SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SHIVAJI UNIVERSITY

SHIVAJI UNIVERSITY, KOLHAPUR - 416 004
416004
www.unishivaji.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

At Shivaji University, Kolhapur (hereafter referred as SUK), we commit ourselves to promote excellence in teaching with a focused implementation of curriculum. In the global 'knowledge economy', it is imperative to nurture the knowledge and skills of the learners for well-being of the nation. In this context SUK has played a significant role for imparting quality curriculum in order to ensure the all- round development of students in terms of knowledge, skills and values. Presently, SUK impart education in four faculties, viz., Science and Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In last few years, new centers, Chairs and Departments were established to start new courses in the frontline areas of knowledge in addition to diversify and enrich the academic content. University has also adopted the mechanism of bridge courses for establishing the link between academic courses and the professional curricula. A choice based credit system is implemented since the year 2014. Thereafter there is a swift transition towards implementation of Outcome Based Education (OBE). In order to foster closer connections between academics and the field experiences, emphasis is laid on promoting excellence in curricular aspects by empowering the students with a fine blend of generalist and a super-specialist in the prevailing era of knowledge. Our curriculum embeds a set of core values such as sanctity of truth, integrity, honesty, mutual respect and civility, social responsibility, stewardship of environment and the importance of diversity in all its forms. A few Ability Enhancement Compulsory Courses such as Cyber Security, Disaster Management, Indian Constitution and Good Governance have been initiated in vogue with the learner's aspirations. The new noteworthy programmes in view of the stakeholder's demands include Masters in Psychology, Pharmaceutical Microbiology, Medical Information Management (First International program of SUK with Hannover University Germany) and Integrated B.Ed. M.Ed. Program. The journey of the University towards internationalization is marked by the eight unique GIAN programs conducted under the aegis of MHRD. Holistic feedback on curriculum is obtained, analyzed and action is taken to incorporate their suggestions.

Vision

Shivaji University is committed to meet the Educational, Social, Cultural & Economic needs of the region and the nation to create a just and Humane Society.

Mission

We are dedicated to promote and foster a culture of high quality teaching and learning and to serve societal needs by encouraging, generating and promotion excellence in research and extension activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Pollution-free campus with rich biodiversity spread over more than 800 acres of land
- Self suffcent in drinking water

- NAAC 'A' grade (2014-2019)
- Ranked first in Research output in Materials Science amongst Indian Universities (Current science 2016) and Global for collaborations
- Student: Teacher ratio 1:21
- World class research in thrust areas in tune with world ranking institutes.
- Exponential growth in quality research output during last 5 years indicating strong potential for accelerated growth
- International collaboration with 63 reputed institutes
- Substantial increase in research metrics
- Focus on Societal problems and Societal linkages through NSS/ DSW
- Four RUSA sponsored Centres of Excellence
- Significant research achievements with Total scholarly output: 4529, Citations: 60778 (Source: SCOPUS), h-index: 102
- Global ranking in research as per Webometrics Info: 2028
- Strong networking with stakeholders for addressing societal issues
- Post-graduate Departments in most of the disciplines viz. Basic Sciences, Humanities, Languages and inter-disciplinary subjects.
- Good number of MoUs in place with national and international organizations
- The only University in the State to implement successfully the cluster college scheme (Lead College Scheme) for the total quality management of the stakeholders in affiliated colleges.
- Efficient IT based Accounts Code (developed by the university) admired by Hon'ble Chancellor and adopted by majority of the universities in the state through Govt. of Maharashtra.
- State of art Data Centre
- Reading Hall with 600 seating capacity
- Timely declaration of results
- 'Earn and Learn' Scheme as an inclusive educational model implemented from the year 1968 onwards.
- Inclusive policy to promote access for girls and *divyang*
- Sensitization of the University towards Environmental problems of Western Ghat.
- The only University in Maharashtra selected for AICTE sponsored TEQIP III program.
- Students achieved laurels in sports at National and International level

Institutional Weakness

- Less number of international students
- High impact factor publications yet to be achieved by the humanities and Social Science faculty
- Academic programs, infrastructure and fellowship schemes to attract international students yet to be introduced
- Holistic e-Governance for the administration at the inception level
- A few industrial linkages
- Technology transfer culture at the inception level

Institutional Opportunity

- Scope for professional consultancies.
- Enriching curriculum with focus on internationalization
- Provision for better infrastructure for international research scholars.

- Ample scope internationalization of higher education and attracting foreign students.
- Potential for holistic implementation of ICT in all the walks of University life
- Expansion of University-Society Interaction for sustainable development.

Institutional Challenge

- Policy constraints in formulating the mechanism of credit transfer across the globe
- Affordability of higher education at par with international for the students coming from lower economic strata of the society
- Existing recruitment policies of state government and to meet student teacher ratio
- Lmited opportunities for resources mobilization
- Private Universities with focus on for profit education as against the state Universities focusing on horizontal academic growth
- Implementation delay due to formal routing through various bodies and authorities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At SUK, we commit ourselves to promote excellence in teaching with a focused and developmental curriculum. In the global 'knowledge economy', it is imperative to nurture the knowledge and skills of the learners for well-being of the nation. In this context Shivaji University has played a significant role for imparting quality curriculum in order to ensure the all- round development of students in terms of knowledge, skills and values. Presently, we impart education in four faculties, viz., Science and Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In last few years, new centers, Chairs and Departments were established to start new courses in the frontline areas of knowledge in addition to diversify and enrich the academic content. A number of Diploma, Certificate and add-on courses are in progress as per the requirements of the labour market. The University has also adopted the mechanism of bridge courses for establishing the link between academic courses and the professional curricula. A choice based credit system is implemented since the year 2013. In order to foster closer connections between academics and the field experiences, emphasis is laid on promoting excellence in curricular aspects by empowering the students with a fine blend of generalist and a super-specialist in the prevailing era of knowledge. Our curriculum embeds a set of core values such as sanctity of truth, integrity, honesty, mutual respect and civility, social responsibility, stewardship of our environment and the importance of diversity in all its forms. The Ability Enhancement Compulsory Courses on Cyber Security, Disaster Management, Indian Constitution and Good Governance have been initiated in vogue with the learner's aspirations. The new noteworthy programmes in view of the stakeholder's demands include Masters in Psychology, Pharmaceutical Microbiology, Medical Information Management (First International course of university with Hannover University Germany), Integrated B.Ed. M.Ed. Program, Diploma in Sericulture, PG Diploma in Dr. Babasaheb Ambedkar Thoughts, Certificate Course in Portuguese Language and on Indian Constitution. The journey of the University towards internationalization is marked by the eight unique GIAN programs conducted under the aegis of MHRD.

Teaching-learning and Evaluation

SUK has a provision to enroll students from different sectors thereby addressing the mandatory reservation

policy laid down by Government of Maharashtra. The policies are also being designed to address the learning needs of slow as well as advanced learners. Student diversity is catered by the way of induction programmes organized by academic departments, library, health centre and allied departments. Student centric teaching-learning methods such as poster presentation, group discussion, paper preparation and presentation at conferences, quiz competition, participation in research competition (Avishkar), brain storming sessions, interaction with community for learning, group projects, educational tours/field work and collaborative learning activities are being practiced to create conducive learning ambience. MOODLE is effectively used to create personalized learning environments and student analytics is monitored routinely. Virtual Classroom is set up under the RUSA grants to avail freedom to teach and learn from anywhere in the classroom as well as through remote centers. Other blended techniques such as think-pair, experiential learning through projects in industries, soft skills improvements through the Mock Interview laboratory have been put in place. SUK teachers are highly proficient in research and having international reputation. The Examination section has been proactively implementing various evaluation reforms using advanced digital technology for smooth functioning of the examinations. Some of the noteworthy reforms are 'Secured Remote Paper Distribution' (SRPD) for secure online distribution of question papers, decentralization of CAP centres for speedy assessment of answer sheets, creation of database of paper setters through special software, software for demand and supply of the examination material to reduce carbon footprints as well as other reforms such as use of 'Kahoot' to unleash the magic of learning and evaluation with read-to-play games, play live in class or share student-paced challenges, and dive into game reports to assess learning. Outcome Based Education Model is effectively realized by reviewing the Vision and Mission of the departments, defining PEO-PO/PSO-CO through stakeholders participation, CO-PO mapping, designing attainment levels and target attainment level, calculating CO-PO attainments followed by developing teaching learning strategies at course level and program level.

Research, Innovations and Extension

SUK has made its mark in research at national as well as international level. The same has been reflected in the research metrics of the university (SCOPUS). The faculty members of the SUK have made significant contributions in various fields of Science and Technology and other domains of societal significance. The major areas of research include NanoTechnology, Materials Science, Green Chemistry, VLSI design, Drug design and delivery, Bio-remediation, Bio-diversity, Bio-prospecting, Dynamical systems, Simulation and modeling, Optimization techniques, process control, Internet of Things, Data Mining, Data Analytics, Energy Technology, Space Science, Agro based Economics, Pollution Control, Neutraceuticals, Geo-informatics, Linguistics, e-Commerce and allied areas of humanities. The research carried out by the University is supported by the leading funding agencies like DST, DAE-BRNS, UGC, CSIR, DRDO, AICTE, MOEF, DBT, ICSSR, NBHM, UNICEF, RUSA, European Union. Good number of MoU's have been signed with reputed Nationals and International organizations for the collaborative research. Faculty members of the university have already established linkages with researchers working in world ranking universities/institutes. DST sponsored International joint collaborative research projects with the countries like Japan, South Korea and Egypt have been undertaken by the faculty members of the University. Faculty members are also recipients of prestigious world class fellowships such as Alexander von Humboldt, DAAD, BOYSCAST, JSPS, Brain-Pool, RAMAN, Commonwealth, INSA, etc. UGC and DST have recognized post graduate departments of the university under various schemes such as UGC-SAP, UGC-DSA, UGC-ASIST, DST-FIST, DST-PURSE, DST-SAIF, UGC-STRIDE, RUSA. Incubation Centre of the University is in place recognized by the Maharashtra State Innovation Society to nurture start-ups and connect young minds to market. 31 patents have been filed and published during the reporting period. One of the remarkable facets of the University is significant contribution in consultancy from the non science departments like Economics. SUK organizes series of extension activities for sensitizing the stakeholders. Yet another notable aspect is the strong linkage between Shivaji University and

various world ranking universities at different level. SUK faculty and researchers associated with the world ranking universities have published good number of joint research papers in journals of international repute.

Infrastructure and Learning Resources

The infrastructure plays a crucial role in the smooth administration of teaching and research carried out in the institutes of higher learning. SUK campus is lush green and spread over 853 Acres and has a well furnished academic, administrative residential and other amenities. At SUK, our endeavor is to constantly upgrade and establish infrastructure to support and enhance curricular and co-curricular aspects of the stakeholders by creating new physical spaces, renovating existing facilities and instructional amenities as well as upgrading ICT services to support and guarantee the safety, comfort and integrity of the University campus. In the last few years, the intake capacity of most of the post-graduate Departments has been increased so as to provide more access to the aspiring students. In the reporting period, many new buildings and infrastructural facilities namely Department of Journalism and Mass communication, Rajarshi Shahu Research Center and Museum Complex, Earn and Learn Girls Hostel, Research Scholar Hostel, two Water Wells, six Farm Ponds, a Central RO Plant of Capacity 6000 LPH, Solar Energy Plant (180 kW), two biogas plants and the Center for Cyber Security & Data Sciences have been put in place. IT infrastructure of the SUK comprises of 24 x 7 internet connectivity with Wi-fi facility, power backup, computer network with 3000+ nodes, Fiber optic backbone approximately 23 km., 120 Mbps leased line + 1 GBPS Leased line under NKN, Firewall, an informative Website, campus wide Antivirus console, employee attendance through Bio-metric Machine, IP/CCTV camera system for campus surveillance and a state of art data centre. The fully automated University Library caters to the scholarly needs of students, faculty, industries and other user groups of university and visitors from other universities and affiliated colleges. The library has over 4 lakh printed documents and it subscribes to over 300+ national and international journals. Under UGC Infonet digital Library Consortia SUK has access to over 7000 e-journals. Since the campus has good internet connectivity the usage pattern of the e-journals is excellent. SUK has maintenance policy for preservation and up keeping of its infrastructure.

Student Support and Progression

SUK provides holistic support service for the students so as to make their time on the campus a positive experience. There is a unique scholarship scheme for students through the corpus. The Merit Scholarship Scheme offers scholarships for P. G. Departments and research fellowship for the scholars pursuing Ph. D. Degree. A unique scheme 'Dr. Appasaheb Pawar: Earn & Learn' facilitates free lodging and boarding arrangement for good number of needy students in return for working on University campus for few hours. Strategies like Work on Demand, Earn and Learn are adopted to enhance access to students from disadvantaged community, women, and economically weaker sections of the society and to prevent the student dropout due to economic problems. The Central Placement Cell caters the needs of students to face the competitive job market. The schemes like Centre for career guidance and psychological counseling, mentoring, centre for coaching classes for entry into services, remedial coaching for SC/ST/OBC along with the active student council under the office of Director Student Welfare are helping in tapping the untapped potential of our most aspiring students and create an ambience in which new ideas, leadership and creativity flourishes. SUK has a well equipped sports complex with pavilions', rooms and Gymnasium for practicing, coaching and conducting different sports activities. The world class Athletics Track , Basketball Cement Court, Cricket Ground ,Kho-Kho Ground, Hockey Ground along with facilities for indoor games like physical conditioning unit, Table-Tennis, Gymnastics, Wrestling, Judo, Weight Lifting, Power Lifting and Chess are nurturing sports maestros with a unique blend of academics and sports. Youth festivals at the state and national levels gives right kind of

exposure to our students and lets them celebrate cultural diversity and difference and appreciate unity in diversity. Good number of students have earned prizes and medals at national level. The registered alumni association of SUK is now all set to open its chapters abroad in South Korea, Japan and UK where many of our alumni have made their mark.

Governance, Leadership and Management

SUK has well defined vision, mission, goals, core values and quality policy. The vision is envisaged in the form of vision document, perspective plan and institute development plan. SUK endeavors to instill a governance structure to oversee academic and research progress by following the practices of delegation, transparency, timely communication and all-encompassing participation. In the era of automation SUK administration is having e-culture in its governance. Finance and accounts section is computerized and all major financial transactions have been automated. SUK academic, administration and examination sections are covered in the process of automation. The policies in this regard are formed through Board of Information Technology and are effectively implemented. Web applications have been developed for paperless office and e-governance, which include student feedback system, online examination, online examination processing for Central Assessment Program and online recruitment portal, conduct of meetings of authorities. Activities and events are given wide publicity through e-news letter- *Shivsandesh.* The ICT Driven Administration is further steered through in house development of bundled software suite for e-governance that include   *SHIV SABHA*: Conduct of all meetings, *SHIV PRAKASHAN*: Sale of University Publications, *SHIV DIKSHANT*: Online Convocation application and Grievance Process, Web portal for revaluation application process, *SHIV SARATHI*: College Navigation App, Web portal for SSR and AQAR, Web portal for Seminar, workshop and conferences, *SHIV KARMACHARI SEVA*: Single window online services to employee, Online Perspective plan survey App and *SHIV WANI*: Web Radio. SUK has welfare and faculty empowerment policy. Teaching and administrative staff is facilitated by conducting/deputing for training as well as good number of welfare schemes are implemented. Policy formulation and deployment is solely guided by perspective plan, vision plan and institutional development plan approved by RUSA. IQAC is keen towards internalization of the quality assurance and has evolved certain benchmarks for ascertaining and ensuring quality at different levels for its continued sustenance. The stringent quality assessment procedure through a blending of internal and external peer review, and innovative projects taken up with partnership of NAAC under European Union funding has greatly helped to improve the holistic quality in all our scholarly pursuits.

Institutional Values and Best Practices

Gender equality is core to the values of SUK. Series of programs are being conducted for strengthening, educating and vocational development for girls on and off the campus. SUK has recently conducted unique activity for capacity building for transgender. The safety and security measures are provided to girls on the campus. SUK has lush green campus and is home for preservation of biodiversity. The campus itself has been developed as Biodiversity Park and several programs are undertaken to conserve the same. University building has been provided with solar energy of 100 kW and Chemistry Department has been provided with solar energy of 80 kW capacity though the RUSA funding. The efforts are underway to make the campus as green, clean and beautiful. Most of the new buildings are being constructed by following the green building norms. The entire University campus is declared as plastic free zone. More emphasis is being laid on developing eco-friendly environment with beautification of the campus. Water management is one of strength of SUK. The University is self sufficient for water to be used for drinking and other purposes. Rain water harvesting is being aggressively practiced every year. The University has constructed three major water reservoirs and arrangement

has been made to store maximum rainfall water on the campus. Every year growth in the water storage is being made by augmenting existing resources. Rain water storage on the campus is approximately 30 Cr. Liters. Impact of rules, policies and action of the University are adjudged by different audits that include auditing towards Green, IT, Infrastructure, Fire and Safety, Energy and Gender. Good number of policies formulated by SUK towards various endeavors such as research, IPR, Consultancy, Innovation, Environment, *Divyang* Students, International Students and mobilization of resources is assisting in both subjective and objective decision making. SUK has pioneered 'Earn and Learn scheme'. With series of research initiatives and schemes now research has become mantra for the young minds. Through multidimensional, multifaceted strategies, SUK has addressed its vision of fulfilling the needs of society in all respects like social, economic and cultural domains.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHIVAJI UNIVERSITY
Address	Shivaji University, Kolhapur - 416 004
City	Kolhapur
State	Maharashtra
Pin	416004
Website	www.unishivaji.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Devanand Shinde	0231-2609494	9028001068	0231-2691533	iqac@unishivaji.ac.in
IQAC / CIQA coordinator	Rajanish Kamat	0231-2609087	9860003012	0231-2692333	raj_kamat@yahoo.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affliating

Establishment Details	
Establishment Date of the University	01-01-1962
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	27-02-2014	View Document
12B of UGC	27-02-2014	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Shivaji University, Kolhapur - 416 004	Urban	853	1300571	UG, PG, PG Diploma, Diploma, M.Phil, Ph.D., Certificate		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	4	3	7
Engineering/Technology/Architecture/Design	7	38	45
Business Administration/Commerce/Management/Finance	1	16	17
Education/Teachers Training	15	27	42
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	3	17	20
Professional	0	3	3
Fine Arts/Performance Arts/Visual Arts/Applied Arts	0	1	1
Universal/Common to All Disciplines	113	45	158

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	293
Colleges Under 2(f)	1
Colleges Under 2(f) and 12B	130
NAAC Accredited Colleges	173
Colleges with Potential for Excellence(UGC)	7
Autonomous Colleges	12
Colleges with Postgraduate Departments	114
Colleges with Research Departments	53
University Recognized Research Institutes/Centers	17

