



*Ahmednagar Jilha Maratha Vidya Prasarak Samaj's*

# **New Arts, Commerce and Science College, Parner**

Tal. Parner, Dist. Ahmednagar - 414 302 (Maharashtra)



4<sup>th</sup> Cycle

## **Assesment and Accreditation**

### **Criterion-7**

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

#### **KI: 7.2 Best Practices**

#### **QIM - 7.2.1**

**Describe two best practices successfully implemented by the Institution as Per NAAC format Provided in the Manual.**



NAAC 'A' Grade  
Best College Award  
by SPPU, Pune

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce & Science College**

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Date : 24/ 11 /2022

## DECLARATION

This is to declare that the information, reports, true copies of the supporting documents, numerical data, etc. submitted/presented in this file is verified by Internal Quality Assurance Cell (IQAC) and is correct as per the records. This declaration is for the purpose of NAAC accreditation of HEI for 4<sup>th</sup> Cycle period 2017-18 to 2021-22.

Date: 24/11/2022

Place: Parner

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IQAC Coordinator

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### Preamble

New Arts, Commerce and Science College, Parner provides the quality education to socioeconomical deprived segment of the society through various programme in Arts, Commerce and Science discipline and professional programmes. HEI strives to maintain its social commitment to the society through various extension activities and programmes. These efforts are noteworthy in terms of recognition and awards, certificates and appreciation letters. College provides the inclusive barrier free, clean and eco-friendly learning environment for all the learners.

As per the needs, College have evolved with some practices that help to channelize the potential and created the ease of functioning. There are 22 Best practices followed in the institute that deals with academic and administrative, teaching-learning aspects. These Practices are hereby given as per the NAAC format.

These practices are in tune with policies and procedures framed by the IQAC. These are reviewed periodically for upgradation and improvement. The outcomes of these practices are though small but promotes students, staff and other stakeholders for imbibing the sense of belongingness, responsibility, work culture among all.

### List of Best Practices

<b>Sr. No.</b>	<b>Name of Best Practices</b>
1.	Eco-friendly and Green Campus
2.	Student Mentoring System
3.	Chemistry Fun- Damentals -A Chemistry Exhibition: Popularization of Science among the Society
4.	Learning Physics through simple experiments for X <sup>th</sup> standard students
5.	Institutional Energy Audit
6.	Vermiculture and Vermicompost: Waste to Wealth
7.	Cactus Garden
8.	Introduction to Safety in Chemistry Laboratory and Training of Disaster management
9.	Book Reading and Information Network [ BRAIN] Activity
10.	Electoral Literacy Awareness Programme
11.	Lekhan Vachan Upakram (Writing-Reading Activity)
12.	Cyber Security Awareness Program associated with Quick Heal
13.	Students visit to various co-operative societies and banks
14.	Rain Water Harvesting in the College Campus
15.	Economics Literacy Programme
16.	Students' academic visits to Secondary Schools to teach English
17.	Preparation of Booklet in Marathi Agriculture Ancillary Business- Geranium Farming
18.	History Photo Gallery
19.	Linguistic Survey of Parner Tahsil
20.	Interpretation and Understanding about Budget
21.	Interdisciplinary Application of Mathematics
22.	Inventions in Science and Technology

## 1. Eco-friendly and Green Campus

### Title: Eco-friendly and Green Campus

#### Objectives:

- a) Eco campus by planting more trees,
- b) Conservation as well as generation energy,
- c) Efficient use of available water
- d) Proper waste management

**Context:** Pollution becoming a serious problem due to urbanization and deforestation. Parner is draught prone region receiving scanty rainfall. It was necessary to look forward to make the efficient use of all available resources. HEI decided to work in the areas of conservation of energy and water, plantation and waste to develop clean and healthy environment that aids effective teaching-learning and provides a conducive learning ambience. The stakeholders work to develop an eco-friendly, sustainable campus and to disseminate the concept of eco-friendly culture.

