organizes the intra-college level sport tournaments/events for students to enhance their sporting spirit and physical fitness. Various sport activities such as Volleyball, Cricket, Carom, Kho-Kho, Kabaddi, etc. are part of it. Especially, Institute organizes ICMS Cricket League, a Tournament whereby cricket matches are played
- Institute has separate open air arrangement for conducting the various cultural and other events. Institute organizes different events/functions such as RHYTHM (Annual Gathering), Traditional Day, Teachers Day, Shiv-Jayanti, Dr. Ambedkar Jayanti, etc.
- Institute celebrates International Yoga Day on 21st June.

Other Facilities:

- Central Library
- Boys Hostel and Girls hostel for the boarding of students
- Canteen facility
- Faculty members have separate/shared faculty rooms.
- Institute has its own express feeder of capacity 11KV with transformer of 100 KVA connected to MSEB power station directly.
- A Roof Top Solar Power Plant has been installed which is working with capacity of 75 kW.
- In addition to this, Generators with capacity of 125 KVA is available in the campus.

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

Response: 42.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.55	9.0	21.5	5.5	6.5

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](#)

4.2 Library as a Learning Resource

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

Response:

- The college library possesses an extensive collection of textbooks.
- The Central library has a spacious stack-rooms and reading halls with a seating.
- The central library holds the rich collection of volumes. The library has journal hardcopies. The library has different sections like reading room, Digital library section, reference section, book

issue/return section, etc.
- To facilitate efficient networking, the library is equipped with computers connected via a Local Area Network (LAN).
- The library has e-resources, open access repositories, institutional repository, etc. made available for students.
- The staff members and students are frequently visiting the library.

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The Institute has strong IT infrastructure and upgrades it regularly to cope up with the contemporary technical requirements.

IT Facilities:

- Institute has 06 ICT enabled classrooms, one Seminar Hall with LCD projectors, LAN, Wi-Fi and well-equipped 03 laboratories to ensure effective interactive learning.
- The institute has Printing facilities along with 75 computers (Intel Pentium Core i3 and Core i5)
- Institute has dedicated 1 Gbps Leased Line with NKN Connectivity
- In addition to high-speed LAN connection, wireless controllers are installed for dual band Wi-Fi system in entire campus
- Dedicated leased line internet connectivity
- Campus is under full CCTV Surveillance

Network Management software:

- Sophos 750XG Firewall with Full guard Plus Subscription has been installed to protect all servers from outside attacks. For confidentiality and security issues, access to Internet is availed through separate login ID to each and individual who wants to use internet facility.

Upgradation of IT Facilities:

- The hardware routers and servers upgraded regularly to match higher data speed demand
- For periodic maintenance of IT infrastructure, Annual Maintenance Contract is signed.

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

Response: 4.86

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

year:

Response: 58

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	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: 25.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.106	8.603	11.255	4.104	3.280

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

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: 52.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	135	142	123	23

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document]
Institutional data in the prescribed format	[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
Institutional data in the prescribed format	[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: 77.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
268	0	262	211	137

File Description	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

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: 1.95

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	82	48	27	20

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	9	10	12

File Description	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:

It is our pride to share that our alumni have held good positions at various organizations, successful entrepreneurs. The institute do not have registered Alumni Association. The alumni are supporting to Institute in various ways as mentioned below:

- **Guest Lectures:** The alumni visit the institute premises regularly to enlighten the students about latest trends in industry, application of the concepts to the field, etc.
- **Feedback:** Alumni provide input through feedback forms on the college's infrastructure and other academic processes, as well as suggest gaps in the curriculum based on current industry demands.
- **Internships**: The members of alumni help the students of the institute with internship opportunities in the organizations of repute.
- **Career Guidance Sessions:** The alumni conduct the various career guidance sessions to students.
- **Placement support**: Alumni members also play a crucial role in providing placement opportunities to the students.
- **Field visits**: Field and industry visits are arranged with the help of strong industry connect the institute has with its prominent alumni.
- **Books Donation**: The members of alumni have, on numerous occasions, contributed to the intellectual wealth of the institute by donating books.