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	[106384_4238_1_1575366430.pdf](106384_4238_1_1575366430.pdf)
NCTE	[106384_4238_4_1575366441.pdf](106384_4238_4_1575366441.pdf)

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				59				74				223
Recruited	44	13	0	57	17	7	0	24	91	29	0	120
Yet to Recruit				2				50				103
On Contract	0	0	0	0	0	0	0	0	60	30	0	90

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				522
Recruited	288	70	0	358
Yet to Recruit				164
On Contract	453	305	0	758

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				182
Recruited	112	8	0	120
Yet to Recruit				62
On Contract	93	52	0	145

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	44	13	0	17	7	0	60	22	0	163
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	31	7	0	38

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	26	19	0	45
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	33	11	0	44

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.	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	8	0	0	8
Adjunct Professor	5	1	0	6
Visiting Professor	2	1	0	3

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Commerce and Management	IDBIs Late R N Godbole Chair	The United Commercial bank Ltd Satara IDBI
2	Department of Commerce and Management	Bank of India Chair in Rural Banking	Bank of India
3	Department of History	Bhagwan Mahaveer Chair	Government of Maharashtra
4	Department of Marathi	Maharshi Vitthal Ramaji Shinde Chair	Prof. N.D. Patil
5	Department of Political Science	Kai Sharadabai Govindrao Pawar Chair	Ms. Supriya Sule Member of Parliment
6	Department of History	Loknete Balasaheb Desai Chair	Government of Maharashtra
7	Department of Marathi	Sant. Tukaram Chair	Mr. Tanpure Maharaj
8	Department of Political Science	Com. Datta Deshmukh Chair	Mr. Suresh Parchure Labour Union
9	Yashwantrao Chavan School of Rural Development	Yashwantrao Chavan Chair	Goverment of Maharashtra
10	Department of Journalism and Mass Communication	Late Dr. G. G. Jadhav Chair	Goverment of Maharashtra
11	Department of Marathi	Anna Bhau Sathe Chair	Shivaji University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	208	0	0	1	209
	Female	65	0	0	0	65
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	139	0	0	6	145
	Female	85	0	0	0	85
	Others	0	0	0	0	0
Diploma	Male	58	0	0	0	58
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	95	0	0	0	95
	Female	69	0	0	0	69
	Others	0	0	0	0	0
UG	Male	1030	2	0	0	1032
	Female	534	0	0	0	534
	Others	0	0	0	0	0
PG	Male	1199	0	0	23	1222
	Female	2182	0	0	0	2182
	Others	0	0	0	0	0
Certificate / Awareness	Male	101	0	0	0	101
	Female	50	0	0	0	50
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	116	0	0	0	116
Female	179	0	0	0	179
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-10-2018
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	93
Total Number of Programmes Conducted (last five years)	93

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	77.75	B+	Cycle 1.pdf
Cycle 2	Accreditation	2.85	B	Cycle 2.pdf
Cycle 3	Accreditation	3.16	A	Cycle 3.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Distance Education	[View Document](#)
Centre For Gandhian Studies	[View Document](#)
Centre For Nehru Studies	[View Document](#)
Centre For The Study Of Social Exclusion And Inclusion Policy	[View Document](#)
Centre For Woman Studies	[View Document](#)
Department Of Biochemistry	[View Document](#)
Department Of Botany	[View Document](#)
Department Of Chemistry	[View Document](#)
Department Of Commerce And Management	[View Document](#)
Department Of Computer Science	[View Document](#)
Department Of Economics	[View Document](#)
Department Of Education	[View Document](#)
Department Of Electronics	[View Document](#)
Department Of English	[View Document](#)
Department Of Envirnomental Science	[View Document](#)
Department Of Foreign Language	[View Document](#)
Department Of Geography	[View Document](#)
Department Of Hindi	[View Document](#)
Department Of Histroy	[View Document](#)
Department Of Journalism And Communication	[View Document](#)
Department Of Law	[View Document](#)
Department Of Library And Information Science	[View Document](#)
Department Of Marathi	[View Document](#)
Department Of Mathematics	[View Document](#)
Department Of Microbology	[View Document](#)
Department Of Music And Dramatics	[View Document](#)
Department Of Physics	[View Document](#)

Department Of Political Science	[View Document](#)
Department Of Psychology	[View Document](#)
Department Of Sociology	[View Document](#)
Department Of Statistics	[View Document](#)
Department Of Technology	[View Document](#)
Department Of Zoology	[View Document](#)
School Of Nano Science And Technology	[View Document](#)
Yashwantarao Chavan School Of Rural Development	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
126	121	121	119	119

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of departments offering academic programes

Response: 31

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6169	6206	6246	5762	4916

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
2249	2196	2263	1863	1715

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5332	5377	5527	5130	4478

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
341	253	213	188	187

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3266	2828	2221	1925	1765

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

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

2018-19	2017-18	2016-17	2015-16	2014-15
291	278	293	277	286

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

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

2018-19	2017-18	2016-17	2015-16	2014-15
356	356	356	356	356

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
25790	26835	23458	26266	26687

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
1212	1230	1208	1226	1247

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Total number of classrooms and seminar halls

Response: 150

Total number of computers in the campus for academic purpose

Response: 104

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

2018-19	2017-18	2016-17	2015-16	2014-15
5062.76	6281.71	7563.73	6313.88	5738.73

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Curriculum is an engine which runs the higher education for betterment of the society. In this context, the vision of SUK is to serve the community to meet the Educational, Social, Cultural and Economic needs of the region and the nation to create a just and Humane Society which is reflected in the curriculum. SUK programmes are structured to provide a solid basis in Humanities, Sciences, Engineering, Technology, Commerce and Management by focusing on cross-disciplinary and integrated learning. Presently, SUK imparts education in four faculties, viz., Science and Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In last five years, new centres/chairs were established to start new courses in the frontline areas of knowledge which is in tune with the local needs. As per University regulations, major revision of the curriculum takes place after every three years in the light of regulatory requirements, industry/Institutional requirements and to incorporate the swift transitions/transformations across the societal, regional, national and global echelon. Core values governing the SUK curriculum are human dignity, skills, employability and competency building, creativity/innovation and open thinking, cultural diversity, gender equality, respect for nature and environmental consciousness, democratic, participatory and ethical approach and team building through improved interpersonal communication. Several new programmes/courses are in place based on the feedback of students, alumni, employers and experts from academia and industry. SUK offers 126 programmes and 3266 courses. Departments like Marathi takes pride in hosting the courses related to mother tongue. While one of the programmes in transliteration of Hindi department in partnership with CDAC, Pune caters to the global needs. Big Data, AI, Machine Learning, VLSI Design are some of the unique programmes offered by Department of Computer Science, Technology and Electronics helping the learners in digital era to cope up with the exponential rise in digital footprints of the humanities. Departments of Physics, Chemistry, Botany, Zoology have proved their excellence through unique curriculum offerings for which the demand ratio is increasing consistently. Integrated program (B.Sc.-M.Sc.) offered by Department of Nano Science and Technology is nurturing human resource in interdisciplinary niche domain. The Indian Biotechnology sector is gaining global visibility and is being tracked for emerging investment opportunities and skilled human sources to which the programs of Department of Biotechnology is contributing substantially. The departments like Political Science, Sociology and Psychology are addressing the social ethos. Department of Geography has very well connected their GIS programmes with the current issues like water management. Department of History through their programmes promote Indian History with emphasis on the history of the Marathas. Contemporary gender issues and women empowerment are dealt by Centre for Women studies and through chairs like Sharadabai Govindarao Pawar Chair. The University has adopted CBCS and OBE with good number of electives as well as POs/PSOs/COs designed for all programs and are published on the web site as well as placed in the respective department and the awareness has been created among the students.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 126

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 126

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 91.64

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2936	2610	2049	1773	1618

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 70.48

1.2.1.1 How many new courses are introduced within the last five years

Response: 2302

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

Response: 3266

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 126

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

SUK is in the forefront in integrating cross-cutting issues like gender, environment, and human values into its curriculum. 'Promoting gender equality and sensitivity in society' has been spelt out as one of the objectives of Public University as per the Maharashtra Public Universities Act 2016 and SUK strives to contribute towards attaining the same. Curriculum is enriched by inclusion of value-based courses – Gender Sensitization, Environmental Studies, Professional Ethics and Human Values, Soft Skills and Personality Development, Entrepreneurship Development, Life Skills, English Communication Skills. Good number of Value Added courses were offered in the assessment period.

SUK makes conscious efforts in reflecting and focusing the above mentioned issues by the way of year round gender sensitization projects for all the academic programmes, showcasing the environmental consciousness through Green campus initiative and harnessing alternate sources of energy by resorting to solar powered power back up system (implemented with grants-in-aid from RUSA) which helps the students in actual perceiving the values. Specialized courses on Professional Ethics have found their place in Law while the same has been covered in the disciplines like Chemistry in the form of Green Chemistry. SUK stringently follows the anti-plagiarism practices for the Masters thesis, Research Articles and doctoral thesis.

Through its anti-sexual harassment committee, the University has initiated various gender sensitization programmes. Some of the activities/programmes undertaken are:

-Prevention of sexual harassment workshops

 -Women's Day celebrations

-Workshop on "Nirbhaya Abhiyan"

-Workshops on "Personality & Communication Skill Development"

Environment and Sustainability: The Department of Environmental Sciences, conducts a Green Audit of the campus involving all M.Sc. (Environment) students. The Department has also conducted green awareness programmes for various departments. The Department of Adult and Continuing Education & Extension Work (DACEE) has identified Environmental Education as focused area since last decade. DACEE had organized workshops for college teacher, P.G. students and orientation for college students in order to make qualitative improvement to enhance their mental capacity to provide environment education. To strengthen this activity further DACEE has launched a scheme of establishing environment clubs in selected college. The Department of Law has conducted free legal aid clinics aimed at gender sensitisation. SUK through its NSS unit has adopted villages for conducting capacity building programmes through various activities. This in turn contributes towards the sustainability aspects. CBCS has provided ample scope to the students to sign up for different certificate programmes such as Human Rights and Value Education, Spoken English, German, and Russian. SUK has collaborated with Bahai Academy for conducting various programs on Value Education and there are good number of beneficiaries in the

reporting period. Late Smt. Sharadabai Govindrao Pawar Adhyasan has been established at SUK under the auspices of donation of Rs. 50 Lakhs by Pawar Trust.

It aims towards encouragement of research on the subjects like women empowerment, social, economic, political issues of women.

SUK's Centre for Women's Studies has been contributing to gender sensitization of various stakeholders and other cross-sections of society. This is the prerequisite for attaining the long-term goal of gender equality.

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

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 135

1.3.2.1 Number of value-added courses are added within the last five years

Response: 135

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 51.85

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5720	1916	2400	2617	2548

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 55.21

1.3.4.1 Number of students undertaking field projects or internships

Response: 3406

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.12

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	0	0	0	4

File Description	Document
List of students (other states and countries)	View Document
Any additional information	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 9.06

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2947	2872	2715	2904	2807

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 73.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
900	919	863	911	916

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

SUK has two fold mechanisms to assess learning level of the students viz.

1. Performance in the entrance examination

The entrance examination question paper is set by an expert panel having combination of UG and PG teachers wherein the questions on the learning abilities of the students are set. The same is treated as the diagnostic test of the students and the performance therein is used for categorizing the slow and advanced learners.

1. The psychometric test is conducted within 2-3 weeks after admission based on the prerequisites of courses offered to the students. The learning levels of the students are adjudged based on their performance.

The needs of Slow Learners and advanced Learners are fulfilled as follows:

1. The newly admitted students are sensitized to the curriculum offered through CBCS & OBE in the admission rounds itself as well as through the process of induction programs by Library and other Support Services immediately after admission.
2. For the slow learners, special coaching/remedial classes are organised throughout the semester in addition tutorials and counselling which help them to catch up with others.
3. Various programmes for advanced/slow learners are undertaken through scheme for students for entry in services, scheme of coaching for SET/ NET/GATE/TOFEL/GRE examinations.
4. Remedial courses and special coaching classes are arranged for disadvantaged communities/slow learners.
5. Remedial Classes for SC/ST students are conducted every year through the grants received from UGC. Special Coaching Programmes for NET/SET and competitive examinations are regularly

conducted for these students. This has greatly helped to improve the performance of SC/ST students in various examinations.

6. UGC Supported Remedial Courses started in all Departments. Each Department has one Remedial Course Co-ordinator to run the Course. Remedial classes for SC and ST have increased students' performance at P.G. level. SUK has allotted budget from its corpus to sustain the schemes.

7. Lectures of experts under Visiting Fellow/Adjunct Faculty/Research Faculty Program are regularly arranged.

8. Advanced learners are encouraged to take up research projects and publish research papers through unique 'Research Promotion Scheme'.

9. Field visits/hands on activities/study tours/visit to discipline-related institutions/industries are organised.

10. Advanced learners are also encouraged to present their ideas and findings of their project work in regional and national conferences and workshops and in competitions like Avishkar and Anveshan.

11. The University Health Centre further addresses the diversity of the students in terms of their physical health.

12. Looking at the majority of the students coming from the rural areas, a language laboratory is put in place to improve their linguistic aspects. Qualified Counsellor has been appointed for psychological support of the students and the group mentoring scheme is also practiced by the Departments.

13. Employability Assessment of the advanced learners is taken up through professional agency which works for the *Niti Ayog*.

Sample reports of Employability Assessment Test for Adavanced Learners through a organization working for Niti Ayog are attached herewith as an additional information.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 21.2

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.6

2.2.3.1 Number of differently abled students on rolls

Response: 37

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Departments on the University campus have their unique way of designing and implementing student centric methods for enhancing learning experiences and achieve programme objectives. Efforts are made at University as well as at the Departmental level to ensure student centric learning and knowledge management by using ICT tools in the classrooms, providing rich library facilities for self – learning, organizing seminars, conferences, workshops, symposia and debates, ensuring holistic development and enhancing student learning with the help of following activities:

-Poster presentation

-Group discussion

-Paper preparation and presentation at conferences

-Seminars/Workshops

-Quiz competition

-Participation in research competition (Avishkar)

-Brain storming sessions

-Interaction with community for learning

-Group projects by the students

-Educational tours/field work

Further details are as follows:

Experiential Learning:

The programmes under the Faculty of Commerce and Management (FCM) implements case studies, field visits, role play, exhibitions and market survey. Humanities faculty equips the students with skills in film screening followed by character analysis, communication, drama, debates, role play and skits. Department of Economics has Budget analysis as an essential component in the curriculum. Geography Department thrusts on field tours complementing GIS while History Department emphasizes on archival, visit to museum and rare document collections and exhibitions. Sociology Department uses street play, role play and Community based learning. Political Science Department undertakes news analysis, event analysis of elections as distinctive learning methods. Music and Dramatics Department arouses the student interest through acts, drama, theatre performance. Law Department uses court visits, moot courts. Programs under the Faculty of Interdisciplinary Studies use simulations, role play, internship, poster presentations; Journalism and Communication department offers visit to Print media centre, T.V. channels, Radio Station, News making and reporting, preparation of News bulletin. Library and Information Science trains the student on open source software. Faculty of Science and Technology implements variety of Experiential methods as Exhibitions, Field visits, Industrial visits, laboratory, practical, experimentation, demonstrations, techno fest, simulations, workshops and error analysis.

Participative methods

FCM implemented Games, Debates, Group discussions, Seminars, Competitions for their programmes. Faculty of Humanities, Language Departments implement Seminars, Discussions, Film making and Debates. Economics, Sociology, Political Sciences, History, Geography Law, Music and Dramatics use Seminars, Discussions, Community survey, Competitions, Quiz while under Faculty of IDS programmes such as Education implements Concept mapping, Mind mapping, Seminars, Reciprocal learning. Library and Information Science use Interactive lectures, Group discussions, Seminars, Journalism and Communication programmes conduct student Seminars. Almost all programmes in Faculty of Science and Technology use Seminars, Group discussions, Interactive lectures notably Statistics Department used Peafowl survey to measure the counts of peafowl on University campus, and Physics use cooperative learning methods, CDS implements Seminars, Think pair share methods.

Problem solving methods

FCM use Lateral Thinking, Puzzles, Brain storming while Faculty of Humanities implemented Community based projects. IDS Faculty have projects, Dissertations, Problem based learning methods while Faculty of Science and Technology all the departments have projects, Dissertations and PBL. MOODLE/MOOCs, Radio programmes, self-developed- Videos, PPTs/Skype presentations, CAI, Google maps, E-Journals/books/e-learning resources are extensively used.

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 94.85

2.3.2.1 Number of teachers using ICT

Response: 276

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 21.2

2.3.3.1 Number of mentors

Response: 291

2.4 Teacher Profile and Quality

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

Response: 80.06

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 65.65

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
208	191	173	185	178

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.68

2.4.3.1 Total experience of full-time teachers

Response: 3691

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 18.25

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
08	12	17	09	06

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.31

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	11	12	12	13

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 28.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
28	30	29	26	29

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.56

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
341	253	213	188	187

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 11.95

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	9	12	36	50

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Conduct of examinations and declaration of results is one of the important activities of the University. Examination Section conducts nearly 600 examinations every year in which over 4500 question papers are set and about 12,00,000 answer books are assessed to examine over 2,00,000 students spread over 34 post-graduate departments of the University and 293 affiliated colleges and institutions in three districts.SUK Examination Section strives hard to become fair, efficient, reliable and transparent to achieve credibility. SUK has to its credit record of smooth conduct of examinations and timely declaration of results, within 30 days which is appreciated by Hon'ble Chancellor. In recent times, several initiatives are taken to ensure better standards, improve accuracy, efficiency and transparency in the various steps involved in conduct/declaration examinations results. Steps have also been taken to minimize the errors and mistakes, ensure better accuracy and efficiency during paper setting, conduct of the examination, collection, transport and coding-decoding and assessment, moderation of answer books, entry of marks on the answer books, mark lists, ledgers and statements of marks, and issue of various certificates. Several student-friendly measures have been taken, which helped more and more students to pursue higher education with more flexibility, convenience, and at their own pace. More specifically, the University has initiated following examination-related reforms:

-Up-dating profile of paper-setters.

-Publishing results on Website

-Entrance Examination through online mode.

-Online issue of Hall Tickets, PRN, Seat Number with personalized Examination Schedule.

-Coding of the answer books.

-Model/Synoptic answers and Marking Scheme for uniformity in the assessment/moderation/revaluation.

-Scrutiny of the assessed/moderated answer books.

-Direct entry of marks in online paradigm.

-Direct scanning sheets for marks to reduce errors

-Speedy processing of examination steps/complaints/correspondence/issue of various certificates with ICT.