**Practice:** HEI resolved to work with stakeholders to foster a culture of self-sustainability and eco-friendly campus. The time bound strategies are developed to implement green campus initiatives. The initiatives for making eco-friendly campus are

- a) Plantation: During last 10 years, college has grown hundreds of new plants and trees. A unique cactus garden with more than 150 saplings, a nursery and botanical garden with medicinal plants are the outcomes of our sincere efforts. The HEI initiated “QR Coding of Plants” to avail the information easily. The bird feeders and wooden bird nesting boxes attracts the sparrows and birds.
- b) Conservation of energy: Solar panels of 61kW capacity and Solar water heaters are installed in periodic manner to minimize the expenditure of energy. The energy generated through solar panel is wheeled to power grid. Tube lights and bulbs have been replaced with CFL and LED lamps. The use of power efficient equipment’s is encouraged. Signage board about energy conservation and environments sustenance are displayed on premises for awareness of stakeholders. College encourages the use of public transport and battery-operated vehicles and e-Bikes.
- c) Water conservation: Rain water harvesting system, Drip irrigation for watering the plants, recycling of waste water with STP plant, regular maintenance of water tanks, AMC for

maintenance, etc. are the initiatives to conserve the water. Safe and clean drinking water is provided using water purifying system.

- d) Waste management: Biogas plant is used for generating cooking gas from food waste. AMC for framed to manage electric/electronic scrape and waste items with a certified external agency in order to ensure their safe recycling. The burning of litter is prohibited. Collected litter is used for composting and also as Mulch for plants. The wet waste and dry leaves of plants is subjected to vermicomposting. The composting helps to reduces greenhouse gas emissions and to enrich soil with nutrients. The organic manure so formed is used to plants and greenery.
- e) Quality Audits: HEI conducts green, environment, energy and electrical safety audit periodically. College practiced to conduct Institutional Energy Audit also.

#### **Evidence of Success:**

1. Greener and beautiful campus
2. Minimized expenditure on electricity
3. Incremental growth in % energy consumption from non-conventional energy sources
4. Increased ground water table.
5. e-Waste and Solid Waste Management.
6. Learning Ambience.
7. Feedbacks and SSS.

#### **6.Problems Encountered and Resources Required:**

1. Support by Earn and Learn scheme students
2. Seasonal Water shortage problem.
3. Complete ban on plastic



## 2. Student Mentoring System

**Title of the Practice:** Student Mentoring System

**Objectives:** HEI plays an important role in holistic development of students but also to make them capable of sustaining society and ultimately to develop a strong nation. A large cohort of students with different backgrounds, thoughts and preparation experienced more difficulties and challenges to pursue higher education. Probably students also fail to recognize the goals of higher education. They should have a sense of belongingness and an awareness of their rights and responsibilities. Therefore, HEI has taken initiatives to avail the facility of mentoring to students with following objectives:

1. Develop healthy relationship between students and teachers
2. Ensure academic and professional performance of the students
3. Sensitize towards various issues of social relevance
4. Inculcate the human values among the students
5. Establish learner friendly and inclusive environment.

**Context:** College provides quality education to needy and socioeconomically deprived masses to develop the society. Students at HEI need support to explore oneself, to experience the joy of learning, to stand up to peer pressure, take decisions with courage, to inculcate the human values and in many aspects. But students while pursuing higher education come across with various problems like difficulties in learning, financial issues, peer pressure, health and well-being, lack of motivation, skills and guidance, etc. Therefore, Student Mentoring Cell (SMC) is constituted with sole purpose to build the healthy relationship between the staff and students and to sort their difficulties in the context of academic as well as professional development and to build the universal human values. The institute has practiced it as student-centric approach in all possible ways for all round development.

**The Practice:** The SMC meets regularly to plan the Student/Staff Induction Programme and allotment of Mentor-Mentee, Staff Orientation, Review of Methodology of SMC and Annual reports. A well-defined methodology of mentoring is followed with periodical review as per the policy mandate. “Deeksharambh”–A Student Induction Programme is organized every year for 5-7 days that consist of guidance talks of faculties/invited guests to develop the skills and competencies among students. Literary activities conducted helps to develop the thought process,

creativity and self-exploration. Documentaries especially “RAMRAJYA” based on developments and good things in the world are shown to students. This has helped to channelize their potential to lay foundation of a strong nation.

Mentor conducts periodical meetings and discuss on any problem such as academic, financial, psychological, etc. These open-ended discussions are thought provoking and giving exposure, guiding thoughts, and realizing values. Student progress is continuously reviewed in terms of attendance, academic matters, health, etc. and details in the mentoring sessions are maintained. Mentor Teacher identifies the poor learners and interacts with them to resolve the cause with the active involvement Parents, Head and Principal in development of student.