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:

Vision and Mission of the Institute: The vision and mission serve as guiding principles, providing a clear sense of purpose and direction to the institution.

Vision:

To be recognized among the best institutes for excellence in Computer Science and Information Technology education.

Mission:

To impact value based professional Education by inculcating personal touch and respect in relationship amongst the stakeholders

Governance and Leadership:

- The institutional governance and leadership are the cornerstone of organization, and they play a vital role in shaping the direction and accomplishments of the institution.
- The College Development Committee (CDC) and Governing Body are responsible for making policy decisions concerning the operations of the institute.
- The IQAC plays a significant role in institutionalising the various quality initiatives which are in line with Vision and mission of the Institute.
- Prior to the start of the academic year, several committees are established to ensure the efficient functioning of the curriculum, co-curricular, and extra-curricular activities. These committees include the Anti-Ragging Committee, Examination Committee, Maintenance Committee, Grievance Redressal Committee, Cultural Committee, Training and Placement Committee, Internal Complaint Committee, Extension Activity Cell, etc. The respective heads of these committees are authorized to oversee and facilitate the smooth execution of the activities.

Decentralization and Participative Management:

- The Principal is empowered to implement these decisions at the institutional level using a decentralized approach. The Principal acts as the administrative liaison connecting the management, stakeholders, and the society.
- The Head of Department (HoD), in collaboration with the Principal, makes decisions to carry out the day-to-day and semester-wise academic and administrative tasks.
- The major decisions are taken in a participative manner. Faculty members are involved in execution of planned activities and assigned academic and administrative responsibilities.

- The Management is dedicated to serving the community by offering high-quality technical education and fostering the holistic growth of students in rural regions.

NEP Implementation:

- **Interdisciplinary/Multidisciplinary:** Training for technical skills, workshops, seminars, expert lectures are organized for students to foster interdisciplinary education with the aim of cultivating humanistic, ethical, social, constitutional, intellectual, and universal human values.
- **Skill development:** Institute has Memorandum of Understanding (MOUs) signed with various organizations for providing training on soft skill, technical skill, language and communication skills, employment, and other required skillsets like presentation, group discussion, etc.
- **Appropriate integration of Indian Knowledge system** : The Institute organizes various activities through Extension Activity Cell. The Institute encourages students to participate in Cultural Program 'Rhythm' and Traditional Day which includes the events in different languages.
- **Focus on Outcome based education (OBE):** Institute is emphasizing outcome-based education (OBE) and incorporating experiential learning into the curriculum. By adopting innovative tools in teaching learning process, the institute is providing a holistic learning experience to its students. There is good alignment of course outcomes with program outcomes and program-specific outcomes, as well as with the National Education Policy (NEP).
- **Online education**: Students and faculty are encouraged to complete various certification courses offered by different platforms. Students and staff are using Virtual Labs for experimentation purpose. Students have also undergone online internships.

Perspective Plan: The perspective plan is prepared to meet the vision and mission of the institute.

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:

Institutional Perspective Plan: The Institute Perspective Plan has been framed for development of the Institute which is categorised in six broad areas as given below:

- Infrastructure
- Academics
- Research and Extension
- Industry Institute Interaction
- Human Resource and Development
- Student Support and Development

Administrative Structure:

- The institute's governing body is the Board of Governors (BOG), is responsible for making decisions regarding academic and administrative activities, approving budgets, recruitment, procurement, and infrastructure development.
- In addition to the BOG, several other statutory committees play vital roles in overseeing the institute's academic and administrative affairs. These committees include the College Development Committee, Standing Committee, IQAC, Anti-ragging/High-Level Standing Committee, etc. Each committee handles specific areas of responsibility and contributes to the institute's progress.
- The Principal serves as the head of the institute, overseeing both academic and administrative functions.
- These HOD and and staff members actively participate in decision-making processes. Additionally, numerous committees contribute to the efficient management of the institute.
- The administrative office manages student-related activities, scholarships, and financial transactions.
- Crucial areas such as the library and hostel are led by the Librarian and the Rector, respectively.