-Online Facility for Verification of Marks/Issue of Photocopies of the Assessed Answer books, modification of various ordinances/rules and regulations relating to the relaxation in number of permissible attempts, cancellation of ordinances, class/performance improvement, revaluation of assessed answer books etc.

-Issue of Degree Certificates on urgent basis to needy

-Strict vigilance and penal measures for curb of Lapses/Malpractices

-Use of various safety measures like scanning of photograph on Hall Ticket and Degree Certificate, high-tech stationary

'-Secured Remote Paper Distribution' (SRPD) to distribute question papers securely and confidentially at the examination centres

-Decentralization of CAP centres for speedy assessment

-Special software to update database of papersetters

-Appointment of paper setters through email

-A separate module is created to provide answer papers and others necessary material to the examination centres. With this module the demand & supply of the material is recorded and maintained properly and the excess costing is reduced.

-Special training camps are organized with the help of Bahai Academy, Panchgani for the employees working at exam department to train them for stress management and to increase efficiency.

-From October 2016, the provision of supplementary answer book is revised and single answer book is provided with standard paging. It resulted into better outcomes to reduce paper costs and increase carbon credits.

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

In the backdrop of the vision and mission of SUK, the Outcome Based Education (OBE) model devised focuses on student centric education in order to develop the personal, social, professional and knowledge (KSA) requirements in student's career and life. In fact a research project awarded by the SUK on this theme to a faculty member ascertains the unique nature of the OBE approach in LEARNING-ASSESSMENT-TEACHING. The research findings and principles of OBE derived out of the Competency Based Curriculum, Taylor's Model of Curriculum Development, Spadys' Curriculum principles, Blooms taxonomy are some of the aspects taken into this project for investigation. These principles are implemented in the design of OBE in the university programs

The OBE model in SUK has been implemented by the way of different meetings, workshops and

presentations by a committee exclusively appointed for this purpose. The old curriculum was transformed in to the framework of OBE with a continuous refinement process in order to enhance the competencies and employability of the students of the university department.

The program outcomes, program specific outcomes and course outcomes are publi8shed on the web site, departmental publication/notice board and these are further disseminated during induction program in the beginning of academic year, during consequent semester and the CO-PO MAPPNG and its meaning and context is further explained by each course faculty member during 5theory/practical wo4k. As stated earlier, OBE workshops are conducted for the design of learning and assessment tools and other processes involved in it.

The course outcome attainment is assessed in SUK in order to track the student's performance with respect to the target level of performance. The CO-PO attainment is one of the tools used for continuous improvement in the student's abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities the course outcome attainment are measured. The program outcome attainment measurement is based on the course outcome attainment to facilitate the same course-program outcome mapping is in place. The set target level is either decided by the department or course coordinator or it is set with respect to the passing % trend for the respective course. The set target level is decided for continuous improvement in the educational processes and thereby enhancement in the student's performance level.

The POs,PSos and COs are listed on the website as well as maintained by the individual faculty in their course files.

Link to COs and POs is given as an additional information.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

PO attainment is calculated using direct and indirect method. Direct method indicates attainment by course outcomes contributing to respective program outcomes. Indirect method is the satisfaction/feed-back of stakeholders.

The basis of the attainment for OBE is the student's examination marks obtained form the examination

section. Data pre-processing techniques are used to convert rough data into quality data. In order to evaluate attainment of COs, different assessment tools (semester end examinations, mid-semester tests, laboratory examinations, student portfolios) are defined and developed. Several methods   are introduced to measure the student learning. Student portfolio analysis is also performed on demonstration of skills, personal characteristics and various accomplishments during study period. Course Outcome attainment levels are set for all courses in each program.

Examples of PO, CO Attainment:

Course Attainment Levels: CO attainment is defined at three levels. It is based on internal and end term examination assessment. CO attainment is defined at three levels in ascending order. For end term and internal examination:

Level-1: 30% students scored more than class average

Level-2: 40% students score more than class average;

Level-3: 50% students score more than class average.

Target level defined as Level-2 indicates that, 40% students score more than class average. CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures are performed or remedial action is taken. CO Attainment= 80% (Attainment level in end term examination) +20% (Attainment level in internal examination).

Program attainment Level: PO attainment is defined at five levels in ascending order. It is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method). The PO attainment levels are defined as stated below:

1. Level-1:Greater than 0.5 and less than 1.0 (0.5>1)- Poor
2. Level-2:1.0>1.5-Average
3. Level-3:1.5>2.0-Good
4. Level-4:2.0>2.5-Very Good
5. Level-5:2.5>3.0 -Excellent

PO attainment target level say, Level-4, indicates that, the department is aiming at minimum level-4 (very-good) in the performance of abilities of student's. Based upon the results of attainment, the remedial measures are taken. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

Results of CO Attainment: A sample example:

Attainment Level

Course	Attainment	Set Target	Fully attained/	Remedial Measures
Title/Code	Level Value	Level	Not attained	

101	2.2	2	Fully attained	Not Applicable	
102	2.1	2	Fully attained	Not Applicable	
103	1.9	2	Not attained	Assignment, exercise, rem	
104	1.5	2	Not attained	coaching	

Results of PO Attainment:

Attainment Level

PO/PSO Number	Attainment Level	Target Level	Fully attained/ Not attained	Remedial Measures	
A	2.55	4	Fully attained	Not Applicable	
B	2.55	4	Fully attained	Not Applicable	
C	2.52	4	Fully attained	Not Applicable	
D	2.43	4	Fully attained	Not Applicable	

Planned Actions for Course Attainment: Courses having course level less than level-2 are addressed by designing the different remedial measures like assignments/tutorials/remedial teaching.

Planned Actions for Program Outcome Attainment: POs with level attained less than Level-4 are addressed by planning remedial measures for the corresponding courses with respect to that PO.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 81.81

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1840

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2249

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.36

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 67.23

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
128.11	117.45	23.07	32.15	35.35

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 8

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	2	1

File Description	Document
List of teachers and their international fellowship details	<u>View Document</u>
e-copies of the award letters of the teachers.	<u>View Document</u>
Any additional information	<u>View Document</u>

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 18

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	6	3

File Description	Document
List of research fellows and their fellowship details	<u>View Document</u>
Any additional information	<u>View Document</u>

3.1.5 University has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research/Statistical Databases**

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	[View Document](#)
Any additional information	[View Document](#)
Link to videos and photographs geotagged	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 16.13

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 05

File Description	Document
List of departments and award details	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 132.12

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
3.28	30.13	40.41	30.25	28.05

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 8631.42

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1933.31	2232.96	1812.568	1826.0235	826.56

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 3.56

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 203

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 285

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

As a part of SUK's commitment towards carving Innovation Ecosystem, an incubation centre under the title "Shivaji Centre for Innovation, Incubation and Linkages (SCIIL)" has been established. A senior faculty is entrusted the task to look after the SCIIL in the capacity of Director. The vision of SCIIL is "to promote and realize product oriented innovative and executable ideas and concepts from students, faculties, and members of the society with a focus on enhancing the quality of life through entrepreneurship development and help them to realize the ideas into products, processes or services for the benefits of society as well as industry". The SCIIL is funded by Maharashtra State Innovation Society (MSInS), with seed grants of Rs. 5 Cr. MSInS is a nodal government agency to boost innovation-driven entrepreneurial ecosystem in the state of Maharashtra established under Department of Skill Development and Entrepreneurship. It is committed to create an engaged atmosphere where start-ups can successfully plan, launch and grow their businesses from conception, enabling them to simultaneously extend into the marketplace and establish brand name by following ethical practices.

SCIIL is contributing by way of ; Competitiveness, job creation, supporting SMEs with high growth potential, stimulating entrepreneurial spirit and innovation promotion. SCIIL is also identifying, exploring and enhancing links between universities/colleges, research institutions and the business community. It contributes to the growth and success of emerging technology businesses, assessment of company's risk profile, transfer of knowledge and better leverage intellectual property from   academia and research institutes.

SCIIL is currently partnering with cluster of more than 25 academic institutes across all disciplines and supported by 8+ industry associations. SCIIL is aiming to become an efficient incubation center in the region, with thrust area of "ICT Empowered Product Design, System Integration and Manufacturing". SCIIL is positioning strongly to support innovators and SME across region. In addition to this, two incubation centres on the campus have been established by Shivaji University, Kolhapur. The Incubation Centre at Zoology Department works towards nurturing start-ups in Honey Processing, Sericulture and Agricultural Products. The Incubation Centre at Botany Department works with start-ups on Alternative Medicines and herbal products. The section-8 company is being formulated and SPV mechanism is utilized to work with industry partners. Around 20 start-ups are already working in the pre-incubation stage and their MSME registration is in process so that they can avail benefits of Government policies. Number of new Products/Technologies from Start-ups are patented. SCIIL is intensifying its operation in Western Maharashtra with manufacturing sector SME turnover of more than Rs. 12000 Cr/3500+ small and medium manufacturing industries/300+ academic institutes is right place to initiate sectoral Incubation Centre supporting "Product Design and Manufacturing". Good number of industry-institute interaction meets have been organized to realize this opportunity with collaboration with MSInS and regional networks like Marathwada Accelerator for Growth & Incubation Council (MAGIC) for achieving better growth and inculcate the entrepreneurship zeal among young minds to work for finding solutions for social issues.

Maharashtra Govt Letter recognizing Shivaji University Incubation Centre is attached herewith.

File Description	Document
Any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 32

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	9	2	1

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 10

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	4	2

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document]
e- sanction order of the University for the start ups on campus	[View Document]
Contact details of the promoters for information	[View Document]

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	[View Document]

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	[View Document]

3.4.3 Number of Patents published/awarded during the last five years

Response: 13

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	2	2

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 3.17

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 564

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

Response: 178

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 9.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
728	539	517	515	390

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

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

Response: 2.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
164	172	156	238	111

File Description	Document
List books and chapters in edited volumes / books published	[View Document]()
Any additional information	[View Document]()

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 7.45

File Description	Document
Any additional information	[View Document]()

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 41

File Description	Document
Any additional information	[View Document]()

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document]()
URL of the consultancy policy document	[View Document]()

3.5.2 Revenue generated from consultancy during the last five years

Response: 156.09

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
63.34884	24.18931	22.81915	27.21050	18.52150

File Description	Document
List of consultants and revenue generated by them	[View Document]
Audited statements of accounts indicating the revenue generated through consultancy	[View Document]

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0.11

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0.11	00	00

File Description	Document
List of teacher consultants and revenue generated by them	[View Document]
Any additional information	[View Document]

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

SUK has been undertaking a good number of extension activities for society. These activities are to address

some of the prominent issues like gender inequality, environmental degradation, superstitions, health, misuse of social media etc. Meetings and workshops for students are arranged to discuss these issues and its impact on society. Students and faculty are encouraged to participate in the process of addressing these issues. Following are some of the issues where faculty and students get involved:

1. Imparting skills to transgender.

2.   Street plays on Save Girl Child, forest fires, Noise and water pollution, eradicating superstitions, misuse of social media, road safety etc.

3. Eco-friendly Ganesh idol immersion

4. Plantation drive.

5. Festival monitoring of air and noise pollution.

6. Cleanliness drives of local Nallahs and treatment by traditional phytoremediation.

Recently Kolhapur and Sangli districts were severely affected due to heavy rains. Thousands of families were homeless and were rescued to safe places. Some of the flood affected people were given shelter, food, medicines and cloths by university. Students and faculty members voluntarily involved in this humane activity. Students from MSW program were actively involved in counselling the flood affected families. Faculty and students were involved in post flood cleanliness drive in the city. The local bodies took note of university participation and felicitated the university staff.

It is a routine practice every year to undertake cleanliness drive for campus on a specified day. In this drive the entire university staff from peon to Vice Chancellor actively participate.

Rain water harvesting model developed by SUK has received lot of appreciation from the society and media which has inculcated the value of water conservation among the students and the community. It has been an exemplary role model for all the stakeholders.

SUK in association with Shri. Kshetra Siddhagiri Math (Kaneri) and daily Maharashtra Time (Times of India Group) celebrated the 3rd International Yoga Day with over 1500 participants. From the very first year of International Yoga Day, since 2015, University is conducting yoga practice on campus daily with support of Kaneri Math. Daily around 300 participants are being benefitted with this camp.

In addition to the above, several activities are being organised through students of National Service Scheme (NSS). SUK has NSS unit for many of the PG department and one of the faculty members has been given responsibility of coordinator of the unit. One of the objectives of these units is to make students aware of the social ethos through field work. SUK organizes different programmes such as National Integration Camp, Digital India, Save Water and Energy, Save Environment, Swacch Bharat Campaign, Disaster Management, Anti-drug addiction drive, Health Check-up, blood donation camps, organ donation awareness camp and Anti-Superstition Campaign, Village adoption and other flagship programmes of government every year.

File Description	Document
link for additional information	[View Document](#)

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 169

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

2018-19	2017-18	2016-17	2015-16	2014-15
41	41	38	28	21

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 36.43

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2554	1299	1371	3306	1991

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

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 31.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
70	34	20	18	14

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 252

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

2018-19	2017-18	2016-17	2015-16	2014-15
117	65	27	38	05

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 98

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
10	25	21	19	23

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

SUK is well equipped with excellent physical infrastructural facilities like adequate classrooms, laboratories, libraries, staff rooms, rest rooms, recreation halls, indoor and outdoor auditoria, conference halls, study halls, ramps and elevators for the differently abled, playgrounds and tracks, indoor sports centre, hostels, administrative building, guest house, post office, bank, printing press, USIC and health centre which are sufficient enough to satisfy almost all kinds of facilities and services. All infrastructural facilities are optimally used by the University and other social organizations. The Building & Works Committee under the supervision of various authorities assess the physical infrastructure requirement and make perspective plan and takes decision for expansion/construction based on the availability of land, funds and budget. Building and Works section supervises actual implementation of the infrastructure facilities. The Master plan of the University is in place considering optimisation of the space requirement for expansion and development. The development of the infrastructure is in accordance with academic requirement of the University and as per the norms of the apex bodies such as UGC, AICTE and NCTE. SUK has built up-to-date facilities in classrooms that include among others, the provision of LCD projector in every class room; White boards have been implemented replacing traditional chalk and board to attain dust free class rooms. Creation of good number of digital/smart classrooms has been completed. This helps students to get involved in teaching-learning round the clock. Student to computer ratio is 1:3. Faculty members have also been provided with desktop/laptop. The following computing software are made available on campus besides open source software:

- MATLAB
- SPSS
- SAS
- Statistica
- Minitab
- Rubics for Data Science

Virtual classroom in the Library serves dissemination of expert talks using National Knowledge Network. Common Facility Centre and Physics Instrumentation Facility Centre houses sophisticated equipments' for the use of faculty, students and nearby industries. Sophisticated equipments are added to the facility, periodically for which significant budget is earmarked in the growth plan. Other noteworthy facilities on the campus are V.S. Khandekar Museum, state of art auditoria, Open Air Theatre and sophisticated studio at Department of Music and Dramatics. The University has taken substantial efforts in rain water harvesting. Two water storage tanks on the campus have been constructed for this purpose. At SUK IT has appeared in all the walks of academic as well as administrative spheres. IT services like Web surfing, website, webmail, online web applications etc. are extensively used by 1700+ users on the campus. The website & web apps serve the student community, affiliated colleges and other stakeholders of the University. In the month of May 2012, the Data centre was operationalized. Almost all the on-campus departments are equipped with smart classroom facility. Realizing the positive role that community radio stations(CRS) play in reaching out to local communities, the Shivaji University in Kolhapur has started its

own CRS.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The Department of Sports was established in 1991 in SUK and it is unswerving in conduct of various sports activities from time to time and inculcating a culture leading to sports- A way of life.

Shivaji University has an excellent sports complex which is known as "*Krida Maharshi Meghnath Nageshkar Krida Sankul*". Existing pavilion, dressing rooms are available for practice, coaching and conducting different sports activities. The Sports Complex is provided with Athletics Track, Basketball Cement Courts, Cricket Ground, Kho-Kho Courts, Hockey, Volleyball Courts etc. Recently well equipped 8 Lane Athletics Synthetic Track with all equipment has been deployed at Sports Complex. In addition to above facilities, there is a separate Gymnasium Hall. The hall serves as multipurpose hall, in which the indoor games like physical conditioning unit, Table-Tennis, Gymnastics, Wrestling, Judo, Weight Lifting, Power Lifting and Best Physique and Chess etc. are conducted. The unique feature of open air theatre is available where cultural programmes are held. Teams of P.G. Students are sent for Zonal, Inter Zonal tournaments and selection trials for the selection in the University team. SUK has several laurels in sports to its credit in various sports events like Athletics, Cross-Country, Shooting, Kabaddi, Kho-Kho, Football, Malkhamb, Rope Malkhamb, Weight Lifting, Power Lifting, Best Physique. The awards like Krida Maharshi Meghanath Nageshkar Rolling Trophy is being distributed every year to the best performance in the academic year. Many National and International Players have been nurtured and they have exhibited excellence. The Sports Department is focusing strongly on improving coaching techniques, modern scientific approaches and augmentation of infrastructure. Recently with the generous support of RUSA the entire facilities have been upgraded.

The sports persons of SUK with the support of government and NGOs have been supported by securing good job opportunities in government offices, public and private sectors.

Good number of tournaments at Zonal and Inter Zonal levels were conducted by SUK. Special coaching is being given to the players selected for different events to participate in the West Zone/All India Inter University Tournaments/Competitions. Along with above important sports activities, Inter University Tournaments of various events like Kabaddi, Basketball, etc. have been organized successfully by the Department of Sports.

Rajmata Jijau Saheb hall having capacity of more than 4000 seats is one of the best open auditorium to exhibit cultural activities for students on the campus. It is being used by students for exhibiting dance, elocution, vocal music, instrumental music, district and state level cultural competitions etc. These activities are organized by Department of Student Development regularly with adequate financial provision. In addition to this *V.S. Khandekar Bhasha Bhavan*, humanities hall are also used for cultural

events.

365 days' *yoga* is being practiced since last more than four years on campus. The said event is organized for students, teachers and citizens of Kolhapur under supervision of trained *Yoga* teacher. International *Yoga* day is celebrated on 21st June every year.

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 138

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 48.57

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
3536.13	3264.85	1692.19	3080.64	2861.62

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Barr. Balasaheb Khardekar Knowledge Resource Centre (BBKKRC) has purchased LIBSYS software for library computerization in October 2007. It is LibSys 4 standard edition with Web OPAC. It is integrated library management software package designed and developed by LIBSYS Ltd., a New Delhi based Software Company.