**Evidence of Success:** With advent of mentoring, HEI could achieve the targeted objectives:

1. Improvement in attendance and involvement in activities.
2. Academic success leading to ranks, higher progression and placements.
3. Encouragement of advanced learners.
4. Improvements in academic and professional development.
5. Boost in moral and human values, social commitments.
6. Strong teacher-student relationship.

**Problems Encountered and Resources Required:**

1. Nation-wide lockdown and restriction for effective implementation of mentoring system during COVID pandemic
2. High ratio Mentor: Mentee

### 3. Chemistry Fun-Damentals – A Chemistry Exhibition

**Title: Chemistry Fun-Damentals – A Chemistry Exhibition: Popularization of Science among the Society**

**Objective(s):**

- To create interest and awareness about Chemistry in day-to-day Science life
- To catch the young minds (at school levels) and create interest about science in them .

**Context:** Rural schools are flooded with a large number of students. The current scenario in most of the schools reveals that the infrastructure and facilities in school laboratories are not sufficient. Further, the teaching schedule of teachers does not permit them sufficient time to elaborate basic skills and interests about science in general and chemistry in particular. The laboratory sessions also look inadequate or missing. In view of all these, we organized laboratory sessions including demonstrations and hands-on practice sessions, for privileged school students of remote areas where there is a lack of laboratory facilities in schools. It is one complete day activity. More than 100 students from different schools participated and enjoyed this opportunity.

**Practice:**

- Organize 20-25 small experiments /demonstrations with the help of our UG and PG students
- A poster session for popularisation of science, information of scientists.
- Video lectures, Science stories
- Experimental objective: Do yourself
- Popular Science Lectures
- January 4<sup>th</sup> week: Awards' presenters

**Evidence:**

- We could read their faces of learning satisfaction and putting curiosity, found to share with their parents
- Formal feedback from them and their parents and teachers.
- Students look to be directly oriented for their career
- Experimental Learning-Our students (UG and PG) are learning while teaching school students

- Many good students are approaching for a career in Chemistry

**Problems and Resources:**

- Due to the overwhelming response from schools, Limitations to accommodate all students of this region but trying to reach.
- Resources used: Few chemicals, glassware, audio-visual aids, classrooms

**a. Photographs of Best Practice**

Picture 1: Student interacting with school children at exhibition



Picture 2: Demonstration of experiments at exhibition



Picture 3: Demonstration of experiments at exhibition



Picture 4: Demonstration of experiments at exhibition

#### 4. Learning Physics through simple experiments for X<sup>th</sup> standard students

**Title of the Practice:** “Learning Physics through simple experiments for X<sup>th</sup> standard students”.

**Objectives of the Practice:**

- To popularize the Physics subject through experimentation
- For understanding the basic concepts in Physics
- To enjoy learning of Physics concepts through demonstration experiments.
- To explore facilities available of the Physics Laboratory in the PG department to school Children.
- To hold social responsibilities for the betterment of experimental knowledge of high school students.
- To strengthen the extracurricular activities of the Physics Department.
- S/he determines properties and relevant details of experiments.

**The Context:**

- To create interest in Physics subject
- To face the challenge of Competitive examinations such as JEE, NEET, PMT, AST, JAM, etc.
- To enhance experiential learning and problem-solving methodologies through experimental demonstration.
- Students’ skills in identifying problems are still lower than in planning and executing solutions of the experiments.
- Hands-on Physics Experiments can allow students to determine the properties and relevant details of experiments.
- Hands-on Physics Experiments can allow students to make suitable predictions supported by evidence.

**The practice:**

- Six batches of 7-8 students were made.
- Demonstrations of each experiment was given by teachers.
- Oral feedback was taken by the students.
- Each section will have 2- 4 physics experiments followed by a detailed explanation.

- There were 6 sets of experiments in the 10th standard syllabus to conduct for students:
  - 1) Ohm's law
  - 2) Resistance in series and Parallel
  - 3) Joule's law of heating
  - 4) Magnetic Effect of Electric Current
  - 5) Refractive Index of Glass
  - 6) Spectra through Prism
- Most of the experiments can be assembled and performed by even a child of age group 15 years onwards.
- The explanation part may be at the level of Plus 2 and in some cases above that.
- Students learn how to plan the insulation experiment.
- How to take measurements while experimenting.
- Students to be able to plan the insulation experiment, identify the variables involved, carry out the preliminary experiment and how to design a controlled experiment.