Appointment and Service Rules

- Staff requirements are determined based on a roster prepared by the institute in accordance with the norms set by the affiliating university.
- The institute publishes advertisements in leading newspapers and conducts interviews to select candidates.
- The interviewing committee comprises subject experts appointed by the affiliating university, the Principal, a management representative, and the Head of the Department (HoD).
- Candidates are chosen based on their demonstration of skills and merit.
- Service rules adhere to the regulations set by the governing bodies and the statutes of the affiliating university.

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

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 Performance Appraisal System adopted by the institution is multi-pronged and carried out at various touch points as illustrated below:

Appraisal System/Policy for Teaching Staff:

- A well-defined Performance Appraisal System is implemented in the institute. A system of Self Appraisal is followed in which a well-designed appraisal form is filled by the respective staff member, which contains various components for appraisal like performance in teaching for lectures/Practicals, Performance in Results, etc.

- Other Performance Indicators are Class Room Planning and Control, Evaluation of Laboratory Work/ Assignments, Curriculum / Learning Resources Development

Seminars/ Training, Co-curricular Activities, Administrative Functions,etc.

Appraisal System/Policy for Non-teaching Staff:

The performance of non-teaching staff is assessed in every academic year on the basis of a performance appraisal form akin to teaching. It consists of appraisal components like Professional Competence, performance, personal characteristics, etc.

Welfare Measures for Teaching and Non-teaching Staff:

- Free transportation facility
- Free College Uniform
- Advance Salary: Provision for salary in advance is available on special occasion such as festivals, etc.
- Group Medical Insurance facility
- Faculty members are eligible for Compensatory off
- Duty leaves for attending conferences, seminars, symposium and other academic activities
- Free hostel facility
- Technical and non-technical Training programs are organized by the institution to upgrade and update the skills and knowledge.
- Canteen Facility
- Internet and free Wi-Fi facilities
- CCTV cameras to ensure safety and security.
- Availability of vehicle facility for emergency service at the campus round the clock
- Security guards at institute and residential areas in campus
- Residential facility in the campus.

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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: 0

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

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

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

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

File Description	Document
Institutional data in the prescribed format	[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:

Funding Mobilization:

- The Institute is a private and self-financed institution that relies predominantly on student fees to meet its financial requirements.
- The fee amount to be charged from the students is determined by the Shikshan Shulk Samiti, the government body responsible for regulating fees.
- The collected fees are utilized for the college's development, as well as recurring expenses such as salaries, electricity maintenance, vehicle fuel, infrastructural maintenance, etc.
- Government scholarships obtained from the Samaj Kalyan Office (Social Welfare Office) are similarly utilized to support the students.
- To enhance infrastructural facilities, the institute avails term loans and hire purchase loans from public sector banks at minimum interest rates.

Optimal Resource Utilization:

- The effective and efficient use of available financial resources is monitored through budgeting. The budgets are discussed and reviewed in meetings involving the Principal and HODs to ensure consensus.
- The budget is presented to the College Development Committee for approval and subsequently to the Board of Governors for final approval.
- Once approved, the procurement process begins. Bids and quotations received are carefully compared, and the Purchase Committee oversees negotiations between vendors and buyers. Purchase orders are then placed with the selected party/parties, ensuring the acquisition of suitable equipment at competitive prices.
- Any unforeseen expenses arises then the approval is sought from the management for additional funding.

Financial audits: The Institute undergoes regular financial audits in accordance with government regulations. These audits are conducted at two levels: internal and external.