It is a state of the art library management software and it works in server-client architecture. It is compliant with the bibliographic standards such as MARC21, Unicode and Z39.50 etc. Use of bibliographic standards in Library management software is useful to import and export of bibliographic data. It is also compatible with the different lingual input tools based on UNICODE. This lingual compatibility is useful to maintain bibliographic details of all the books written in Indian regional languages. It also offers search facility for the books catalogued in Indian regional languages.

LIBSYS software has 6 major modules for library automation. Each module has sub-modules. LIBSYS software offers customizable reports, reservation, recommendation and feedback mechanism for the readers. LIBSYS is user friendly library management software.

Since then till date the library is using LIBSYS software. The work of retro-conversion of library active collection was completed in the year 2008. The bibliographic information about the collection is made available through library OPAC/WEBOPAC system to the user's community. In addition to this, automated acquisition module, technical processing module for new purchase (data entry, bar code generation and pasting) and circulation module for issue and return of books to the readers have been initiated with this software. Library automation work management and back up management are administered through centrally controlled computer center by the university.

Following are the brief details about modules of LIBSYS software used to carry out housekeeping activities of the library.

1. Acquisition module includes enter titles, approval, purchase order, receiving of the titles, invoice processing, budget management, reports and system setup etc. to carry out procurement of the library material.
2. Cataloguing module has submodules such as maintenance of procured library material such as enter title, update title, update holding details, accessioning, reports- Barcode, spine label and other reports of library collection, print catalogues, data import- export etc.
3. Circulation module has facility to record member details with their photographs, checkin/ checkout, reservation, ILL, different reports regarding the module.
4. Serial Control module has all the submodules to carry all the subscription and procurement of the journals and periodical.
5. Technical processing module offers Data entry, bar code generation etc.
6. OPAC/Web OPAC offers variety of search facility to the user's to know about library collection and its availability. User can get online bibliographic information about the Books, Journals, Theses and dissertation, information about books issued on their name, due date details, etc. without physically visiting to the library through the WEBOPAC.

Bibliographical details of **210630** documents are available in this Software.

Library has created a rich portal showcasing knowledge resources. Writing Laboratory is one of the strong features of the library. Access to e-journal to all stakeholders has been made available.

File Description	Document
Any additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The Library has rich collection of rare books, manuscripts, special reports and other documents to fulfill the academic and research needs of their stakeholders. Archival Cell' was established by Shivaji University in the year 1988 with the assistance and guidance of UGC under VI plan with rationale to provide facilities for processing archival material such as rare books, historical documents, manuscripts and the University records. From the inception of the Library there are **26130** rare books available in the Library on 06/10/2018. In the period of assessment (2014-2015 to 2018-2019), total numbers of rare books added are **2580**.

Rare Books:

Archival cell consists of about 50,000 rare books, which are donated by various eminent scholars and personalities. The rare books dates from 1716 to 1950 A.D as detailed below

Bhai Madhavrao Bagal Collection: books on social movement, Freedom Struggle and united India movement, Labour movement, Communism and Socialism

Dr. Dhananjay Keer Collection: biographical materials on Mahatma Gandhi, Mahatma Jyotirao Phule, Dr. Babasaheb Ambedkar, Lokmanya Tilak, Swatantryaveer Savarkar etc.

Khaserao Sawant Collection: special collection on Religious and Spiritual books.

Dr. B. S. Bhanage Collection: books on Economics and Planning, Social Sciences

Babasaheb Deshpande Collection: special collection of rare books on History

Dr.Hiralal Auluck Collection: One of the biggest donated collections with 6500 books on Hindi Literature, Language and Culture, Marxism, Leninism and Socialism

Dr.Rajvaidya Jagtap Collection: Special Collection on 'Ayurveda', Ayurvedic Medicines and literature

Dr. Vilas Sangave Collection: books on Jain Religion and Jain Literature.

Prof. Pednekar Collection: special collection on English Literature.

Pandit Khuperkar Shastri Collection: books on Religion, Sanskrit, Veda, Upnishad, Grammar

'Vijayi Maratha' Collection: literature devoted to Satyashodak movement of Mahatma Phule.

Manuscripts:

About 6923 Manuscripts are available in the Archival Cell on various subjects such as Vedanta, Dharmashastra, Nyayashastra, Jotishya, Vaidak, History, Puran, Literature, Kavya, Natak(Drama), Yoga etc. which dates back to 1353. The manuscripts were acquired mainly from the individuals and institutions. Some of the important collection of manuscripts is:

- Shri. V. N. Panditrao, Kolhapur
- Ingale-Kulkarni Collection
- Nirnaya Sagar Press, Mumbai Collection
- Principal B.A. Babar,Tasgaon
- Pandit Balacharya Khuperkar Shastri, Kolhapur
- Shri.B.S. Pradhan, Kolhapur
- Shrimant Ganapatrao Rajopadhye, Kolhapur

Other Archival Materials:

Besides the rare books and manuscipts different archival material is also available in the cell. Old Newspapers Din Bandhu, Bombay (1893-1912), Rashtraveer, Belgaum (1920-1947), Hunter, Akhand Bharat (Kolhapur), Vijayi Maratha, Kolhapur (1919-1932), Din Mitra, Taravadi etc. The old Periodicals and journals like Bharat Itihas Samshodak mandals quarterly, Purusharth, Vividh Dnyan Vistar,Kirloskar,

Kalyan,Sahyadri,Wangmay shobha, etc. and some of the distinct materials like Tamprata (516 AD), Old historical coins, stone objects from Bramhapuri (Kolhapur) excavation, facsimile copy of constitution of India etc. are available in the Archival cell.

The Library has procured MINOLTA PS7000 Scanner for digitization of rare documents. The work of digitization of Institutional Repository is commenced.

Project:

Archival Cell has completed a project awarded by National Mission for Manuscripts, Ministry of Culture, G.O.I. for documentation of Manuscripts.

Above collection is the value added asset of the library

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 103.31

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
163.03	141.71	114.05	52.26	45.49

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 23.28

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

Response: 1504

File Description	Document
Any additional information	[View Document](#)

4.2.7 E-content is developed by teachers :

   1.For e-PG-Pathshala
   2.For CEC (Under Graduate)
   3.For SWAYAM
   4.For other MOOCs platform

5. **For NPTEL/NMEICT/any other Government Initiatives**
6. **For Institutional LMS**

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

1. **Internet connectivity:** Total bandwidth available is 1220 Mbps including NKN. Firewall equipment make WatchGuard UTMis used for security of the network.
2. **Websites and web applications:** www.unishivaji.ac.in University website is dynamic and updated frequently as and when required. Concerned University sections and departments are updating their contents on their own. Important academic, administrative information is disseminated via website to various university stake holders viz. students, parents, faculty, officers, affiliated colleges, vendors and citizens. Various online application forms are made available to students and affiliated colleges to avoid unnecessary visits to University office. Web applications are tailor-made: either outsourced or developed in house.
3. **Network and Wi-Fi facility:** The entire multimode optical fiber network is replaced with single mode fiber network for better performance and covering entire campus. The campus is connected with around 20 km of fiber cable. University has developed campus network, comprising 3500+ wired network nodes. Minimum of 75 network points are available in each academic department building. Internet facility is provided to each and every laboratory and classrooms in all the departments in the campus. A proper procedure is set to expand the wired network as when required. University has also developed Wi-Fi zones in the campus. Wi-Fi zones are in all academic departments, administrative buildings, hostels, canteen and guest house. Students, faculty and officers are given free Wi-Fi facility. Reliance-Jio-Fi facility is made available for all public staying or visiting the university campus. At present any user can get 1GB of data pack per day free

of charge. The **Internet surfing facility** at Library has capacity of 130 computers that Caters need of Internet surfing. It is mainly available to students. Trainings, workshops, student feedback programs and recruitment programs are conducted in this hall. Printing facility is available at minimal charges.

4. **Data Centre:** University has developed its own state of art Data Centre. It is heart of all IT facilities on the campus. All application and data servers in the campus are hosted in the Data Centre. Also all the buildings are connected to Data Centre using fiber cables. It is a hub of all Internet connectivity to the world. It is facilitated with latest technologies like Virtualization, HPC, HA, console based antivirus and Active Directory.

1. **IT facility for Administration:** All the administrative activities are computerized. Web based Systems for various administrative tasks have been developed. Payments are accepted using ONLINE PAYMENT GATE WAY. Biometric Attendance system is operational for students and staff members. Important locations in the campus are under CCTV/IP based surveillance. The **e-Mail facility** in collaboration with Google suite services, University provides email facility to faculty, research students, officers, departments, administrative sections and affiliated colleges.

Support teams

1. WiFi/Network/Internet support team: for supporting network users, installing new network, upgrading the existing network. WiFi Facility on demand.
2. Hardware/Software support team: for repairs/preventive maintenance of IT hardware Biometric systems and surveillance systems.
3. Software team: Development and maintenance of software application.
4. E-Mail support for mail users of university domain.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 3.04

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 9.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
2123.74	180.45	168.14	129.27	11.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

Engineering Section of the University with the help of its staff and agencies appointed by University authorities undertake the maintenance of overseeing the infrastructural facilities within the campus. The MAINTENANCE POLICY is developed by the university and the same is uploaded as additional information. The salient features of maintenance of infrastructure are stated here.

1. University Engineer fulfils the suggestions received from the heads of the department from time to time regarding the requirements of the laboratories in the concerned departments, depending on the availability of the funds.
2. The maintenance of the buildings, classrooms, etc. is looked after by the Engineering Section.
3. Engineering Section has taken the initiatives for the renovation as per the suggestions given by the various authorities and the departments/sections of the university from time to time as per their requirements.
4. Improvement in physical ambience is a routine procedure.
5. Landscaping is carried out at guest house, administrative building and other buildings. The road side trees are trimmed and groomed regularly not only to improve the ambience but also to increase visibility on the roads during night time.
6. Due care is taken about internal and external appearance of the departments and administrative buildings by painting them at regular intervals.
7. Many varieties of ornamental and medicinal plants are maintained by the garden section.
8. The infrastructure (Buildings/ Electrification/ other civil work) facilities are maintained by the Engineering Section.
9. The Performa of complaint for daily maintenance is designed by the section, which has to be initiated by the user departments.
10. The quick response time can be seen from the record maintained by the section.
11. The maintenance of air conditioners, PCs etc. is being done in house by the Computer Centre.
12. The security, garden maintenance, housekeeping services are outsourced for maintaining the campus safe, secure, neat and clean, environment friendly, which avoids the litigations.

Most of the costly equipment in the USIC/CFC are maintained under AMC, mostly from the vendor.

The attached maintenance policy may be referred for details in this regard.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 45.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
3108	1941	2670	2867	2694

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 13.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
677	898	871	816	775

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1. **Guidance for competitive examinations**
    2. **Career Counselling**
    3. **Soft skill development**
    4. **Remedial coaching**
    5. **Language lab**
    6. **Bridge courses**
    7. **Yoga and Meditation**
    8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]()
Any additional information	[View Document]()

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

Response: 68.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
4747	3432	4379	4398	3227

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]()
Any additional information	[View Document]()

           12-10-2020 04:08:21

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

SUK is a centre of education catering to all classes and communities, not only of the southern Maharashtra, but also, of the neighbouring regions and different countries. In pursuit of the academic excellence and enrichment, the university has entered into collaborations with foreign universities in specialized areas and is exploring the great diversity by attracting foreign students and planning of foreign student policy on a global basis for our university, its faculty and students. The University has setup International Affairs Cell (IAC) to attract scholarly international community to nurture the cross-cultural experience. Establishing and enriching the international network of SUK is ultimate goal of IAC. A senior faculty member in the Professor cadre is appointed to look after the IAC in the capacity of Director. Unified focus is provided to the international student community through IAC. IAC acts as a liaison between the students, the various Departmental Heads and Institutions affiliated under the University. The main objectives are to encourage and welcome international students to study at SUK and to expose them to the diversely rich cultural heritage of Maharashtra and India. The cell is active in fostering linkages with international Universities, institutions, government agencies for student and faculty exchange, joint research programs, projects, joint programs such as workshops, seminars, internships etc. Regular meets of international students are arranged on campus. In one such meet in March 2017, Mr. Muhammad Ali Usmann, the Education Councillor of Kenya High Commission at New Delhi delivered key note address and appreciated the efforts of SUK towards attracting international students. 50+ foreign students from Kenya.

SUK is offering international programs in various disciplines for foreign students with a blend of interdisciplinary aspects. The presence of nationally and internationally recognized teaching and research faculty at SUK resulted in strengthening teaching-learning processes. The University has established strategic partnerships and MoUs with several universities all over the world. Apart from this the University also participates in activities organized by Indian Council for Cultural Relation (ICCR) and several education promoting organizations. Well furnished International Hostel for foreign students is built with capacity to accommodate 24 students catering their needs. At present we have 53 International students on campus pursuing their higher education (Bachelors/Masters/Ph.D.) spanning countries like Iran, Iraq, Bangladesh, Kenya, Afghanistan, Guinea-Bissau, Mozambique, Mauritius, Zimbabwe etc. More students are getting attracted towards Shivaji University, thus attempts and efforts to encouraging more students are underway. The students are benefited with reasonable cost of living with on campus cooking, dining and shopping facility, lucrative merit based scholarships, and well equipped medical facilities on campus, health insurance scheme. SUK conducts different curricular, co-curricular and extra-curricular activities such as expert lectures, counselling and cultural programs.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 36.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
609	597	618	664	561

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 14.18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 261

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
33	162	86	187	14

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

2018-19	2017-18	2016-17	2015-16	2014-15
203	533	421	748	159

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 403

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

2018-19	2017-18	2016-17	2015-16	2014-15
96	99	53	107	48

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

As per Maharashtra University Act, 1994, students' council was established during the first term of the academic year.

University Department Students' Council consist of

i)Vice Chancellor: President

ii)Director of Students' Welfare: Chairman

iii)Director of Sports and Physical Education

iv)Coordinator-National Service Scheme

v)One student from each University Department on merit nominated by the Vice Chancellor

vi)Two lady students nominated by the Pro-Vice Chancellor

University Students' Council consists of not more than fifteen persons, nominated through selection, from amongst secretaries of the representative councils, one seat each being reserved for SC/ST/DT/NT/OBC and woman categories. The University student's council so formed elects its own President and Secretary.

Student council is a representative structure for students through which they get involved in the affairs of the University, working in partnership with management, staff and parents for the benefit of the University and students. They are the interface between the students and the administration and work together to identify the various issues that affect students directly or indirectly. The perspectives and suggestions of students' council are duly considered at appropriate administrative levels and authorities. Students' council has focused on various students related issues such as admission, examinations, fees, safety, training, hostel facilities, sports and cultural activities, etc.

As per the Maharashtra Public University Act 2016, there is students' council at department level and university level exists from academic year 2019 onwards.

The University Department Students' Council shall consist of the following members: President, Secretary, one student each belonging to following: lady representative, SC/ST/NT/OBC representative, NSS, one student from each department with Director, Students' Development as an ex-officio member.

The schedule for election of students' council in colleges and University Departments for the academic year 2019-2020 has been declared. However, due to heavy rains and terrible flood situation in the Kolhapur region during August-September, 2019, the elections have been postponed.

The students get representation on bodies of the University such as senate, management council and BoS. Students are also represented on implementation of Integrated University Management System. They actively participate in every activity and decision making of the concerned bodies.

Following are some of the suggestions made by members of students' council in their meetings

1. To provide various measures of safety on campus.

2. To initiate counselling activity in the affiliated colleges.

3. To celebrate cleanliness day on campus.

4. Examination time table and issues related to it.

University authorities considered all such suggestions and addressed the issues at administrative level and placing it before appropriate bodies for the approval.

One of the regular activities being conducted for the members of students' council is to organise Leadership Development Camp in association with Bahai Academy.

File Description	Document
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 41.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
49	41	38	41	40

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

In order to establish mutually beneficial relationship between University and its alumni, Shivaji University Alumni Association (SUAA) was established and registered under the Societies Registration Act, 1860. Departmental alumni meetings are organized regularly. The alumni share their experiences with the regular students and guide them for focusing their efforts towards getting better placement and career. Alumni play an important role in placement.

Major Platforms where the university Alumni are engaged:

1. A large number of invited talks/ guest lectures/career guidance sessions are conducted in various departments and at University Level by distinguished alumni.
2. The strong alumni network of University has proved to be powerful tool for providing employment to the students. SUAA has jointly organized to Mega Job Fairs in Shivaji University on 19th May, 2018 and Pratibha Group of Institutes, Pune during 7-8, February, 2019. The Job fairs could place more than 9000 students in various National and Multi-National companies/organizations/industries.
3. SUAA has conducted workshop entitled "Entrepreneurship Awareness Program" for inculcating spirit of Entrepreneurship in the students of University. Distinguished alumni of University who are successful Entrepreneurs were resource persons for the workshop.
4. SUAA has been actively involved in imparting skills (Soft skills, life skills), career guidance

through various Skill fairs, Campus to corporate programs and invited lectures.

5. SUAA has taken continuous efforts to conduct various activities from Corporate Society Responsibility (CSR) Fund through the help of alumni. SUAA has conducted Trainers Training Program entitled "Employability Enhancement Program" for teachers of University with the help of CSR funds from ITM Skills academy. SUAA has scheduled program on "Connect with Work" in the second week of March, 2020, supported by Barclays aiming at improving the employability skills of the students.

6. SUAA is actively involved in raising corpus fund for various welfare and other schemes in the University.

7. Alumni are part of the University-Industry Interaction Cell as well as many bodies and contribute in review and development of the curriculum. This helps in keeping curriculum and teaching pedagogies align with standard and requirements of the industry.

8. Every year, SUAA collects Alumni Feedback and conveys their valuable inputs, remarks, suggestions and concerns to University. University has a structured mechanism to evaluate feedback. University takes necessary measures on feedback and conveys action taken report to SUAA.

9. Alumni form active members of IQAC at various levels. Their inputs are very significant in bringing developments and quality enhancements.

10. Large number of alumni are involved in supporting various activities through non-financial means. Departmental libraries are being enriched by books, computers donated by Alumni.

11. Several alumni are associated in programs such as plantation drives, supply of plant saplings and necessary machinery for development of gardens.

12. One of the alumni Dr. Ambuja Salgaonkar donated Rs. 2.0 lakh to institute endowment lecture in the name of Faculty Member Prof. M. S. Prasad, and many such contributions have been made by alumni.

13. Several prizes and medals have been instituted through the donations received from alumni.

Report regarding Alumni Association activities is attached as an additional document.

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

5.4.2 Alumni contribution during the last five years (INR in Lakhs)
? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 77

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
28	20	12	7	10

File Description	Document
Report of the event	[View Document](#)
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Vision:

Shivaji University is committed to meet the Educational, Social, Cultural & Economic needs of the region and the nation to create a just and Humane Society.