**Evidence of Success:**

- Students were performing experiments for practice after the demonstration given by respective teachers
- Positive feedback from the student realizes the benefits of the activity teachers
- Physics students' responses to the implementation of learning, the development of student reasoning and patterns of analysis of students in solving physical problems.
- Teachers and others were interested in enjoying Physics.
- Teach to judge the range of measurements they need to take, when and why these need to be repeated, and how to deal with anomalous or discrepant results.
- Teach students to examine the evidence for validity and reliability by considering questions of accuracy, error and discrepancy.
- Based on the results of this study, it can be concluded that physics experiment activities accompanied by challenging questions can improve students' interest in learning and developing reasoning.

**Problems Encountered and Resources Required:**



- Students were afraid even to touch the electronic parts of the experiments
- Students were not able to relate easily experiments performed practically with the theory knowledge
- To do these experiments one just needs Experiments set up with electronic components/Charts and boards.
- Students can ask questions to teachers who were present in the lab or in front of the Experiment setup.
- One of the problems of learning physics in high school which is a challenge for teachers is the less interest in learning and how to make students use reasoning in solving problems.
- The difficulty of students in solving problems causes students increasingly not interested in learning physics.

**a. Photographs of Best Practice**



Prof. Kharade R.B. introducing the activity during the welcome address



Prof. Kharade R.B. explaining the experiment to the students



Prof. Korde R.G. explaining the experiment to the students



Prof. Parjane M.S. sir explaining the experiment to the students



Prof. Kharade R.B. explaining information about the activity during welcome address



Prof. Pawar N.A. explaining the experiment to the students



Prof. Repale G.M. explaining the experiment to the students



Vote of thanks by Prof. (Dr.) Kadam S.L.



Prof. Kharade R.B. explaining information about the activity during welcome address



Prof. Repale G.M explaining the experiment to the students



Prof. Sherkar V.B. explaining the experiment



Vote of thanks by Prof. (Dr.) Kadam S.L.

## 5. Institutional Energy Audit

### Title of the Practice: Institutional Energy Audit

#### Objectives:

1. Use of more renewable energy sources.
2. To determine ways to reduce energy consumption.
3. Conservation as well as generation of energy.
4. To explore the ways to more effective use of available solar energy.

**Context:** Electric power consumption has been increasing very rapidly in our country. Solar energy and wind power are now among the most affordable renewable energy sources globally, and experts anticipate these costs to remain low for years to come. As college is located in a sunny area, it receives a a good amount of solar energy. Also, greenhouse gases which cause climate change and have harmful impacts on people's well-being and the environment. This affects everyone, not just a few. Moreover, global electricity use is rising rapidly. In a nutshell, without a stable electricity supply, countries will not be able to power their economies and students should aware of this. So, we decide to educate and make aware students on the issues such as solar renewable energy sources.

**The Practice:** The energy audit is the key to a systematic approach for decision-making in the area of energy management. It attempts to balance the total energy inputs with their use, and serves to identify all the energy streams in a facility. It quantifies energy usage according to its discrete functions.

- a. Installation of solar power plant:** The roof top solar power plants are installed different buildings of the college campus. During the last five years, the college has installed 3 rooftop solar power plants.
- b. Conservation of energy:** College receives an inadequate power supply from local power grid for its academic and administrative needs. Hence, in order to meet our requirements solar power generation plants are installed and the capacity of which is enhanced periodically. This has resulted in minimum expenditure on fuel, electricity bills. This helps us to overcome reliance on erratic power supply. Following initiatives are employed on campus:
  - i. Optimum power utilization is practised.

- ii. Solar water heating systems have been installed in the hostels and guest houses to bring down the electricity.
- iii. A solar grid tie system has been installed to generate solar power.
- iv. The entire administrative building is run on a grid solar power system.

**Evidence of Success:** Energy Audit is an inspection survey and an analysis of energy flows for energy conservation in a building. The in-house energy audit is carried out by the Department of B. Voc. (RETM) on regular basis to introspect about energy consumption and expenditure of the institute. Following is the table showing the percentage of the power requirement of the institute met by the renewable energy sources. In last four years, average energy consumption of the college campus is **28506** units. In last four years, average electricity generated from nonconventional energy source is about **6764** units and average yearly consumption is **16.96** % of total energy use.