Internal audit: The institute appoints an internal auditor who conducts audits of the institute's accounts twice a year. The internal auditor examines fee receipts, payments, vouchers, and supporting documents. Additionally, the auditor ensures that all payments are authorized appropriately. Once the audit is completed, a report is submitted to the management for review.

External audit: The Institute has engaged the services of a qualified Chartered Accountant's firm, Mr. A.P. Kaulwar, to perform external audits of its accounts. These audits are conducted annually, known as statutory audits, at the end of the financial year.

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, as the primary body responsible for planning, guiding, and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the Institute, plays a crucial role in ensuring academic excellence. By channelizing and systematizing the institute's efforts and measures, the IQAC serves as a driving force for ushering in quality and working on intervention strategies to remove deficiencies and enhance overall quality. Some quality initiatives undertaken by the IQAC to improve the quality of various aspects within the institution are mentioned below:

Curriculum Aspects: The IQAC recognizes that curriculum forms one of the fundamental pillars of quality education. It provides regular inputs to all stakeholders, including students, based on feedback, aiming to improve the quality of teaching and research. Additionally, the IQAC recommends the introduction of value-added courses and certification programs.

Teaching and Learning Process: The review of academic activities is taken in IQAC meetings. The focus is on enhancing the teaching-learning process and creating a learner-centric environment using various ICT tools like PowerPoint presentations, software, virtual labs, animations, videos, etc.

Research: The IQAC plays a role in promoting research related activities like organization of Workshop/FDPs.

Infrastructure and Learning Resources: The IQAC takes initiatives to create a conducive learning environment by focusing on essential factors such as well-equipped classrooms, computer labs, availability of ICT tools, e-learning facilities, and a well-stocked library. These resources contribute to a good educational environment.

Student Development: IQAC reviews the different student development activities and recommends value-added courses based on industry requirements, training programs for soft skills, language and communication skills, etc. IQAC also encourages students participation in extension activities, cultural activities, sports activities, etc.

Human Resource Development: The up-skilling of the faculty members is done through various workshops, certification courses, faculty development programs, seminars, conferences, etc.

Industry Institution Interaction:

IQAC reviews the MoUs and collaborative activities like Internship, expert lectures to students, training sessions, career guidance sessions, faculty exchange, Industrial visits, placement support, etc.

Environment and Energy Initiatives:

IQAC proposed the significance of alternate energy usage at Institute and recommended the use of LEDs, solar roof top system. IQAC promotes awareness amongst faculty members and students about energy saving and conservation, clean and green campus initiatives, water conservation, beyond campus environment promotion activities, etc.

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: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

Gender Equity:

The institute recognizes the importance of achieving gender equity and is actively undertaking various curricular and co-curricular initiatives to promote this cause. These initiatives include the celebration of Women's Day and Savitribai Phule Jayanti, organizing health awareness sessions for women, and conducting other awareness programs.

To ensure a safe and inclusive work environment, the institute has established an Internal Complaint Committee. This committee is responsible for addressing instances of sexual harassment, combating sexism, gender stereotyping, and gender-based discrimination, and fostering a healthy and secure environment for all stakeholders. Furthermore, the institute strives for gender equity by including at least one-woman member in various policy-making committees. Female faculty members and girl students are also encouraged to participate in the different implementation committees.

The institute has fostered a culture of equity among students through the following efforts:

- Implementation of a compulsory college dress code for all students and staff.
- Provision of secure girls' hostels with 24/7 female wardens. Formation of a dedicated committee called "Wing Warden" that conducts random visits to the hostel premises.
- Anti-Ragging squad is formed to visit hostel premises randomly.
- Equal opportunities for participation in various events such as sports, cultural activities, extension activities, events, social activities, etc.
- Inviting experts to guide students through workshops and sessions focused on women's safety, their rights, including self-defense, cyber-crime awareness, and health and nutrition.
- Displaying posters about ill effects of anti-ragging, sexual harassment is crime, the helpline numbers of Gramin Police Station, Pandharpur at prominent locations throughout the campus.