Mission:

We are dedicated to promote and foster a culture of high-quality teaching and learning and to serve societal needs by encouraging, generating and promotion excellence in research and extension activities.

Goals:

- To make relentless efforts for the spread of university education among classes and communities, which are socially and educationally underprivileged.
- To make special provision and for disseminating knowledge and promoting arts and culture in rural areas.
- To supervise and control the conduct and discipline of the students of the university and to make arrangements for promoting their health and general welfare.
- To create a fine band of capable young researchers/teachers with great thirst for knowledge and scientific curiosity.
- To promote the study and research of the Marathi language and the history of Maharashtra.
- To provide opportunities to the University community to reach his/her highest personnel and professional capability.
- To develop the personality and character of students by value education.

SUK's vision and mission reflect distinctive characteristics truly reflected in its policies. High quality educational programmes and best practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles, proactive, learner centric and responsiveness to the societal needs. Vice-Chancellor is the principal academic and executive officer. Pro-Vice-Chancellor, Registrar, Director, Examinations and Evaluation, Finance and Accounts Officer and other administrative and academic functionaries carry out the academic and administrative activities of the University as per directives of Vice Chancellor. Policy decisions are taken by the authorities and bodies as per Maharashtra Public Universities Act 2016 and the same are implemented by Officers of the University at various levels. Internal coordination, monitoring mechanism and participatory management helps to improve and enhance the overall quality of functioning of the University. The university is awarded by ISO 9001:2015 standards in the recent past.

SUK has prepared a five years Perspective Plan for the year 2019-20 to 2023-24, prepared in tune with the vision and mission. It envisages different key areas like GER, Inclusivity, Equity, Quality, Industry Linkages, Regional Development, Skill and Entrepreneurship, Cultural, Sports Activities and Focus on Students' Welfare. Strategies and mode of implementation are also elaborated which are guiding the future roadmap.

SUK promotes a culture of participative management. Teachers participate in decision making process through various academic bodies like Senate, Management Council, Academic Council, Faculties, Student Welfare, Dean and Board of Studies comprising of elected members as per the Maharashtra Public Universities Act, 2016 having representatives from each faculty, women, college, university department and reserve category teachers. The mechanisms like, IQAC, Innovation incubation & Linkages, Skill & entrepreneurship, NSS, Earn & Learn scheme to encourage the learners are formulated to attain the mission and vision of the university.

File Description	Document
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Organisation of Mega Job and Skill Fair –

Central Placement Cell and Centre for Skill and Entrepreneurship Development specialize in helping students to develop their skills and get the job opportunities. Mega Job and Skill Fair was organised on the university campus on May 19, 2018 jointly by the Central Placement Cell and Centre for Skill and Entrepreneurship Development in collaboration with Shivaji University Alumni Association, Department of Student Welfare, National Service Scheme and Department of Technology for the under graduate and post graduate students. 122 companies conducted campus interviews for the 9,539 job vacancies. 23,739 students registered for the campus placement and 17,269 out of them appeared for the campus interviews. 1698 students got selected for different posts in various companies and received appointed letters on the same day. 3936 students qualified for the next level of interview. Moreover around 50 different skill trainings were imparted to 6,500 students in the same event. For the organisation of Mega Job and Skill Fair different committees such as Coordination Committee, Organising committee, and Registration committee were formed. Teaching as well as administrative staff participated in these committees for the smooth conduct of the mega event. There were 13 members in the coordination committee which included Coordinator of Skill and Entrepreneurship Development Centre, Coordinator of Central Placement Cell, Director of NSS, Director of Student Development Centre, Director of Technology and others. Departmental Placements officers and other five members constituted Organising Committee. There were eight members in the registration committee including administrative staff. Campus interviews of the different companies were arranged in the different departments as per the requirements of these companies and these were coordinated by the different committee members. Skill development programmes comprising of Interview Techniques, ICT skills, Group discussion, positive thinking skills, resume writing, tax practice and many more were conducted on the same day at the convocation hall and in some departments to get the students ready for the interviews. This mega event was well organised and

systematically managed by the committee members comprising of teaching and administrative staff and personally mentored and supervised by Vice-Chancellor, Pro-Vice-Chancellor, Registrar and Management Council Members.

Skill and Job Fair Analysis

 Data:

Companies Registered	122
Vacancies Registered	9539
Registration	23,769
Online-	10769
Offline-	13,000
Candidates have Skills Taken	6500
Students Interviewed	17,269
Students Short listed	3936 +
Offer Letter Given	1698 +

Job Aspirants:

Sr. No.	Particulars	Frequency from 100 Registration	Frequency in 17,269 Respondents	Percentage	Ra
1	All	79	13,642	**48**	I
2	Engineering and Technology	05	865	**03**	VI
3	IT and BPO	12	2072	07	V
4	Service	15	2590	09	IV
5	Administration	06	1036	04	VI
6	Banking and Insurance	21	3627	13	II
7	Agriculture	09	1554	05	VI
8	Other	19	3281	11	III
9	Total	166	28,667	100	--
10	--	Candidate has given 1.66 i.e. 2 preferences for attendance of interview.	Candidate has given 1.66 i.e. 2 preferences for attendance of interview.	--	--

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

One of the ambitious plans of the perspective plan was setting up of Cyber Security Centre of Excellence and Data Science Laboratory. This was in view of the rapid pace of change in which businesses operate in the world with incorporation of Cyber Security, Artificial Intelligence and Data Science. SUK believed that traditional academic programs like Bachelors in Arts and Sciences, Pharmacy, Health and Nutrition, Engineering and Technology could be improved so that students can be ready for the change. This reform process as per the perspective plan was started by the authorities by motivating Department of Computer Science to formulate a proposal for Faculty Development cum Centre of Excellence. The same was submitted in partnership with NASSCOM under the MHRD scheme Pandit Madan Mohan Malviya National Mission for Teachers and Training (PMMMNMTT). The proposal was approved by MHRD with a grants around Rs. 7 Crores. The funds were deployed in conducting faculty development programs (FDPs) in pan India basis, establishment of state-of-art Cyber Security Laboratory, setting up an advanced Laboratory for Data Sciences and constructing building of around 10000 sq.mt of the centre for which SUKauthorities made the required space available. Through the centre, faculty members to the tune of 5500+ were trained through 91 FDPs. The syllabi have been introduced at various levels in Post Graduate Programs as Skill Enhancement Courses under Choice based Credit System (CBCS) which is leading to skill building of around 50,000 students per year. The resource materials with appealing sense of readability have been developed in house as well as with collaboration with industry partners and selected participants. A virtual laboratory kit is developed for massive scale training in Cyber security on a self-learning basis. The kit has become so popular that the MHRD twitted the same from its twitter handle and the same is being followed by many. A software firewall based on open source technology for content filtering has been developed under this Centre of Excellence. The same is all set to be launched through MHRD for its deployment at free of cost in schools, colleges and all HEIs on a pan India basis. Four research scholars have taken up research topics in these domains leading towards their Ph.D. SUK is gearing towards 'Multiplier' effect for nurturing HR in this niche domain by employing 'Train the Trainers' (TTT) model as Indian needs 10 lakhs cyber security experts, as against we have only around 62000. Cyber security product-based start-ups required in the next 8 years is around 1,000; SUK Incubation centre commenced a humble beginning by registering four start-ups in these domains. For synergies in approach, seamless thought process and perceptible capability, we are working with experts sharing NASSCOM's philosophy which is ensuring quickest possible way to skill building of the students. Besides the Centre of Excellence being an educational and skill-building project, it has national repercussions of safety and security. We are proud to be associated with this noble objective.

Additioanl-Information: Please be read with presentation of PMMMNMTT Centre uploaded

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

1. **The Shivaji University Kolhapur is the state university of the Government of Maharashtra. The university functions based on two dimensions; (i) Maharashtra Public UniversitiesAct-2016 and (ii) The Vision and Mission of the University. The Chapter-IV of Maharashtra Public Universities Act-2016 describes the authorities of the university and their responsibilities.**

2. **The governing body of the university is represented at two levels. Level-I is Governing body represented by the authorities at state level and Level-II, the Management Council at University level. At level-II, few university departments have also setup the governing councils as per the mandate of the statutory regulatory authorities. The Chapter-III (point No. 10) describes the office of the university. The act is uploaded on the university web portal for ready reference.**

3. **The organization structure of the Governing council and organization structure are uploaded on the university web portal as well as provided as supporting document in the metric.**

4. **The functions of various bodies such as, Management Council, Senate, Academic council, Board of Studies, Grievance Redressal Mechanism are followed as per the Maharashtra University act which very clearly described the roles and functions at each administrative level and positions. Chapter-II of the Maharashtra University Act-2016 have described the roles and functions of the officers of the university.**

5. **The university has well defined organization structure as per the mandate given by the Maharashtra University act. Further, the university authorities have developed the macro and micro level organization structure serving the as per the line organization and staff organization structure/pattern. For, transparent and smooth movement of the procedures and processes, the micro level organization structure has been developed at the level of, (i) Vice-Chancellor, (ii) Pro-Vice-Chancellor, (iii) Registrar, (iv) Finance, (v) Examination and Evaluation, (vi) Knowledge Resource Centre and (vii) Academic departments. The university have practice of developing organization structure at sectional level too.**

6. **The service rules of the teaching and non-teaching staff are governed by the University act, Maharashtra Code of Service Rules (MCSR) and UGC norms.**

7. **The procedure for recruitment is as per the section (Point No.102, Chapter-IX) Maharashtra University Act. It is mandatory to follow the recruitment procedures adhering to the Maharashtra University act and the decision of Management Council of the university.**

8. **The promotional policies of the university are as per the norms and guidelines of University Grants Commission and other guidelines issued by the state government from time to time. The university promote the faculty and staff as per the government resolutions and the scheme of career advancement scheme is implement based on the prevailing norms and guidelines. The promotional policies are applicable to both teaching and non-teaching staff.**

9. **The Chapter-VII of Maharashtra University Act-2016 describes the mechanism for grievances redressal at university level. The university has set up the grievances redressal mechanism and it is functioning as per the mandate of the Maharashtra University Act-2016.**

The brief details of the authorities, honorable members, council and bodies are uploaded on the web portal.

File Description	Document
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

    1. **Planning and Development**
    2. **Administration**
    3. **Finance and Accounts**
    4. **Student Admission and Support**
    5. **Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

As per section 93(1) of the Maharashtra Public University Act, 2016, Advisory Council needs to be formed. The said body wherein most of the members are nominated by Chancellor is supposed to advise to the Vice-Chancellor through generation of reports and action plans in academic, research and development, administration, generation of financial resources and governance so as to make a University academically vibrant, administratively efficient and financially a strong system. Through the Advisory Council a mechanism and approach for monitoring holistic working of the University system is tracked through strategic perspective planning, reforms and new policies.

Shivaji University is thefirst in the state to form its Advisory Council as per the Maharashtra public Universities Act-2016. Mr. Baba Kalyani, renowned Industrialist is the Chairman of the council having

Prof.(Dr.) G.D.Yadav, Vice Chancellor, ICT, Mumbai, MR. Mahesh Kulkarni, Associate Director &HoD-GIST, C-DAC, Pune and Mrs. Rani Bang, veteran social activist as its members. Pro-Vice Chancellor is the Secretary of the council. The first meeting of the advisory council was organized in Pune on 17th January, 2019. In this meeting following resolutions were made.

- All colleges affiliated to University should take initiative for rainwater harvesting and waste management
- Attempt should be made to invite international faculty to impart teaching of some of the courses as well as to participate in the collaborative research. As far as possible such international faculty should be invited during their summer vacations.
- Faculty of the Departments (at least on faculty per department) should participate in the development of MOOC
- Extensive work needs to be taken in Environment Science and Biodiversity through Department Environment Science to create brand value to the University.
- Research on the carbon fibre development through Nano science and nano technology Department should be initiated.
- The course material on Science and technology needs to be translated into the local language. Faculty of the concerned Departments should take up this task
- Development of Apps in local heritage should be taken up to describe certain processes like Jaggery making by using Scientific process.
- A study and research on local heritage should be taken up. The upcoming museum of the University should give importance to this area. Use of technology is expected in this research.
- A student-Industry interaction cell should be established in Pune. Shivaji University portal should have database on skills with the faculty of the University.

The entire deliberations were placed in the Management Council the principal executive authority to administer the affairs of the university and thereafter directed to the concerned. Entire follow-up of the action taken is monitored through 'Meeting Section' which keeps the Vice-Chancellor, Pro-Vice-Chancellor in loop as regards to the compliance of the minutes.

The above referred case study is supported by minutes attached herewith as an additional information.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Employees Welfare Fund Scheme

Shivaji University has started 'Shivaji University Student, Parent, Teacher and Administrative Employees Welfare Fund Scheme' from 2014-15. The scheme is applicable for students (admitted in University affiliated colleges or University Post Graduate Departments in Regular or through Distance Education Centre), their parents, teachers (appointed in University affiliated colleges or University Post Graduate Departments as full time, part time or clock hour basis) and administrative employees (employee appointed as an Administrative employee in University affiliated colleges or University Post Graduate Departments or Administrative sections) of Shivaji University and Affiliated Colleges. The proposal regarding scheme was sanctioned by the Management Council and Department of Student's Development has successfully implemented the scheme. The amount and the rules of the scheme are revised in 2019-20. Under this scheme a student in case of death of his parents gets amount of Rs.75,000/-. In case of the natural death of Student/ Teacher/ Administrative Staff, the family receive Rs.150,000/-. Accidental death of the Student/ Teacher/ Administrative Staff on duty will be entitled to receive Rs.200,000/-.

This scheme has provided good benefits as detailed below to the students/parents/teachers/ administrative staff from the University and its affiliated colleges.

Nominal contribution charged/category referred above is as follows:

- Student: Rs.50 per year
- Teacher: Rs.200 per year
- Administrative Employees: Rs.100 per year and (Grade Pay more than Rs. 6000 - Rs. 200 per year)

Benefits covered under this Scheme: Any student, teacher or administrative employee suffered from accidental injury, natural death, permanent disability, partial disability are eligible to receive benefits as below:

Sr. No.	Suffered from	Benefits Provided (2014-15 to 2018-19)	Benefits Provid (2019-20 Onwar
1	Natural Death	Rs.1,00,000/-	Rs. 1,50,000/-
2	Permanent disability due to accident	Rs.1,00,000/-	Rs. 1,50,000/-
3	Permanent half disability due to accident	Rs.50,000/-	Rs.75,000/-
4	Death on Duty	-	Rs.2,00,000/-

In case of death or disability of Parents (Mother and Father) of student, students are entitled to receive benefits under this scheme as below:

Sr.	Suffered from	Benefits Provided (2014-15 to 2018-19)	Benefits Provid (2019-20 Onwar
1	Natural Death	Rs.25,000/-	Rs.75,000/-
2	Two Hand/ Leg/ Eye Permanent Disabled	Rs.25,000/-	Rs.50,000/-
3	One Hand/ Leg/ Eye Permanent Disabled	Rs.25,000/-	Rs.25,000/-

Number of Beneficiaries of this scheme are as follows–

Year	No. of Student Beneficiaries	No. of Parent Beneficiaries	No. of Teacher's Family Beneficiaries	No. of Administrative Employee's family Beneficiaries	
2014-15	03	04	-	-	
2015-16	14	14	01	02	
2016-17	10	19	01	04	
2017-18	20	21	-	04	
2018-19	33	24	03	10	

Amount disbursed to Beneficiaries is as follows –

Year	Amount Disbursed to Beneficiaries
2014-15	Rs. 5,50,000/-
2015-16	Rs. 20,75,000/-
2016-17	Rs. 26,50,000/-
2017-18	Rs. 29,25,000/-
2018-19	Rs. 47,25,000/-

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

Response: 21.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	42	64	64	71

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

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	5	4	1	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 15.19

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
28	57	53	41	37

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Performance Appraisal and Development System for the teaching staff is the mandate as per the

Maharashtra University act and UGC norms and guidelines. The performance assessment of teaching staff is done based on performance in following three categories;

Category-I: Teaching, Learning and Evaluation Related activities;

Category-II: Professional Development and Extension Activities; and

Category-III: Research and Academic Contribution.

The process of appraisal is described below and format of the PADS is uploaded on the portal.

As per provisions of Statute S-274 in theStatutes framed Under Section 73 of theShivaji University Act, 1974, for theteachers of University departmentPerformance Appraisal system forteaching staff is as mentioned belowS-274.

1. In order to evaluate the work of ateacher, the teacher should prepare hisacademic programme at the beginning ofa session and then at the end of theacademic year prepare a report of thework done by him in the proforma prescribed by the University for self -assessment, which should be submittedto the Head of the University Departmentby the end of the academic year.
2. TheHead of the Department shall give hisassessment of the work done by theteacher working under him in the proforma prescribed by the Universityand shall submit it to the Vice-Chancellor for his remarks.
3. TheRegistrar shall maintain a record of theassessment reports of the teachers.
4. The adverse remarks as well asremarks of appreciation of anyoutstanding work of teacher be broughtto the notice of the teacher by the Vic-Chancellor.
5. Provision no 6.0.11 PerformanceAppraisal system for teaching staff is, the Internal Quality AssuranceCell (IQAC) is established in Universitiesas per theUGC/National Assessment AccreditationCouncil (NAAC) guidelines with theVice Chancellor, as Chairperson (in thecase of Universities).
6. The IQAC act as the documentationand record-keeping cell for the institutionincluding assistance in the developmentof the API criteria based PBAS proforma using the indicative template separatelydeveloped by UGC.
7. The IQAC may also introduce, wherever feasible, the studentfeedback system as per the NAACguidelines on institutional parameterswithout incorporating the component ofstudents' assessment of individualteachers in the PBAS.
8. As per above provisions theManagement Council in its meeting heldon 23/5/2014 has constituted followingcommittees for calculation of API ofAnnual Self- Assessment for thePerformance Based Appraisal System(PBAS) reports (Nominated by Hon'bleVice Chancellor) vide resolution no.19.

1. For Head of the Department

i) Concerned Dean

ii)Head of other department (Nominatedby Hon'ble Vice Chancellor)

iii) Professor in the concernedDepartment (Nominated by Hon'bleVice Chancellor)

2. For other teachers in the Department

i) Head of the Department

ii)Two experts in concerned subject(Nominated by Hon'ble Vice Chancellor)

After assessment of Annual Self-Assessment for the Performance BasedAppraisal System (PBAS) reports by above committees the same are placed for signature of Vice Chancellor and then sent to IQAC Cell for documentation.

Additional Information attached herewith is the PBAS forms for ready reference.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Shivaji University conducts internal and external financial audits regularly. For this, three tier audit system is there.