Sr. No.	Duration	Total Units (kWh)	Nonconventional Energy Total Units (kWh)	% Energy Consumption met from Non-conventional energy mode
1.	June, 2018 To May, 2019	33659	3037	<b>09.02</b>
2.	June, 2019 To May, 2020	20644	3931	<b>19.04</b>
3.	June, 2020 To May, 2021	22397	1452	<b>06.48</b>
4.	June, 2021 To May, 2022	37325	18638	<b>33.30</b>
<b>Average Total</b>		<b>28506</b>	<b>6764</b>	<b>16.96</b>

**Problems encountered and Resources Required:**

- a) Initial installation of solar power plant is costly.
- b) In cloudy and rainy seasons, we get less amount of solar energy.
- c) There is need to install more solar power generation systems in the campus.
- d) Departments like B.Voc. Renewable Energy Technology and Management and Physics provided actively support to implement these programmes.
- e) **Front end:** Microsoft Excel to analysis electricity bill.
- f) **Back end:** Collection of meter consumer numbers and reading, download 12 months in each year electricity bill from mahadiscom.in website.

**Notes:** College has organized workshop and internship programs for students. Students and teachers have presented articles on this theme. This helps to raise awareness among students and society.

**a. Photographs of Facility**



**Picture 1: Solar Power System (Administrative Building)**



**Picture 2: Solar Power System (Ladies Hostel)**





**Picture 3: Solar Power System (Arts and Commerce Building)**



**Picture 4: Solar Power System (Science Building)**



**Picture 5: Solar Power System (Science Building)**



**Picture 6: Solar water heater at Guest House**



**Picture 7: Solar Energy wheeled to grid panel at Rajmata Jijau Girl's hostel**



**Picture 8: Solar Energy wheeled to grid panel at Administrative Building**



**Picture 9: Solar Energy wheeled to grid panel at Arts and Commerce Building**

**b. Energy Audit Report 2021-22**

*Ahmednagar Jilha Maratha Vidya Prasarak Samaj's*  
**New Arts Commerce and Science College, Parner**  
**Skill Development Centre**  
**Department of B.Voc. - Renewable Energy Technology and Management**

**Institutional Energy Audit 2021-22**

An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

**A. Electricity Bill Analysis (June-2021 to May-2022)**

Sr. No.	Area (Meter No)	Total Units (kWh)	Amount (Rs.)	% Energy Consumption	% Bill Consumption	Nonconventional Energy Total Units (kWh)	% Energy Consumption Nonconventional Energy mode
1.	150520095707	6492	78012	17.5	12.59	-	33.30
2.	150520106865	14	1695	0.03	0.27	-	
3.	150520906951	2899	44500	7.8	7.18	-	
4.	150520095693	9416	117737	25.22	19.00	-	
5.	150520936451	14018	248326	37.55	40.08	-	
6.	150528020820	1468	91656	3.9	14.79	13073	
7.	150520930193	3018	37724	8	6.09	5565	
	<b>Total</b>	<b>37325</b>	<b>619650</b>	<b>100 %</b>	<b>100 %</b>	<b>18638</b>	

**B. Observations**

- Total monthly energy consumption of the college campus is 4663 units.
- Total monthly billing is Rs.51637.
- Meter No 150520936451 is consumption more energy and its approx. 40.08 % of total Energy use.
- The meter number 150528020820 & 150520930193 generate Nonconventional Energy source is about 18638 units and it is 33.30 % of total energy use.

**5 SEP 2022**

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New Arts, Commerce & Science College, Parner, Dist. Ahmednagar

**c. Energy Audit Report 2020-21**

*Ahmednagar Jilha Maratha Vidya Prasarak Samaj's*  
**New Arts Commerce and Science College, Parner**  
**Skill Development Centre**  
**Department of B.Voc. - Renewable Energy Technology and Management**