Specific facilities provided in terms of Safety and security, Counselling, Common Rooms, etc.:

Safety and Security:

- CCTV surveillance
- First-Aid Kits
- Hostel Facility
- Bus Facility
- College vehicle is available in the campus for medical emergency
- Institute has constituted various committees (Internal Complaint Committee, Grievance Redressal Committee, etc.)

- Security personnel at the entrance

Counselling:

Institute provides counselling and mentoring to the students through:

- Personal counselling
- Career counselling
- Professional counselling

Common Room:

Institute provides common room facility for ladies.

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

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

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:

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

The institution demonstrates great delight and responsibility in promoting tolerance and harmony across

various domains, including cultural, regional, linguistic, communal socioeconomic factors. The institute takes proactive measures both within and beyond the campus to foster an inclusive environment for all students and staff members.

The institute actively seeks to discover hidden artistic talents among its students by organizing an annual gathering called "Rhythm". This event encompasses a wide range of themes that include regional, linguistic, and social activities. Students or groups of students who demonstrate the best theme and performance receive recognition and appreciation from the institute. "Traditional Day" is also celebrated, during which students wear costumes representing various Indian traditions, emphasizing the message of "Unity in Diversity."

Institute celebrates the birth anniversaries of all the leaders and iconic persons like Great King Chhatrapati Shivaji Maharaj, Dr. Ambedkar, Mahatma Gandhiji, etc. Institute also celebrates Hindi Diwas, Marathi Rajbhasha Din, etc.

Pandharpur is a well-known pilgrimage of South India. On the occasion of Wari in Pandharpur, Institute actively conducts various activities like 'Nirmal Wari Nisarg Wari', Water distribution during wari, Rakshabandhan at Palvi NGO, Visit to Vrudhashram, etc. which are addressing the tolerance and harmony towards communal socioeconomic.

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

The Institution organizes various activities for sensitization of the students and employees for inculcating values, rights, duties and responsibilities for being responsible citizens of India.

Institute celebrates the birth anniversary of Dr. B. R. Ambedkar to recollect the contributions made by him and organise continuous 18 hours study activity. Institute celebrates the birth anniversary of great Indian king Chatrapati Shivaji Maharaj, to recollect his scarification & dedication towards our nation.

Institute also celebrates the birth anniversary of great leaders like Savitribai Phule, Dr. A. P. J. Abdul Kalam, etc. to make the students aware of their contribution to shaping the country. Institute celebrates Independence Day and Republic Day, every year.

Institute celebrates National Voter's Day to create awareness among students about different human rights and responsibilities of Indian citizen and national integration to protect fundamental rights, which will create an opportunity to live together in peace and prosperity. Institute has organised Voter's awareness campaign in nearby village.

Institute organizes Swachata related campaigns to create awareness about cleanliness in and around the Campus. Institute organizes "Nirmal Wari Abhiyan" to maintain the cleanliness and hygiene around the Pandharpur, as a huge number of devotees visit this holy every year.

The Institute organizes blood donation camps to encourage students to contribute to public health. The Institute also organizes various activities like tree plantation Drive, Rakshabandhan at 'Palavi NGO', visit to Vrudhashram, Nivasi Apang Shala visit, Eco-friendly Ganpati making activity, environmental awareness campaign, Har Ghar Tiranga initiative, awareness campaign amongst farmers, etc. for sensitizing the students and employees about the obligations like values, rights, duties and

responsibilities of citizens.

7.2 Best Practices

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

Response:

Best Practice 1: Students' Training Programs

Objectives:

- Enhance students' readiness to meet the demands of the corporate sector.
- Enhancing the professional skills of students.
- Increase employability and facilitate campus placements.