1st Tier - Inhouse audit (Internal audit)

University have various departments and sections. These departments and sections submit their bills of expenditure to Finance Department for further payment. Every bill presented for payment in Finance Department is scrutinized thoroughly and lacunas if any is get corrected from concern department/section. This is called pre-audit of bills. 100% checking of bills is done in Bills Passing Unit of Finance department.

Also Internal Audit Wing is there in Finance Department. Through this wing, post-payment audit of bills is carried out. Through this internal audit again vouchers are audited and lacunas if any are get corrected before external audit.

2nd Tier - External agency (Statutory audit)

This audit was done by external agency i.e. by statutory auditor appointed by University. Post

Audit is done by this auditor and annual accounts are certified and audit report is submitted to University. The audit objections shown in audit report were discussed in audit sub-committee and compliance were made. This certified annual account, audit report along with compliance were finally submitted to Senate for approval. After getting this approval these were submitted to Government. Upto year 2018-19, annual account, audit report with compliance were approved by Senate.

3rd Tier - External Agency (Accountant General, Mumbai)

This is a Central Government agency. This is a post audit and is done periodically by this agency. Compliance of audit objections is submitted to AG Office.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 50.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.52	20.23	18.26	7.25	1.8

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

Shivaji university receives funds from various funding agencies like Central government, State government, RUSA, UGC, DST, DBT, TEQIP etc. The major sources of funds are various fees from students, affiliation fees, eligibility fees, interest on deposits, consultancy charges, sale of answer books,

sale of SIM etc.

All the university receipts are initially deposited in University's General Fund Account. After taking review of expenditure every day the available funds are invested for short term period and thus some interest is generated.

For optimal utilization of funds university has initiated following practices –

1. All major purchases above Rs.3 lakhs are procured through e-tender. As per Account Code, Act and GR of procurement process, all major purchases which are above 3 lakhs are made through e-tender. Thus, University gets competitive prices for purchase of the same. It helps to standardize buying process, reduce Costs, transparent spending and reduction of paperwork.
2. Annual Rate contracts are made – For purchase of computers, printers, stationery, memento, paper etc. annual rate contracts are made. Through this university gets competitive rates and there is timely procurement process. This avoids delay and there is a reduction in tender cost.
3. All major equipments, computers & printers, instruments etc. are purchased on three years warranty basis. This reduces the AMC cost.

4. Through proper rainwater harvesting, University campus is now self-sufficient in case of water. Due to this University's water bill of Municipal Corporation for last four years is Nil. Also University has established RO water plant due to which there is drastic reduction in gastric diseases and expenditure on packed drinking water bottles is reduced.

5. University has also established Solar power plant of 180 kwp capacity by which there is reduction in electricity bill.

6. Various committees like Technical Committee, Purchase Committee, Sales Committee, Finance & Accounts Committee, Management Council etc. are framed to make policies, take decisions and accord sanctions for effective utilization of funds.

7. University receives funds from various funding agencies. But there is a gap between sanction of scheme and actual receipt of funds. To speed-up the project work, University releases 'on account money' after approval of project and before receipt of funds from funding agencies.

8. University's budget is prepared by discussing with all section-heads and head of departments well before the commencement of financial year. During discussions, Budget Sub-Committee analyze the sources of income and provisions are made on the basis of need of that section/Department. All sections, departments submit their proposals before this committee with proper planning.

9. University accounts are closed on the last day of financial year and audited soon after this in order to promote accountability and ensure availability of data necessary for timely monitoring of financial activities.The audit reports are placed before various authorities for information and approval; as per University Act.

6.5 Internal Quality Assurance System

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

Response:

SUK has established IQAC since the first cycle of accreditation which is embedding . set of initiatives, structures, and values in the DNA of institute so as to achieve desired quality culture. Two notable practices are as follows:

1. **Joining hands for Quality Toolkit Preparation under Erasmus+ EQUAMBI Project**

The EQuAM-BI project co-financed by the European Commission's Erasmus+ Programme coordinated by the University of Barcelona is an acronym for "Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities". The project aims to generate instruments that allow the introduction of the culture of "benchmarking" or measurement by international references in Indian universities, as a factor to promote efficient institutional governance based on proper information management for strategic decision-making. The consortium that forms part of the project is made up of the following European partners: University of Barcelona, Spanish National Agency for Quality Assessment and Accreditation, KTH Royal Institute of Technology) of Sweden, Sapienza University of Rome (Italy), University of Montpellier, France and University of Nicosia, Cyprus. Along with NAAC, SUK is an active partner in this project. The EQUAM-BI Project Toolkit helps the HEIs to define a strategic approach to quality management leading to development of an explicit quality culture. The toolkit is based on five focus areas namely teaching, student learning, research, innovation, Internationalization, services and community engagement. IQAC Director of SUK in the capacity of project coordinator has been extensively trained in leading European Universities in these areas.

2. Fostering Teaching-learning in Open-Source Learning Management System: MOODLE

MOODLE: free, open-source learning management system (LMS) written in PHP and distributed under GNU General Public License has been developed on pedagogical principles and used for blended learning, flipped classroom and other e-learning projects. SUK is part of MOODLE revolution in many ways. Teaching-learning journey with MOODLE was commenced in 2014 and the same has facilitated the teachers to create a course website, ensuring their access only to enrolled students, exchange of information among users geographically dispersed, through mechanisms of synchronous (chats) and asynchronous communication (discussion forums), creation of student assessment processes (quizzes, online tests and surveys), as well as managing their tasks with their timetable. IQAC has taken great deal of efforts in coordinating MOODLE related initiatives by assigning a coordinator per department and arranging several training sessions. The main faculty coordinator has contributed immensely in technical configuration and customization. Her presentation with inputs from IQAC on "MOODLE based Teaching-Learning: Case Study of a Semi-Urban University of Developing Country India" at MoodleMoot Australia 2015 International Conference in Melbourne showcased SUKs competencies in leading this movement in India. She has taken MOODLE model of SUK at global level and presented highly technical development

namely under "Active Learning Approach: Activity in Moodle" (MoodleMoot Global 2019 Barcelona), "Gamification of Moodle With Plugin" (International MoodleMoot, 2018). Currently SUK hosts 1200+ courses on MOODLE. This has helped in serving needs of digital born students and their placement as this platform is now being used for conducting tests in corporate sector.

URL of EQUAMBI Project attached herewith.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

IQAC of SUK has framed it's quality policy and strives to adhere the same by judicious involvement of all the stakeholders. The IQAC performs central role to review and enhance the teaching learning process, structures and methodologies of operations. The university has established ISO 9001:2015 Quality Standards System for effective design and review of the teaching learning processes. While doing so, IQAC obtains the information from *five* major sources,

1. The need for student centric approach;
2. The feed-back obtained from the stake holders;
3. The report of Administrative and Academic Audit;
4. The expert opinions during interactive meetings; and
5. The guidelines provided by the UGC and industries/employers.

In accordance with the information obtained from the different sources, IQAC has intervene in quality teaching learning in the following way and review it's teaching-learning and OBE.

1. The IQAC has conducted 30+ activities like workshops/seminars/conferences including four NAAC sponsored events in last five years;
2. One of the prominent outcome as the result of IQAC efforts is, making education research based and skilled based. This has intensified the research-based activities amongst the students on the campus;
3. One of the IQAC initiatives has led to university level research grant being provided to teaching staff for undertaking the research work through seed money and promote quality in education;
4. Establishing the eco system for e-learning through use of LMS like MOODLE, besides setting up of good number of ICT based class rooms has made teaching-learning an enjoyable experience. The e-learning on SWAYAM and NPTEL is being promoted amongst students.
5. Introduction of value-added courses for enrichment of curriculum has been a priority. It is noteworthy that significant number of value added courses are designed to enrich the curriculum;
6. Problem based learning and project-based learning by introducing field visits, internship and projects is the part of IQAC strategy which has helped in inculcation of employability skills and increasing employment potential amongst the students;

7. Novel initiatives such as "Academic Diary" to design-plan-implement the teaching plan and processes is being practiced;

8. Formation of Curriculum Development Committee/Cell has resulted in regular revision of curriculum;

9. Incentives for Outstanding Work of the Faculty, Staff , Students and Departments besides the teachers having consistently good student feedback is being practiced by IQAC in its meetings;

10. Innovation and Incubation initiatives on the campus have attracted 20 + startups and carved the culture of innovation and entrepreneurship.

11. IQAC Director being from IT background has put in place paperless mechanism to collect the data and process the same scientifically using statistical packages to gain insight and identify the quality gaps.

12. The refurbishment of the basic teaching-learning model due to the renaissance of

online media and its adoption in the higher education realms is being increasingly seen. IQAC encouraged usage of website metrics as an input for curriculum framing through mapping exercise of student surveys.

1. Curriculum mapping and pacing, structuring and restructuring by adopting social media such as blogs, wikis, forums so as to reach out the other stakeholders is being attempted in technologically advanced departments where rapid obsolescence of knowledge is evidenced.

2. Through systematic analysis of the stakeholders' feedback undertaken by IQAC, it was possible to introduce good number of open electives in many programs.

3. In addition to giving emphasis on online mode of teaching-learning, other blended techniques such as think pair share, experiential learning through projects in industries, soft skills improvements by the way of Mock Interview laboratory have also been achieved.

4. The IQAC has taken initiatives to transform the university curriculum on to the *Outcomes Based Education* (OBE). The IQAC has organized 3 training programs related to OBE. The initiative is taken in the design of the OBE FRAMEWORK for the university departments.

5. Employability Assessment test for the advanced learners carried out through professional agency on the guidelines of Niti Ayog has really proven its worth and helping them to grow further professionally.

6. IQAC has established international linkages in quality arena through the European Union funded project. Coordinated by the University of Barcelona with the Indian coordination of NAAC, the project has developed a quality benchmarking toolkit which aims at understanding of the concepts and introducing a culture of benchmarking in India as a mean of encouraging institutional reform and as a tool for measuring how effectively HEIs are governed hence quality of education, research, innovation, and internationalization will be in the DNA of SUK.

7. As a part of internationalization of the quality IQAC meetings with overseas experts were conducted and a thorough bibliometric analysis was done so as to put quality in the context of SUK. This has led to positive results such as QS ranking and other achievements in specialized areas like Materials Science.

One of the unique initiative of IQAC is setting up of "Shivaji University Quality Benchmarking Laboratory (SUK QBL)". The primary aim of the SUK QBL is to validate the quality benchmarking toolkit conceived, designed and implemented as the outcome of the EQUAMBI project. The laboratory is equipped with the requisite equipment procured under the support of Erasmus+ Programme of the European Union through which the support of Information Communication Technology (ICT) steered approach to realize and validate the standard of excellence, motivation and intention using the quality benchmarking toolkit is being pursued. This laboratory will help in realizing the quality aspects and

standards in all the walks of academics such as teaching-learning, research, evaluation, documentation, thus building a holistic quality culture. This is being realized through IQAC collaborations with reputed European HEIs namely Universita Degli Studi Di Roma La Sapienza, Agencia Nacional De Evaluacion De La Calidad Acreditacion (ANECA), Kungliga Tekniska Hoegskolan,, Sweden and Universite De Montpellier, France and CARDET Cyprus which are being visited by IQAC Director in person.

Thus IQAC of SUK has blending the quality suiting to the learners needs by adopting internationalized practices and adapting them in the context of the institute so as to fulfill the aspirations of the stakeholders.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
05	06	05	04	04

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

During the reporting period SUK has witnessed great deal of happenings, ventures and schemes. Good number of benchmarking initiatives and noteworthy achievements showcase enhancing the quality culture of the SUK.

Quality Initiatives in the reporting period:

- Designed forms for 360o feedback and accomplished the process
- Designed Psychometric test to assess the learning levels of the students soon after admission
- Broadened the scope of the scheme of Remedial Teaching to include more slow learners.
- Conducted Multi lingual Assessment for 10% advanced learners per program for assessment of Employability Index based on Trait model (Fitness in terms of Skills, Personality and Culture) with 90+ Statistically Validated traits
- Conducted multitude of events on experiential learning, participative learning and problem solving methodologies for enhancing learning experiences
- Introduced the Department Academic Planner through Faculty Course files for delivery of curriculum in systematic and timely manner.
- Established a 24x7 Support Desk for MOODLE through which over 85% faculty members and 600+ courses are deployed on LMS
- Implemented OBE framework for all the programs through following:
  - Inputs provided for defining PEO-PO/PSO-CO through faculty workshops
  - CO-PO mapping
  - Designing attainment level & target attainment level
  - Calculating CO-PO attainment
  - Designing teaching learning strategies at course level & Program level
  - Providing guidelines & framework

- Designed & Implemented Research Policy with following attributes:
  - Promotion of research by creating conducive environment
  - Provision of seed money to teachers for research

- Increasing Collaborative activities for research, faculty exchange, student exchange per year
    - Increasing number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities
- Conducted 21 workshops/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices
- Data collection for AQAR has been completely made online.
- Practice of document sharing, editing, online, cloud storage and file backup has been initiated to bring in transparency in the IQAC documentation.
- Quantifiable metrics of NAAC updated through online mechanism.
- Quality Sensitization in and around the University by conducting 24 events (most of them NAAC sponsored) such as Seminars/Conferences/Workshops with some of the following selected themes:
    - Integrating Information and Communication Technology (ICT) for Quality Improvement in Higher Education
    - Impact of Assessment and Accreditation on Higher Professional Institutes
    - Innovative Teaching-Learning Practices
    - Importance of Administrative and R &D Audit Processes
    - Coursework for Quality Research
    - Avoiding Plagiarism in Research
    - Effective Implementation of NAAC Criteria
    - Sustaining Quality in Higher Education
    - Benefits of Autonomy for Accreditation
    - Inculcating Value System in Students :Pedagogical Practices in Higher Education
    - Program Outcomes (Pos), Course Outcomes(Cos), Program Specific Outcomes (PSOs)

- Conducted 20 IQAC meetings in the present NAAC Accreditation Cycle. Two of them with external quality agencies viz. QS and ISO
- Conducted special quality related events with Government / Non-Government agencies:
    - "Enhancing Research Output at State Universities in Maharashtra" under the auspicious of Globalization of Higher Education, Ministry of Higher &Technical Education
    - "New Education Policy-2016- Faculty Development in Higher Education"
    - Workshop for TPOs of Engineering Colleges for Dewang Mehta Excellence Award (NASSCOM)
    - Stress Management for Administrative Staff of SUK
    - Financial Management for Administrative Staff of SUK

- Policy frameworks maintained and upgraded: Gender, Green, IT, Research policy, IPR Policy, Innovation Policy, Divyangan Policy, Consultancy Policy,
- Undertaken Academic and Administrative Audit Committee (AAA) both domain specific and general every year.
- Quality Laboratory featuring documents sharing, editing, online, cloud storage and file backup has been initiated to bring in transparency in the IQAC documentation
- Initiated Student Quality Circle
- Encouraging as well as extending help to colleges affiliated to Shivaji University for NAAC accreditation, reaccreditation, quality inculcation and sustenance as a result of which all the aided colleges affiliated to Shivaji University have been accredited
- A drive of NAAC accreditation for the non-aided college has been initiated

- Prepared and implemented Five year perspective plan with intensive participation of all stakeholders
- Participated in Institute of Eminence program (IoE) and presented proposal before UGC Committee worth Rs.1,000 Crore
- Prepared and implemented Institutional Development Plan (IDP) for RUSA
- Formulation and implementation of organogram
- Effective implementation of Delegation of Financial Powers
- Launched the complete statistical data online, on the monitoring portal for the digital action plan, created by MHRD, New Delhi
- Complied with National Programmes viz. Digital Campus, National Digital Library, National Academic Depository, Smart Campus, Clean Campus, Unnat Bharat Abhiyaan, SWAYAM Prabha Channel programs, Fit India Movement, International Yoga Day, Ekata Daud, Save Girl Child, National Science Day, Plastic Free Campaign, Voter sensitization awareness campaigns

Establishments/ Initiatives

1. Section 8 company.
2. Indo German Tool Room: Advanced Technology Center (IGTR)
3. Quality Benchmarking Laboratory under the support of European Union (ERASMUS+)
4. Center for Cyber Security : A Faculty Development Center for Cyber Security and Data Sciences (MHRD)
5. Center for Natural Products and Alternative Medicine (RUSA)
6. Resource Center for Inclusive Education (RUSA)
7. Center for VLSI System design (RUSA)
8. Center for Nano Fabrics (RUSA)
9. State of Art Sports facility and infrastructure (RUSA)
10. Specialized Research Laboratory in Statistics (RUSA)
11. Center for Indian Environmental Radiation Monitoring (IREMON, BARC)
12. Center for Quality Testing of Jaggary (RGSTC)
13. Panhala Space Center :IRNSS Satellite receiver (ISRO)
14. Continuous Ambient Air Monitoring Station (CAAQMS)
15. Shivaji Center for Innovation, Incubation and Linkages (SCIIL)
16. Center for Skill and Entrepreneurship development (CSED)
17. Center for Leadership Development
18. Center for Career Guidance and Psychological Counseling
19. Center of Excellence in Sericulture and Tissue culture
20. Central Facility center (CFC)
21. Empanelled Training Institute for NSS (Ministry of Youth Affairs & Sports, India.)
22. Virtual/ Smart Class Rooms
23. International Affairs Cell
24. International Students' House
25. Solar Electricity Project (Roof Top 180 KW)
26. Academy for Academic Administrators
27. Recognised Bahai' Academy as Universal Human values Education. Centre
28. Braille Printing facility
29. Endowment Lecture Series in Computer Science.

Details are uploaded as additional information.

File Description	Document
Any additional information	
Link for Additional Information	

12-10-2020 04:08:36

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 66

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	20	08	11	05

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

The university has provided the facilities such as, safety and security, Counseling and common Room.

Safety and Security:

The university has presence of girls on campus as well as separate girls' hostels are provided to accommodate the girl's students. The rectors are appointed for administration and management of the hostel. The RO water is provided to the students for safety. The safety provisions are made by installing the CCTV (security camera) at different locations in the hostel as well as departments and university campus. The girl's hostel is provided with the huge boundary walls. In order to maintain the discipline and to provide the careful services, the security staffs are provided on the campus as well as girl's hostel. In addition to this, the university has patrolling vehicle which monitor and inspect the campus 24X7. The firefighting equipment is installed on the campus and hostel. The campus has health service facility which is provided by university own hospital. The staff of the hospital provides precautionary and emergency services to the students.

Counseling:

The university has set up broadly two mechanisms for counseling of the students. The one is the appointment of mentors to address their stress related issues and academic difficulties. The second initiative is regular counseling to the girl's students. In order to provide the effective counseling to the girl's students, the notice is displayed and counseling is provided. This facility is available for girls' students of entire campus of the university. As part of the counseling, the inputs are provided on subject such as, career, stress management, health issues and self-help strategies.