**Institutional Energy Audit 2020-21**

An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

**A. Electricity Bill Analysis (June-2020 to May-2021)**


Sr. No.	Area (Meter No)	Total Units (kWh)	Amount (Rs.)	% Energy Consumption	% Bill Consumption	Nonconventional Energy Total Units (kWh)	% Energy Consumption Nonconventional Energy mode
1.	950520095707	6548	167403	29.23	28.11	1452	6.48
2.	150520106865	904	7371	4.03	1.23		
3.	150520906951	3359	73301	15.00	12.31		
4.	150520095693	9624	210204	43.00	35.30		
5.	150520936451	510	15584	2.27	2.61		
6.	150528020820	1153	112784	5.14	19		
7.	150520930193	299	8708	1.33	1.44		
<b>Total</b>		<b>22397</b>	<b>595355</b>	<b>100 %</b>	<b>100 %</b>		

**B. Observations**

- Total monthly energy consumption of the college campus is 1866 units.
- Total monthly billing is Rs.49612.
- Meter No 150520095693 is consumption more energy and its approx. 43.00 % of total Energy use.
- Generation of electricity by Nonconventional Energy source is about 1452 units and it is 6.48 % of total energy use.

**04 DEC 2021**

*[Signature]*  
In charge



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**d. Energy Audit Report 2019-20**

*Ahmednagar Jilha Maratha Vidya Prasarak Samaj's*  
**New Arts Commerce and Science College, Parner**  
**Skill Development Centre**  
**Department of B.Voc. - Renewable Energy Technology and Management**

**Institutional Energy Audit 2019-20**

An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

**1. Electricity Bill Analysis (June-2019 to May-2020)**


Sr. No.	Area (Meter No)	Total Units (kWh)	Amount (Rs.)	% Energy Consumption	% Bill Consumption	Nonconventional Energy Total Units (kWh)	% Energy Consumption on Nonconventional Energy mode
1.	950520095707	4014	46522.26	19.44	17.31	<b>3931</b>	<b>19.04%</b>
2.	150520106865	307	3558.13	1.49	1.32		
3.	150520906951	3199	37076.41	15.50	13.80		
4.	150520095693	7453	86380.27	36.10	32.14		
5.	150520936451	379	4392.61	1.84	1.63		
6.	150528020820	4332	79708	20.98	29.66		
7.	150520930193	960	11126.4	4.65	4.14		
<b>Total</b>		<b>20644</b>	<b>268764.1</b>	<b>100 %</b>	<b>100 %</b>		

**2. Observations**

- ❖ Total monthly energy consumption of the college campus is 1720 units.
- ❖ Total monthly billing is Rs. 22397.
- ❖ Meter No 150520095693 is consumption more energy and its approx. 36.10 % of total Energy use.
- ❖ Generation of electricity by Nonconventional Energy source is about 3931 units and it is 19.04% of total energy use.

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 New Arts, Commerce & Science College  
 Parner, Dist. Ahmednagar

*[Signature]*  
Principal

**12 6 OCT 2020**

Nodal Officer  
Skill Development Center  
New Arts, Commerce and Science College  
Parner-414302

Principal  
New Arts, Commerce & Science College, Parner, Dist. Ahmednagar

**e. Energy Audit Report 2018-19**

*Ahmednagar Jilha Marathi Vidya Prasarak Samaj's*  
**New Arts Commerce and Science College, Parner**  
**Skill Development Centre**  
**Department of B.Voc. - Renewable Energy Technology and Management**

**Institutional Energy Audit 2018-19**

An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

**1. Electricity Bill Analysis (June-2018 to May-2019)**

Sr. No.	Area (Meter No)	Total Units (kWh)	Amount (Rs.)	% Energy Consumption	% Bill Consumption	Nonconventional Energy Total Units (kWh)	% Energy Consumption on Nonconventional Energy mode
1.	950520095707	3516	41466	10.45	9.30	<b>3037</b>	<b>09.02</b>
2.	150520106865	329	369	0.98	0.08		
3.	150520906951	3626	41123	10.77	9.22		
4.	150520095693	8978	98843	26.67	22.17		
5.	150528020820	11473	230555	34.09	51.71		
6.	150520930193	2700	33521	8.02	7.52		
7.	Nonconventional Energy Total Units	3037		9.02			
	<b>Total</b>	<b>33659</b>	<b>445877</b>	<b>100 %</b>			

**2. Observations**

- ❖ Total monthly energy consumption of the college campus is 2805 units.
- ❖ Total monthly billing is Rs. 37157.
- ❖ Meter No 150528020820 is consumption more energy and its approx. 34.09 % of total Energy use.