Context:

The institute, affiliated with PAHSU, Solapur adheres to the university's curriculum and academic structure. The industries frequent changes in their needs and rapidly evolving technologies. It is crucial for students to stay aware of these changes and update their skill sets accordingly. Students need to be groomed in technical skills, soft skills, aptitude, and programming skills in order to meet industry requirements. The students from the rural area of Solapur often lack technical, communication, and soft skills.

Practice:

To address these challenges, the institute implemented a comprehensive approach to improve students' performance. This approach involved the implementation of systematic Training Programs developed by department as well as Training Programs designed by the Training and Placement Officer. The training programs are categorised into Professional Training and Soft skill training. These training programs aimed to enhance students' communication skills, professional skills/technical domain knowledge, soft skills. The various training programs have been successfully conducted, resulting in noticeable improvements in the students.

Evidence of Success:

The success of the practice is evident through the following outcomes:

- By implementing these training programs, the institute has successfully equipped its students with the necessary skills and knowledge to excel in the corporate sector, thereby increasing their employability and paving the way for successful career opportunities.
- Increase in students' awareness about career opportunities, confidence levels, etc.
- A significant increase in the overall placement percentage of students.

Best Practice 2: Blended Teaching and Learning

The institute has embraced a blended learning environment, revolutionized the teaching and learning process with innovation and effectiveness.

objectives:

- To combine traditional face-to-face instruction with online and digital resources to enhance the learning experience, increase engagement, and promote flexibility in the educational environment
- To increase student engagement in learning
- To enhance the quality of education and keep it up to date for students.
- To provide opportunities for experiential learning and in turn providing them with a more comprehensive and practical education.

Context:

The blended teaching and learning aims to leverage the benefits of both traditional classroom instruction and online learning platforms. To enhance student motivation and foster their interest in the learning process, faculty members employ various multimedia techniques, including PowerPoint presentations, videos, animations, and more, with great effectiveness. Moreover, faculty members utilize online teaching and learning platforms, virtual labs, and e-learning tools to further enrich the students' learning experience and facilitate the sharing of knowledge in an interactive and highly effective manner. These approaches not only encourage out-of-the-box learning but also provide an engaging and dynamic learning environment for the students.

Practice:

Blended teaching and learning involves a combination of in-person classroom sessions and online activities. Some common practices include:

- Faculty members are utilizing modern teaching tools such as PowerPoint presentations (PPTs), relevant videos, animations, and freely available online resources.
- Teaching in the classroom and laboratories with interaction of instruments and software
- Virtual laboratories are utilized for conducting laboratory sessions.
- Certificate courses on Python, C, ML, AI, Java Selenium, etc. for students
- Students undergoes online internships
- Software programming
- Online courses by faculty members and students
- Online Participation of students in symposium/workshop/conferences for various activities like paper presentation, programming competitions, etc.

Outcome: Blended teaching and learning have several positive qualitative and quantitative outcomes:

Qualitative Outcomes:

- Increased Engagement
- Enhanced Learning Outcomes
- Personalized Learning

- Access to Diverse Resources

Quantitative Outcomes:

Blended teaching and learning yield a substantial improvement in academic results, demonstrated by students attaining higher marks and securing top positions at the university.

Academic Year	No. of students appeared	No. of students passed	Pass Percentage
2017-2018	30	20	66.67
2018-2019	46	27	58.70
2019-2020	53	48	90.57
2020-2021	84	82	97.62
2021-2022	80	79	98.75

7.3 Institutional Distinctiveness

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

Response:

Green Initiatives and Environment Friendly Campus

The rapid development in infrastructure at local, regional and global level has led to various environmental issues. In light of the increasing ecological concerns, it is crucial to take immediate action and foster eco-friendly practices. The Institute firmly believes that environmental conservation should be accompanied by sustainable actions. The Institute has an Environment policy. SVIPE's ICMS, Kasegaon initiates the green initiatives and environment friendly Campus activity which will support environmentally sustainable development. The Initiatives for Green and Environment Friendly Campus are mentioned below:

Use of Renewable Energy Source- Solar Energy:

Solar energy is a renewable and sustainable source of power derived from the radiation of the sun. Solar energy offers numerous advantages. Firstly, it is an abundant and widely available resource. The sun radiates an enormous amount of energy onto the Earth every day, providing a virtually limitless source of power. Secondly, solar energy is clean and produces no greenhouse gas emissions during operation. A Roof Top Solar Power Plant has been installed which is working with capacity of 75 kW.