The Women Study Centre of the University conducts counseling program on regular basis. The issues related to academics, career, change in environment, family issues, etc are addresses during the counseling. This activity is available throughout the year. For the easy access to the facility, the dedicated mobile number services are provided to the girl's student for communication on the appointment. Majority of the girl students take the benefit of this initiative.

Common Room:

The common rooms are provided for boys and girls. The girl's common rooms are facilitated by attached wash room, bed and box for sanitary pads. The common room in the girl's and boys' hostel is provided with Television, news paper and facility of reading room.

The university has addressed the gender sensitivity issue by providing the training and organizing the program for third gender. The activities and programs are conducted across the university region to focus on gender issue. The university has appointed the committee for gender audit. The relevant reports are uploaded on the university web portal.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 13.82

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 359401

7.1.3.2 Total annual power requirement (in KWH)

Response: 2600591

File Description	Document
Details of power requirement of the university met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 8.26

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 101539.68

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1229294

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The Department of Environmental Science, Shivaji University, Kolhapur has conducted a "Green Audit" of University in the year 2018-19. The main objective to carry out green audit is to check green practices followed by university and to conduct a well-defined audit to understand whether the university is on the track of sustainable development.

The following are broad initiatives taken by university authority for management of Solid, Liquid, and E-waste.

1. **Wastewater (Sewage) Treatment Plant:** The University has its own Wastewater Treatment Plant.The Phytorid plant at Department of Technology treats wastewater coming out from Technology Hostel after Primary Treatment.
2. **Green computing practice:** Being an academic institution, papers are used for various purposes. Since the trees are cut for paper manufacturing, the sequestration of carbon is reduced increasing carbon foot print.
3. **Plastic free campus:** The University has banned use of plastic on the campus and campus of university is Plastic free campus?.
4. **Biodegradable waste** is used efficiently for composting and vermin composting.

The brief description is provided below on the waste management strategies at university.

1. Solid waste Management:

Shivaji University campus solid waste data is collected from different building blocks along with support services. There are different types of waste are recorded such as paper waste, plastic waste, biodegradable waste, construction waste and glass waste etc. The total solid waste collected in the campus is 3108.77 kg/month and 37305.24 kg/year. Paper waste is a major solid waste generated by all the departments. Plastic waste is generated by all departments, administrative sections as well as support services but it is not categorized at point source and sent for recycling. Metal and waste are stored and given to authorized vendors for processing. Glass bottles are reused in the laboratories.

2. Liquid Waste Management:

The number of users of mess & canteen are in thousand and therefore, generation biodegradable is more. Based on data collected from the different targeted buildings of campus, total biodegradable solid waste formed in university campus is 1595 kg/month and 19,140 kg/year

There exists hazardous waste that includes various chemicals generated in the laboratories of Science Departments and biomedical waste from Health Centre. Since, only specific section generates hazardous waste, about nine departments have been included and the detailed are provided in Table No. 1.14 of Green audit report uploaded on the university web portal.

All these are in about 20 to 25 kg per month and given to Kolhapur Municipal Corporation for safe disposal.

3. E-waste generation Management:

Computers, Printers and Xerox machines are must for the administrative and research work. The wires required for the connectivity also gets included in the e-waste. More usage of these electronic as well as electrical materials generates huge amount of e-waste and various scientific equipment and instruments get worn out with time. Paperless work increase load on computer and therefore it is a need to reduce e-waste by repairing all this electric equipment.

The tendering process is given to authorized e-waste disposal agency.

File Description	Document
Any additional information	[View Document]()

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

SUK is located at the outskirts of Kolhapur city covering around 853 acres (341.20 hectares) of area. Kolhapur region is blessed by nature; however University authorities have realized the importance of 'Water Conservation' and taken leading steps in this direction. Significant initiatives are taken towards

conservation of the water available in the campus during rainy season through watershed management known as '*Shiv Jalashay Yojana*'.

Following measures are taken by university for Rain water Harvesting:

Roof Top Rain Water Harvesting:

Rain water harvesting at SUK include buildings on the campus, Nallah construction, canal contours and resuscitating of water springs in the different wells. Roof top rain water harvesting is carried out at Main Administrative building, Humanities, all buildings of Science departments, Boy's and Girl's hostel and Aappasaheb Pawar Vidhyatri Bhavan. Additional water collected is diverted to the university constructed dams.

Continuous contour trenches (CCT):

The trenches were created to carry water towards various reservoirs on the campus. The civil engineering section created trenches of total length of 2.5 km without disturbing natural direction of water flow.

Farm ponds:

Three farm ponds are in place to control pressure of flowing water. These ponds are created in such a manner to collect water serially, one after another and are connected to each other with trenches without use of plastic. The reservoirs have total capacity of 40 lakh liters with capacity of 5 lakh liters, 10 lakh liters and 25 lakh liters respectively.

Mini Irrigation Tank:

MIT with capacity of 8.52 million cubic feet was constructed. Rain water collected through counter trench results in recharging of wells, located downwards the tank. The water from tank near Music department is supplied to ladies' hostel, few departments, teachers quarters, and garden.

The rain water harvesting strengthens the water supply to the campus lakes as well as enhance water level of wells in the campus through ground water recharging process. Even the recharging of bore wells and dug wells in the surrounding. CCT has given good results on percolation of water and for filling up of lakes on campus. Roof top rain water harvesting has proved beneficial. The RO plant installed is working efficiently supplying RO filtered water for drinking to all sections, academic departments, hostels and residents on the campus. Wastewater from Girls hostel is treated in Sewage Treatment Plant and Technology Department Hostel by phytoremediation and used for gardens. The University saves about Rs. 72 lakhs/year with the help of these measures. During the academic year 2018 - 19 all water reservoirs on the campus were filled to their capacity due to good rainfall. The surface water capacity of SUK is 31 Cr Lit. Dr. Rajendrasinh Rana, popularly known as the "Water-man of India", visted SUK on the occasion of 'International Water Day'. HE appreciated the efforts saying "The University has travelled from Waterless to Water rich within a decade which is quite appreciable. It is an ideal example of water conservation". Rain water harvesting model of SUK is highly appreciated one and all.

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

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The university has taken following green initiatives to protect and conserve the nature. Shivaji University administration has already taken a step towards the green approach and conducted green audit of university in the year 2014. As an outcome of this university has taken green steps to reduce its carbon foot prints by using electrical vehicles on campus, solar electrical panels and green computing in the administration and examination.

a**. Students, staff using**

i. Bicycles

ii. Public Transport

iii. Pedestrian Friendly Roads

The majority of the students are coming from nearby villages by public transport. The pedestrian friendly roads are provided on entire campus. The University follows **"No Vehicle Day?** on first Saturday of every month which saves high amount of fuel. During this one day of "No Vehicle Day? the use of four wheelers save 14.93 liters of fuel and two-wheeler save 31.45 liters of fuel. In total 46.38 liters of fuel is saved to be used for vehicles on the campus. This saves 110.85 kg/lit of carbon dioxide to be released in the environment. The university has two electric vehicles which are used for internal transport of officers, faculty, staff, students and visitors coming to the university. It runs for around 30-40 km after 6 hours of charging.

b. Plastic free campus: The University has banned use of plastic on the campus and campus of university is „Plastic free campus?. In all functions, workshops and conferences, the plastic mineral water bottles, tea cups, straws, bouquets and gifts with plastic covering, decorations and unwanted plastic use is strictly avoided. Instead of mineral water bottles, the drinking water is made available through traditional water

pots or steel water. The Department of Environmental Science has taken workshops related to awareness for plastic reduction in various colleges affiliated to University. The department also conducted a competition for students on „Plastic alternatives? under Kirloskar Vasundhara Festival – 2019.

c. Paperless office: To cut down the carbon footprint, the university administration and various departments follows paperless methods of communication by using emails. The examination department use SRPD system for paper distribution. The convocation process i.e. Shiv Dikshant system also involves online submission of form. Through such practices, it was estimated that overall 13, 48,914 papers per years i.e. 2,697 reams were saved during the routine work. The paperless work was helpful in reducing approximately 5.61 tons of CO_2. The total 2.80 tons of biomass is saved by these green computing practices.

d. Green landscaping with trees and plants: Shivaji University has 13473 trees on the campus and therefore, university campus is considered as a carbon sink for carbon sequestration. This woody vegetation is sequestrating 293.71 tons of CO_2 with the liberation of 783.23 tons of oxygen annually. Thus, the campus is working as a good carbon sink and a productive oxygen park. Many plantation drives are taken by the University on its campus and affiliated colleges.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.92

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
149.04	24.26	36.06	15.73	30.78

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 31

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	10	7	4	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 68

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	13	17	17	2

File Description	Document
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 75

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	15	15

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The university has old tradition to organize national festivals and birth/death anniversaries of the great Indian personalities. In the beginning of every academic session, the responsibility of organizing these events is given to different departments. This helps to imbibe the values of great personalities across the campus. There are almost 39 events that are organized as birth/death anniversaries of the great Indian personalities. The anniversaries are organizing for the personalities from different filed like freedom movement, research, education and social domains. As per the tradition of the university, for every anniversary day, the garland is offer to the respective great personalities and the dignitaries express the views on the contribution/work/uniqueness of these great personalities. The program is attended by the university authorities, teaching and non-teaching staff and students. Some of the anniversaries are also conduct some activity such as seminar, cleanliness drive, procession.

The following paragraph describes the brief of such programs.

REPORT ON THE DAY OF "CHATRAPATI SHIVAJI MAHARAJ JAYANTI"

The university has paid the tribute to *Late Chatrapati Shivaji Maharaj on 19th February on his birth anniversary.*

The birth anniversaries are celebrated every year in the university. Hon. Vice Chancellor, The program was held at the statute of Chatrpati Shivaji Maharaj in the campus of University. Prof. offered wreath offering to the statue of Late Chatrpati Shivaji Maharaj. Hon. Vice Chancellor further expressed his views on the contribution made by Chatrpati Shivaji Maharaj for the nation.

Hon. Pro. Vice Chancellor, Registrar and other authorities including teaching and non-teaching staff and students were present during this occasion.

About 3500 students were present during the scheduled program.

REPORT ON THE DAY OF BIRTH ANNIVERSARY OF DR. BABASAHEB AMBEDKAR

The university has paid the tribute to *Late Dr. Babasaheb Ambedkar on 14th April on his birth anniversary.*

The birth anniversaries are celebrated every year in the university.

Hon. Vice Chancellor offered wreath offering to the pictureto Late *Dr. Babasaheb Ambedkar*. The program was held at the statute of *Dr. Babasaheb Ambedkar* in the campus of University. Hon. Vice Chancellor further expressed his views on the contribution made by *Dr. Babasaheb Ambedkar* in the writing of constitution and development of socially deprived society.

Hon. Pro. Vice Chancellor, Registrar and other authorities including teaching and non-teaching staff and students were present during this occasion.

About 1845 students were present during the scheduled program.

The circulars are issued to all departments and sections inviting them to attend the program.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The university maintains complete transparency in its financial, academic, administrative and auxiliary functions.

1. Transparency in Financial functions:

The transparency in the financial functions is practiced by following actions.

1. E-governance in finance across the functions ranging from budget preparation to allocation and audit is done;
2. The internal audit is done at source of debit/credit;
3. The external audit is done by the chartered accountant;
4. The financial audit is also done by the CAG/Government treasury department;
5. The audit reports are uploaded on the university web site; and
6. The financial audited reports are published in annual reports.

1. Transparency in Academic Functions:

1. The university follow the online admission process;
2. The information in regard to admission process, admission notification, eligibility criteria, reservation of seats and fee structure are published on the university portal for transparent admission process;
3. The information about curriculum and co-curricular and extra-curricular activities are published on

the university web site;

4. The university has strong mentorship program. The mentorship program support in resolving the stress related and academic issues;

5. The examination process including the examination fee and other processes are online;

1. Transparency in administrative Functions:

1. The university obtains the feed-back from the stake holder and the action taken reports are published on the web portal of the university.

2. The institute has grievance redress mechanism for teaching and non-teaching staff and students;

3. The university follows the grievance redress mechanism as per the mandate stated in the Maharashtra University Act 2016;

4. The university has also setup the grievance redress mechanism as per the guidelines of statutory bodies such as UGC and AICTE;

5. The online facility is provided for the employees of the university to view and download the finance related documents via "employee corner" gateway.

1. Transparency in Auxiliary Functions:

The university has committee of Right to Information Act (RTI). The information about the RTI is published on the university portal as well as in the administrative building of the university. In addition to this, the following information is provided on the web portal of the university.

1. Citizen Charter
2. Research projects
3. Research grant
4. Achievements and Awards
5. Facilities
6. Community based initiatives
7. Consultancy facilities
8. Alumni Meeting
9. Parent Meeting

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1:

1. Title of the practice:

Sensitization and Strengthening Research Ecosystem: An Holistic Approach

1. Objectives of the practice:

To sensitise stakeholders in the institute for research intensive activities

To establish ecosystem for providing support to undertake research activities

To strengthen attempts to translate research outputs into knowledge and technology

To promote research of societal relevance

1. The Context:

The most aspiring students coming from rural areas of the university have proved their potential in overseas countries like South Korea by establishing sort of research hubs. To sustain the momentum and to increase the number, Shivaji University, Kolhapur has taken several initiatives and started schemes to ensure and enhance the quality research in the frontier areas of science and technology, humanities, Commerce and Management and interdisciplinary areas.

In order to bring UG students to the mainstream research, "Research Sensitization Scheme" has been started.

PG students of the University departments have been provided with funding under "Research Promotion Scheme" to transform their project work into the tangible output such as publication and patents.

Further, to provide substantial research funds to young faculty of university and affiliated colleges, "Research Initiation Scheme" has been started.

The faculty from University Departments have been supported with research grants under "Research Strengthening Scheme".

Support is also being provided to the faculty of PG departments for registration and publication of patents.

Through these schemes and funds provided thereby, the university intends to engage and encourage the maximum number of students and teachers for undertaking cutting edge research activities of national importance.

In order to facilitate the inter-disciplinary and trans-disciplinary research activities on the campus and to integrate science and technology, Research Colloquium activity has been initiated. As a part of this activity, faculty members present the highlights of their research activities with the intention to establish collaborations with their peers.

1. The Practice

Guidelines for each of the schemes have been planned, prepared and approved by the competent authority. The University issues notifications periodically, seeking proposals from the concerned. Proposals received are scrutinised by the committee of experts for novelty, applicability and societal relevance. The shortlisted proposals are recommended for funding. Review of progress of research work is monitored. Beneficiaries are encouraged to publish research findings in reputed journals.

1. Evidence of Success:

The schemes were well taken by the stakeholders. Till date 261 research projects have been funded with total outlay more than Rs. 2.5 Cr.

As rightly said, "Catch them Young", the Research Sensitization Scheme has facilitated:

1. Tapping the young learners with research mind set at an early stage
2. Helped them to bring their ideas in reality
3. Promoted them the challenging task of identifying the problems itself in their near surrounding
4. Developed their research methodology skills like survey, analytical thinking, problem solving, quantitative techniques, report writing, presentation skills and exhibition of their inner potential
5. Substantial increase in number of participants in research competitions like 'Avishkar' (An annual event started by Hon. Chancellor)
6. to increase the crucial parameter namely "Researchers in R&D (per million people)" in University

jurisdiction which has global relevance.

Female researchers dominated in number and quality of outcome which speaks in itself regarding the success of the scheme. Aforementioned other schemes contributed immensely to put in place the group research philosophy and led to positive impact in number of collaborations, publications, their citations, h index, patents and building overall competency of researchers.

1. Problems Encountered

The scheme was well taken by Science and Technology stream; others are yet to realize the benefits of the scheme. Attempts are being made to increase the participation of researchers from other streams. Effective mentors to support UG students are less in number; which is being addressed by conducting workshops. The network of existing lead college (Cluster College) is being used to address this issue. In the given funds only prototyping is possible, enhancement of corpus will be attempted in near future to build successful products out of the same. The missing link of 'Lab to Land' is being refurbished by connecting the dots namely development, prototyping and incubation.

Best Practice 2

1) Title of the practice:

Earn and Learn Scheme

2) Objectives of the practice:

1. To increase access to higher education for the students coming from economically weaker section of the society.
2. To promote inclusiveness by encouraging girl students in higher education.
3. To promote the dignity of labor and social commitment among the students.
4. To help students develop multi-dimensional personality.

3) The Context:

In view of the vision, mission and goals of the University it becomes imperative to cater to the educational

needs of the under privileged and financially marginalised students from the region. The financial constraints faced by the rural students, particularly the girl students; need to be addressed in a planned manner.The Earn and Learn Scheme, named after the First Vice-Chancellor of the University, is a revolutionary step in this direction. Even though, the rural students get admission to various courses of the University they face problems such as accommodation, payment of fees, boarding and related facilities. This scheme was formulated as a solution to all these problems.

4) The Practice

The scheme is open to all students who have been admitted to any PG program on campus. Notification for admission to the scheme is issued in the beginning of every academic year. A committee is constituted for the selection of the students interviews and recommends the aspiring students on the basis of their academic caliber, credentials and the financial need. The students so recommended are admitted to the scheme. They are provided with free lodging and boarding facilities along with medical help and full exemption in tuition and examination fees. A separate hostel for Boys and Girls have been made available for the students of this scheme. Necessary financial provision to the tune of Rs. 30 Lakhs is made every year to support the scheme. The students are assigned work in administrative office, library, internet centre, garden, photocopying centre, public relation office and academic departments only for 18 hours per week without affecting their academics.

1. **Evidence of success**

Good number of beneficiaries of this scheme are leading successful life in all the walks of life. They have established their Alumni Association in the name of Dr. Appasaheb Pawar Prabodhini, and mentoring periodically the students of Earn and learn scheme. Some of the prominent alumni include Dr. S. N. Pathan and Dr. S. H. Pawar both Vice-Chancellors of state/deemed to be universities; Mr Chandrakant Kumbhar, Police Commissioner, Dr. Pandurang Keche Joint Director of Education, Dr. B. L. Patil Director, Board of College and University Development of Shivaji University. Many of Alumni are successful in MPSC and UPSC examinations.

The success of this scheme has motivated the university administration to put in place another scheme 'Work on Demand' which is open to all aiming to spread the spirit of 'dignity of labour'.

The following table shows the number of beneficiaries of 'Earn and Learn' scheme during last four years:

Year	No. of Students	Total	Expenditure

	Male	Female		In Rs.	
2014-15	73	50	123	35,17,523/-	
2015-16	56	54	110	28,20,091/-	
2016-17	64	83	147	27,11,081/-	
2017-18	80	58	139	25,82,933/-	
2018-19	80	73	153	24,40,502/-	

6) Problems Encountered and Resources Required :

It is difficult to provide office work for each and every student in the scheme as some of them preferred to work in office environment. Hence, the nature of work needs to be changed. The University takes care of expenses of the scheme from its own funds. The mindset of other students to get involved in such scheme is still a challenge.