Generation of electricity by Nonconventional Energy source is about 3037 units and it is 09.02% of total energy use.

**19 AUG 2019**  
 In charge  
 Nodal Officer  
 IQAC  
 IQAC COORDINATOR  
 Principal

**Nodal Officer**  
 Skill Development Center  
 New Arts, Commerce and Science College  
 Parner 414302

**Principal**  
 New Art's, Commerce & Science College  
 Parner, Dist. Ahmednagar  
 New Arts, Commerce & Science  
 College, Parner, Dist. Ahmednagar



## 6. Vermiculture & Vermicomposting: Waste to Wealth

### **Title: Vermiculture & Vermicomposting: Waste to Wealth**

#### **Objective(s):**

- To promote organic farming through vermiculture & vermicomposting
- To sensitize masses for soil, water and air pollution
- To develop skills among the rural youth for waste management and sustainable development.

**Context:** The main motive of today's farmers is to get maximum yield using modern technologies and that's why most of the farmers are diverting towards inorganic farming. Hence use of fertilizers, insecticides, rodenticides, molluscicides, weedicides, herbicides, and pesticides are becoming routine practice by farmers. The extensive use of all these may affect public health and the environment too. The texture and quality of soil is largely affected by these chemicals and pesticides. Therefore, it is a need of time to make a sustainable development through the management of solid waste and converting them into organic manure that is rich in humus and nutrients. A short-term course on Vermiculture and vermicomposting helps students to understand the benefits of organic farming. The course includes lecture sessions, demonstrations and practicals based on vermiculture and vermicomposting which help them to understand the basic practices for the processing of vermicomposting using earthworms as the main source. Most of the students of our college are from rural areas and the majority of them are not aware about vermiculture and vermicomposting. The course will be beneficial and useful to students which will provide them with theoretical as well as practical knowledge which can be applied in day-to-day life while farming.

**Practice:** Plentiful of dustbins are placed at various places in the premises for collection of waste. The waste is segregated at the source only into the dry and wet forms. The organic waste produced in the college is subjected to vermicomposting into beds. The beds of vermicomposting are filled regularly with solid waste sorted at the dustbins with the cow dung release of Earthworms. These beds are watered periodically with the alteration of layers. The HEI offers a certificate course "Vermiculture and Vermicomposting" to fill the skill gap among students from agricultural background and to enrich the lifestyle and health of society. Faculties educate students through video lectures and demonstrations. Experts are also invited for guidance to learners. Excursions / Field visits are regularly organized.

**Evidence:** Vermicomposting truly is nature's great disappearing act! Aristotle once said, "*Worms are the Intestines of the Earth*". Using worms to convert decomposing food waste into nutrient-rich fertilizer is simple, inexpensive, energy-efficient, and a great way to teach students to become life-long recyclers. Vermicomposting is compatible with sound environmental principles that value the conservation of resources and sustainable practices.

There are about 4 units of vermicomposting. The solid waste subjected to composting turns into organic manure rich in humus, organic nutrients and mineral. The organic manure so produced is utilized for fertilizing the trees and plantation on the college campus. This helps to maintain the texture and quality of the soil. The problem of waste management is overcome with the development of scenic greenery and gardens on the college premises. Student appears for written examination and are successfully students awarded certificates.

The green campus developed by the college helps not only to save the environment but also enhance the beauty of the campus. Vermiculture has made the college campus clean and beautiful. Eco-campus strategies employed resulted in one of the most beautiful and clean college campus attracting more students.

Thus, vermicomposting proved to be an easy, low-cost, eco-friendly and affordable method of waste management creating wealth. It could step towards environmental conservation and sustainable development.

**Problems encountered and Resources Required:**

- Proper segregation of waste at the source
- Availability of the specific worm species for quality compost
- Resources required: More pits, Skilled workers, Instruments like siever
- Agricultural tools, species of earthworm.
- Low availability of cow dung.

**Notes:**

The college has displayed various slogans on environmental awareness on the campus to propagate the green campaign successfully. These slogans encourage students to protect plants and keep the environment eco-friendly.