Energy Conservation:

Energy conservation refers to the practice of using energy resources wisely and minimizing unnecessary energy consumption. It involves adopting efficient technologies, optimizing processes, and modifying behaviour to achieve energy efficiency. The energy conservation is achieved through following measures:

- Use of LEDs
- Awareness about switching off the lights, fans and computers/instrument when not in use
- Promote environmentally-friendly practices by observing 'No Private Vehicle Day' on campus, minimizing fuel consumption and reducing environmental pollution.

Tree Plantation:

Our institution is fully dedicated to the protection of the environment. The Institute regularly organizes tree planting campaigns within premise and outside premises. Both teaching and non-teaching staff, as well as students, enthusiastically join in these initiatives to plant trees.

Waste Management:

Effective waste management is crucial for maintaining a clean and sustainable environment. Solid and liquid waste management are essential components of any comprehensive waste management system.

To address the management of solid waste and liquid waste, SVIPE's ICMS, Kasegaon has obtained permission from the Sarpanch of Kasegaon Grampanchayat. This permission allows for the collection of solid waste from various locations, SVIPE"s ICMS, the Boys' Hostel, and the Girls' Hostel at ICMS Kasegaon.

Effective e-waste management is essential to prevent environmental pollution and promote sustainable practices. Proper recycling and disposal of electronic waste safeguard the environment and conserve valuable resources. For e-waste management, Institute has signed agreement with M/s Green Tech Solution Industries, Wakhari.

Green Audit:

The Green Audit Report focuses on several key areas of sustainability and environmental management. It includes an assessment of renewable energy facilities, both in terms of their implementation and efficiency. The Green Audit has been conducted for the Institute.

Water Conservation:

In the Institute, provision has been made for Rainwater harvesting which involves collecting and using water for groundwater replenishment. The poster are displayed at prominent places about Importance of Water. The RO water facility which play a crucial role in purifying water and making it suitable for consumption, is available.

Study of Environment and Sustainability related contents:

The Subject Environmental Studies address the various environmental issues and gives insight for solving these issues. It includes various aspects of environment like Natural resources, Biodiversity and its conservation, Pollution, Social problems, Multidisciplinary nature of environmental studies and Environment and its protection. Through the subject Recent Trends in IT, students understand the Environmental Impacts of IT, Holistic Approach to Greening IT, Green IT Standards and Eco-Labelling, Enterprise Green IT Strategy, Life Cycle of a Device or Hardware, Reuse, Recycle and Dispose, Energy-Saving Software Techniques.

Awareness Campaigns:

Our students and faculty members are actively engage in a variety of extension activities. Our involvement spans a wide range of initiatives, including but not limited to:

- Swatch Bharat Abhiyaan
- Water distribution camp during "Magh Waari"
- Tree Plantation Drive
- Harit Waari and Nirmal Waari
- Eco-friendly Ganpati Making Activity
- Environmental Awareness Campaign
- Maintain a pollution-free campus by strictly prohibiting the use of tobacco and pan-masala within the premises
- Tobacco-free campus signboards are prominently displayed throughout the campus, following government regulations
- Awareness campaign amongst farmers about using Mobile Applications

5. CONCLUSION

Additional Information :

Societal Contribution: SVIPE's ICMS, Kasegaon is renowned for its distinctive institutional character, which revolves around the comprehensive development of students through community service, academic excellence, and a strong emphasis on humanity, ethics, and social awareness among young individuals. Due to our institute's location in the sacred grounds of Lord Vitthal (Pandurang), we are fortunate to witness a constant influx of pilgrims and devotees from all corners of our country. This unique situation has prompted our students and faculty members to actively engage in a variety of extension activities like Water distribution camp during "Magh Wari", Harit Wari and Nirmal Wari, etc.