_____

Best Practice 3

1. Title of the Practice : **Ozone Park**
2. Objectives of the practice : Following are the objectives of Shivaji University for Ozone Park

- To inculcate concept of Ozone Park in faculty, staff and students.
- To identify the locations on campus as Ozone Park.
- To establish locations as Ozone Park
- Increase green cover on the campus.
- To reduce emissions of CFC on campus.

3. The Context :

Shivaji University is a premier higher education centre of learning in Southern

Maharashtra withmain campus at Kolhapur. It is established on 18th November, 1962 to fulfil the educational needs of the region. Having the sprawling area of 853 acres, campus development, nature conservation, biodiversity and beautification has been a focal concern of the university.

 In the Era of Global Warming and Climate Change, the environment is continuously changing and showing swings of the climate. To control all these changes there is a need to have more and more green spaces. This can be easily managed by an educational institute like Shivaji University which is having a very big campus of 853 acres consisting three lakes. All these scenario has developed a clean and green environment on the campus which gives a breathing space for the students, faculty, staff and those visiting

campus for work or for walk. This gives an idea of developing an Ozone Park on the campus.

4. The Practice :

The university has taken following initiatives for making its campus as an 'Ozone Park'. The university has three water reservoirs which are maintaining the moist and humid environment of the campus which is useful to the plants, animals and those working on the campus.

Botany Department of the university hosts Lead Botanical Garden in the 12 acres area and an additional land of 30 acres for conservation of rare and endangered species. As many 100 species are being cultivated at the botanical garden and some of them are rare and endangered species is responsible for balance of Carbon dioxide released by the activities on the campus by releasing Oxygen.

The university has partially adopted an energy-efficient street lighting system with proper control, low-energy fixtures, energy-efficient pumping system, energy-efficient motors and use of star-rated equipment at the various sections and academic departments. Therefore university carbon foot prints are less.

The campus observes "No Vehicle Day" on first Saturday every month. All the students, faculty members and employees take part to reduce the emission of the CO2 in the campus. This saves burning of 46.38 litres of fuel which saves 109.28 kg/litre of CO2 on No vehicle day''. Environment awareness initiatives regarding environment are taken up by the university such as celebration of Earth Day, Environment Day, Wetland Day and Ozone Day. All the departments are using CFC free fridge and air conditioners to reduce release of CFCs.

Plantation drive is conducted on the campus by Garden Section and academic departments, as well as university takes part in the government plantation drive around 18,000 trees were planted on the campus in the year 2019.

University has installed roof top Solar Power Plant of 100kW at Main building of the University and 80 kW at roof top of Chemistry Department. These plants are connected to State Power lines through grid and are operational. This is also reducing carbon foot print of the university.

5. Evidences of the Success :

The university has taken many initiatives to make university campus as an "Ozone Park". following are the evidences of success.

- During the academic year 2017 – 18 all water reservoirs on the campus were filled to their capacity due to good rainfall. Nearly 30 crore liters of water is stored in Bhasha Bhavan lake (22 Cr. 15 lac liters), Music Department lake (5 Cr. 20 Lac liters), Sutar Vihir (4 lac liters), Sports Department well (4.87 lac liters), Chemistry Department well (3 lac liters), Synthetic track well (5 lac liters), Shinde well (3 lac liters), frm pond (35 lac liters). The campus became self sufficient in water and this water bodies increased moisture content of the campus which has given support to vegetation on the campus which ultimately released Oxygen in more quantity.
- Lead Botanical Garden in the 12 acres area and an additional land of 30 acres for conservation of 100 species of rare and endangered species of Western Ghats. These trees also contribute to release

Oxygen by absorbing Cabon di oxide.

- The campus adopted partially energy-efficient street lighting system with proper control, low-energy fixtures, energy-efficient pumping system, energy-efficient motors and use of star-rated equipment at the various sections and academic departments lead to reduce cabon footprints of the university.
- "No Vehicle Day" on first Saturday every month reduced use of around 46.38 litres of fuel every month and reduced that much emission of the CO2 in the campus.
- All the departments are using CFC free fridge and air conditioners to reduce release of CFCs.
- Plantation of around 18000 tree saplings on the campus.
- University Plant Nursery produced 1200 saplings of endemic trees can be planted in the year 2018.
- Development of Horticulture gardens on campus is going to give a very good support to bird life on campus as well add to the carbon sequestration potential of the campus.
- The Department of Environmental Science has conducted "Green Audit" of the university. It has been found that the university campus is having 13,473 woody trees of 99 plant species. Total biomass of these trees is 4233.69 tons and total carbon sequestered is 293.72 tons per year. These many number of trees release 783.23 tons of oxygen per year. This gives the campus a fresh air and that is why this campus works like Özone Park" to supply clean air to people on the campus

6. Problems encountered and resource required :

- Less number of gardeners on the campus.
- More security vigil on the campus to protect tree.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

7.3.1 Distinctiveness

The vision and thrust area of the university is, ***"to fulfill the education, social, cultural and economic needs of the region".***

In view of attaining the mission, vision and thrust area, the university authorities have developed the strategic approach by designing Vision Document, Perspective Plan and Institute Development Plan. The following table briefly describes the salient features on the initiatives taken by the university to address the vision and thrust areas.

Sr. No.	Vision/Thrust area	Strategic Action	
1	Educational	Academic programs for holistic personality buil employability, research mindset, values and ethics.	
		Entrepreneurship based program such as	Agro

		Paste Management, Master of Rural Studies, Profe
		Skill based courses and activities
		Creation and enrichment of knowledge resources to 'Marathi Encyclopedia', scholarly publica conserving endemic germplasm through lead botar
2	Social	Gender sensitization including the transgender.
		Water harvesting initiatives on entire campus.
		University owned RO plant.
		Support services and skills imparted to *divyang*
		Capacity building of farmers to address their ec and emotional issues through training in ser culture, aquaculture, apiculture and organic farmin
3	Cultural	Chairs and Centres instituted to address socio-ecor ethos in the name of visionary reformers: Rajar Babasaheb Ambedkar, Mahatma Gandhi, Mahav Pawar, Annabhau Sathe, Comrade Datta Deshmuk
		Safeguarding and propagation of endemic literatu regional dialects such as 'Tukarambava Chi Gath Marathi'
		Focus on Maratha history and promotion of thougl Chatrapati Shivaji Maharaj and other great leaders.
		teaching of vocal music and different instrumental
		Sections and Chairs for promoting the regional ci of modi lipi, conservation of regional he preservation of rare documents
4	Economic	Incubation and start-up scheme.
		Skill development programs for society at large capabilities both economic and vocational.
		Earn & Learn Scheme and Work on demand economically weaker sections and inculcate dignity
		Auditing governance of government schemes.
5	Encouraging Research & Extension	Good number of national and MOU/collaboration/linkages with HEIs and organi
		Spearheading IPR culture and technology tr incubation and start-ups.
		Tapping research potential at UG/PG level and st eco-system by supporting students/post workers/teachers through corpus.
		Active participation in disaster management l draught besides societal activities leading to enhar life.
		Sensitizing the masses to reduce carbon foo outreach programs.

The university has translated its vision/mission/goals into action through vision document, perspective plan and institutional development plan. This has signified in marching from local to global with excellence in all the walks of scholarly pursuits.

The university has addressed the social issues by organizing series gender sensitivity programs. Amongst them, the programs conducted for transgender was highly appreciated by the society.

Heavy rainfall in 2019 affected University jurisdiction badly; the relief operations were taken up on large scale by university authorities along with other stakeholders which include providing shelter, food, cloths, portable water to affected people, fodder to domestic animals, maintaining cleanliness/hygiene and supporting affected colleges financially.

Supporting economic needs of the society is core of our mission. The skill development initiatives beyond university campus like "Skill on Wheels", "Skills to society" and organization of Mega Job Fair are exemplary of the above.

The university efforts in sustenance of fostering the culture of high-quality teaching and learning, research in cutting edge domains and extension have been appreciated by society and apex bodies. In the journey spanning five decades, a fine band of capable young researchers/teachers with great thirst for knowledge and scientific curiosity have been nurtured with proven qualities of global citizenship.

In this context, the university has adopted multi-fold approach such as;

1. Promoting and motivating teachers and research scholar for research projects and research funding;
2. Providing research funding from university corpus to undertake action based research;
3. Modernization and upgradation of common facility centre;
4. Strengthened sophisticated analytical facility;
5. Setting up of Innovation and Incubation centre and supporting startups;
6. Promoting a proactive IPR culture;
7. Construction of Research scholar hostel and girls' hostel for earn and learn scheme.

Proactive policy towards research, the corresponding metrics especially publications over 6710, Citations around 90000 and h-index 102 are showing exponential growth.

RUSA grants have helped to formulate specialized centres namely Center for Natural Products and Alternative Medicine, Resource Center for Inclusive Education, Center for VLSI System design, Center for Nano Fabrics and augmenting Sports facility and infrastructure. The department of Computer Science has been awarded with the project on Cyber Security and Data Science by MHRD under PMMMNMTT to train teachers on pan India basis. The faculty and a student of the Marathi department have been honoured with the Sahitya Akademi Award for Literature.

The research investigations at university has addressed the local, regional, economic and global issues. Few representatives are as follows:

1. Generation of hydrogen through Solar light
2. Development of Anti-cancer therapeutic

3. Development of battery material
4. Nano-fabrics
5. Big Data Analytics for Societal Applications
6. IoT and Drone Programming
7. Conversion of plastic in to diesel
8. Development of tissue culture and distribution of plantlet to farmers
9. SMART material development for health monitoring and information system
10. Research and development of Anti-diabetic tablet
11. Fire side additive catalyst with Kaizen Catsol
12. Water less urinals
13. Sericulture
14. Jaggary byproduct development
15. Biodiversity
16. Marathi Literature and dialects
17. Linguistics and Elt
18. Poverty and social Inequality

Thus by the way of the scholarly research and consultancy services, the university has made its mark and contributed immensely on technology development, social development and economic development of society.

The purpose and objective of all research and development, teaching-learning and extension activity is to fulfill the needs of society and tap the untapped potential of young minds. The network and linkages of the university at home and abroad have resulted in the journey towards excellence as envisaged in its vision, mission and goals.

Additional Information: May please be read with report of Vice Chancellor attached of Shivaji University on Achievements during the assessment period in the above context. Link is provided in the metric.

File Description	Document
Link for Additional Information	[View Document]()

5. CONCLUSION

Additional Information :

One of the major objectives behind foundation of SUK was to cater to the regional needs of South Maharashtra and making opportunities of higher education accessible to rural youth, conducting fundamental and applied research in the field of science and humanities to ensure regional growth and development.

The initiatives other than those stated in the subsequent SSR are briefly described here. The quest for excellence is the theme of the university and following are few of the broad steps taken to achieve this moto:

The brief description of these initiatives is stated in below lines;

1. SUK is the first university in the state of Maharashtra having **ISO certified** process in place. The academic and administrative processes of the institute are designed to bench mark with the international standards.
2. **URJA** program organized by the university in collaboration with media. This is the successive sixth year of the program. The program is conducted for young youths of the region to inspire them and to enhance their personal and professional competencies. The stalwarts from different profession are invited to deliver the talk and inspire the students. Thousands of students take the benefit of this activity.
3. The **Udaan** club trains youth on self-employment. As lakhs of rural students remain unemployed even after securing graduate degrees, students migrate to Pune or Mumbai in search of jobs.Under this scheme, five boys and girls each of every college are trained in their local environment.
4. Govt. of India approved program titled Global Initiative of Academic Networks **(GIAN)** in Higher Education aimed at tapping talent pool of scientists and entrepreneurs, internationally to encourage their engagement with HEIs in India so as to augment the country's existing academic resources, accelerate pace of quality reform, and elevate India's scientific and technological capacity to global excellence. In order to garner best international experience into our systems of education, enable interaction of students and faculty with best academic and industry experts from all over world and also share their experiences and expertise to motivate people to work on Indian problems. SUK has conducted EIGHT GIAN programs.

Concluding Remarks :

The SSR of Shivaji University, Kolhapur referred to as SUK hereafter presents journey towards excellence and accomplishments made during the reporting period. Holistically SUK is making a significant transition towards ICT driven paradigm that has enabled to fulfill the aspirations of the stakeholders in the most effective, efficient, transparent manner besides promoting democratic values. SUK has also showcased forerunning of the University in facilitating and promoting innovative programs, research, technology incubation, product innovation and extension work. There are noteworthy 'Quality Initiatives' evolved in a framework within which SUK stakeholders examine and enhance scholarly pursuits to enable to achieve aspiration of excellence. SUK believes in benchmarking as an essential tool for improving performance, an apt step taken under the European Union's Erasums + scheme in partnership with NAAC, Bangalore. Galaxy of distinguished, innovative, academic programs in the quest towards internationalization is the true attributes of ' scholarly pursuits as portrayed in this document. Employability being a product of the skills, knowledge and personal attributes, SUK has strived to improve them through many initiatives under 'Skill and Entrepreneur

Development'. A spin-off benefit in terms of escalation in 'h' index and research funding inlay is a result of greater focus on building research facilities and putting the policy in place for nurturing passionate researchers working in the thrust areas of national importance. The reforms echoed in the 'Examinations and Evaluation' complements transparency to the teaching and learning process, helps to attain effectiveness of student learning and promotes an environment where unceasing progression is ingrained in the institutional culture. Many steering initiatives to instill a spirit of community service are nurtured by encouraging the students to participate in several outreach programmes, sports, cultural and extracurricular activities. All the SUK stakeholders from different walks of societal life have joined the University in these quality initiatives and thus a constant quest to scale newer heights and set new standards in transforming SUK to achieve "global standards" is being pursued. SUK further commit to make every effort towards taking place as a leading university of global excellence without uncompromizing committment to access, equity, inclusion and excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 168 Answer after DVV Verification: 135
1.3.3	Average percentage of students enrolled in the courses under 1.3.2 above 1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
5720	3916	3126	2617	2548 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
5720	1916	2400	2617	2548	
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1212	1230	1208	1226	1247 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
900	919	863	911	916	 Remark : DVV has made the changes by looking the admitted students against reserved seats only .
2.2.3	Percentage of differently abled students (Divyangjan) on rolls 2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 40

	Answer after DVV Verification: 37
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	21	23	13	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
08	12	17	09	06

3.1.2	The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
128.11	117.45	23.07	32.15	35.75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
128.11	117.45	23.07	32.15	35.35

3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	2	1

3.1.4	Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years
	3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years
	Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
110	35	40	58	83

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	6	3

Remark : Appointment order for fellowship not considered. Only award letters for fellowship has considered.

3.1.6	Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency
	3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency
	Answer before DVV Verification : 33
	Answer after DVV Verification: 05

3.2.1	Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)
	3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)
	Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3.29	30.13	40.43	30.28	28.08

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.28	30.13	40.41	30.25	28.05

Remark : DVV has made the changes as per provided details of grants for research projects sponsored by the non-government sources certified by CA.

3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the

last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	18	5	11	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	1	4	2

3.3.4	Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	4	5	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Letter of startup without registration number not considered.

3.4.2	The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : No incentives and only award letters are provided. Award letters not considered as incentive.

3.4.3	Number of Patents published/awarded during the last five years

3.4.3.1. Total number of Patents published/awarded year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
23	3	1	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	2	2

Remark : DVV has made the changes as per report of patents published by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
731	541	519	518	393

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
728	539	517	515	390

3.5.3	Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0.16	00	00

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0.11	00	00

Remark : DVV has made the changes as per provided training amount in audited statement duly signed by CA.

3.6.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 08 | 04 | 03 | 05 | 07 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	0	0	0	0

Remark : DVV has made the changes as per provided awards certificates of 2018-19 by HEI. Certificates for the year 2014-15, 2015-16, 2016-17 and 2017-18 not provide by HEI.

3.6.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years 3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53	55	52	43	30

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
41	41	38	28	21

3.6.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years 3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4980	3887	3549	4516	4207

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2554	1299	1371	3306	1991

Remark : DVV has made the changes as per report of number of students participating in extension activities provided by HEI. Provided some extension activities has not reflect number of

	students participating in extension activities by HEI. DVV has not consider workshop, days programs. DVV has counted one activity once for a year .
3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year 3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
85	45	31	20	18 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
70	34	20	18	14	
3.7.2	Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years 3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
173	76	32	42	05 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
117	65	27	38	05	
4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
3714.38	3251.15	1697.19	3080.64	2861.62 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
3536.13	3264.85	1692.19	3080.64	2861.62	

4.2.6	Percentage per day usage of library by teachers and students
	4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 4142 Answer after DVV Verification: 1504 Remark : DVV has made the changes as per average of teacher and students using library per day on 17/9/2018,18/9/208, 19/9/2018,20/9/2018 and 21/9/2018.
4.3.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : ?1 GBPS Answer After DVV Verification: ?1 GBPS
4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2454.06	2444.68	2449.76	1902.2	2606.19

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2123.74	180.45	168.14	129.27	11.81

5.1.4	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years 5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5950	3943	4995	5719	4251

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4747	3432	4379	4398	3227

Remark : DVV has considered those report in which student list provided with signature.

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during

the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
33	162	87	197	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
33	162	86	187	14

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

5.3.1	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) during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
135	152	82	175	115

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
96	99	53	107	48

5.4.3	Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
33	25	14	8	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	20	12	7	10

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

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
64	44	49	48	60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
64	42	64	64	71

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

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	7	6	1	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
36	5	4	1	4

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

12-10-2020 04:08:48

80	136	127	105	131

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	57	53	41	37

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2.52	22.22	18.26	7.25	1.8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.52	20.23	18.26	7.25	1.8

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	22	17	29	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	06	05	04	04

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	24	10	16	05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	20	08	11	05

| 7.1.8 | Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years |

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
175.73	75.11	74.52	76.06	78.60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
149.04	24.26	36.06	15.73	30.78

Remark : DVV has made the changes as per total expenditure on green initiatives and waste management excluding water charges, office expense, daily wages and miscellaneous.

| 7.1.10 | Number of Specific initiatives to address locational advantages and disadvantages during the last five years   7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	15	11	11	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	10	7	4	4

| 7.1.11 | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) |

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	76	83	96	104

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	13	17	17	2

7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	16	16	16	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	15	15

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of departments offering academic programes Answer before DVV Verification : 35 Answer after DVV Verification : 31
2.2	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1840	1804	1884	1585	1398

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2249	2196	2263	1863	1715

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 1362 | 1405 | 1323 | 1393 | 1432 |

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1212	1230	1208	1226	1247

3.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 2031 Answer after DVV Verification : 104

12-10-2020 04:08:49