Institute conducts a wide range of extension activities related for societal contribution which includes Swatch Bharat Abhiyaan, Blood Donation Camp, Tree Plantation Drive, National Voters Day, Celebrating Rakshabandhan function at 'Palavi NGO', Visit to Vrudhashram, Voter Awareness campaign, Eco-friendly Ganpati Making Activity, Environmental Awareness Campaign, Awareness campaign amongst farmers about using Mobile Applications, etc.

Concluding Remarks :

- Institute has well framed vision and mission, considering the needs of the society. Academics, infrastructure, laboratories, industry-interaction, self-learning and co-curricular and extra-curricular activities are some of the special features which cater to the comprehensive development of the students.
- The governance comprises of College Development Committee, Internal Quality Assurance Cell and various institute level committees. These all play significant role in the evolutionary reforms towards positioning the Institute.
- Institute has well defined perspective plan in line with its vision and mission.
- IQAC plays a significant role in sustaining and enhancing the quality on all fronts. The employees are governed by the service rules and code of conduct of the institute.
- Teachers have been using ICT tools for the delivery of the course and teaching Outcomes. The internal and external tools have been used to calculate CO and PO attainment.
- Institute organise various FDPs, Workshops, etc for staff members and also encourages faculty to participate in Workshops, STTPs, FDPs, etc.
- The Institute has functional MoU's with industry to enhance the industry-institute interaction in teaching-learning process. It has a transparent mechanism for timely redressal of student grievances.
- The best practices of the Institute are Students' Training Programs and Blended Teaching and Learning. The distinctiveness of the Institute is Green Initiatives and Environment Friendly Campus.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>66</td><td>22</td><td>51</td><td>49</td><td>32</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>17</td><td>45</td><td>39</td><td>27</td></tr></table> 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>70</td><td>70</td><td>70</td><td>70</td><td>70</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>58</td><td>53</td><td>53</td><td>53</td><td>53</td></tr></table> Remark : Input edited as per given clarification documents.
3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	00	08	09	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	00	4	4	6

Remark : Input edited as per given clarification documents, excluding the days celebrations.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :25
	Remark : Input edited as per given documents, the Mous signed year 2023 not consider.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.86537	8.63120	20.24779	5.21437	6.19975

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.55	9.0	21.5	5.5	6.5

Remark : Input edited as per given clarification documents.

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 75
Answer after DVV Verification: 58

Remark : Input edited as per given clarification documents.

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7.67399	8.6043	11.2553	4.1040	3.1211

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6.106	8.603	11.255	4.104	3.280

Remark : Input edited as per given clarification documents, considering all highlighted heads.

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
268	0	262	211	139

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
268	0	262	211	137

Remark : Input edited as per given authenticated list of students at clarification response.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	38	32	22	00

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
79	82	48	27	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
79	82	48	27	20

Remark : Without authenticated proof claim not consider.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	18	23	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	9	10	12

Remark : Input edited as per given clarification documents, by considering Multiple activities on the relatively closer dates as one only |

| 6.2.2 | *Institution implements e-governance in its operations*

1. **Administration**
2. **Finance and Accounts** |

	3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above	
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:	

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

Answer After DVV Verification :

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

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per given clarification documents, because the given documents are already consider in the 3.2.2 metric.

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

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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282	240	262	222	160 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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282	240	226	222	160	
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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17	16	17	17	15 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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9	7	8	11	8	
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29.25110	29.67268	26.60544	11.93722	13.60789

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29.25110	29.67268	39.93	16.54	13.80