**a. Photographs of Best Practice**



**Picture 10: Orientation and Training to faculties and staff**



**Picture 11: Orientation and Training to students**



**Picture 12: Collection of Waste in Dust Bins at Source**



**Picture 13: Collection of Waste in Dust Bins at Source**



**Picture 14: Demonstration of Vermicomposting**



**Picture 15: Organic Manure/Compost Ready to Use**



**Picture 16: Field Visit at Vermicomposting Unit, Nighoj, Parner**



**Picture 17: Excursion at Vermicomposting Unit, M.P.K.V., Rahuri**



**Picture 18: Certificate Distribution of Course AY 2021-22**



**Picture 19: Certificate Distribution of Course AY 2018-19**

## 7. Cactus Garden

**Title of the Practice:** Cactus Garden

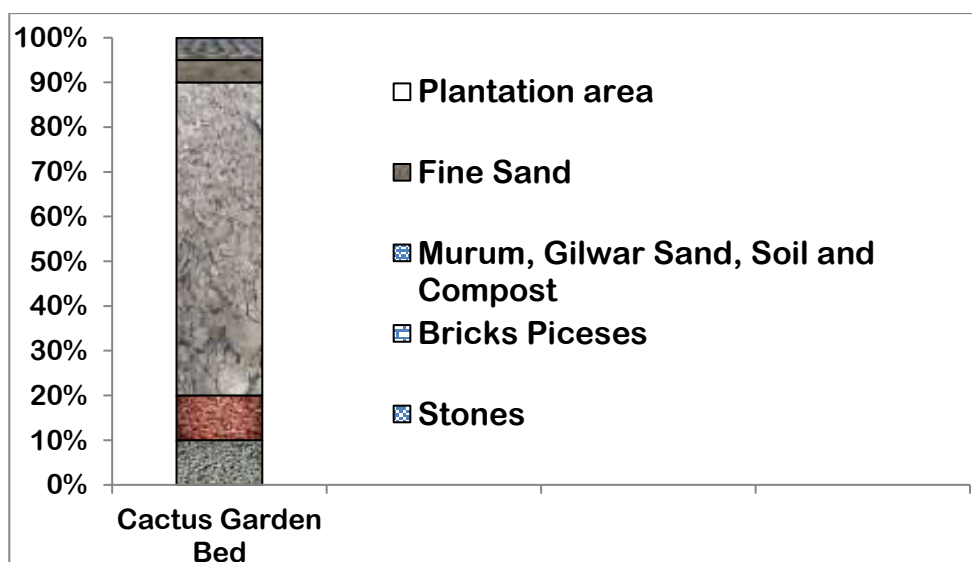
### Objectives of the Practice

1. Preservation and Conservation of endangered species of cacti.
2. Educational and learning opportunities for students.
3. Beautification of the college campus.
4. To develop funds for college development.
5. To develop new avenues for entrepreneurship among the students.

**The Context:** Following contextual features or challenging issues that needed to be addressed in designing and implementing this practice. A cactus is a member of the plant family Cactaceae, comprising about 127 genera and 1750 species. Thousands of species of cactus plants exist in the desert. There are two large groups of cacti: desert cacti and forest cacti. Both groups grow indoors with relatively little maintenance with small to moderate varieties are most popular. Parner is the drought-prone area of Ahmednagar District in Maharashtra. Cactus is a xerophytic plant that can grow in severe water scarcity conditions. This ability is also the major reason for becoming Cactus Garden development. Also, for the natural beautification of the college campus, we tried to develop a Cactus Garden.

**The Practice:** Cactus Garden is constructed in the college campus. The size of the cactus garden is 960 square feet. The successes of the cactus are directly proportional to the Media Composition for Cactus (SMCC) and roofing. The Cactus Garden is one of the unique models developed on the college campus. Soil Media Composition for Cactus (SMCC): Inside the cactus garden beds are constructed in the size of Height x Width x Length (2'.6" x 3'.6" x Different lengths) is filled with well-mixed media material from the bottom including bricks pieces, small-sized stones, murum soil, gilwar sand, soil, and well-degraded compost are filled in beds in the proportion of 1:1:3:2:1:0.5 respectively. The top side of the bed of 0.5 % is kept free for cactus plant plantation. The bed is watered three to four-times before the plantation to settle down the gaps. The following diagram shows Soil Media Composition for Cactus (SMCC).





**Diagram:** Structure of Soil Media Composition for Cactus (SMCC)

**Evidence of Success:** In our college, a well-flourished cactus garden is developed. We have started to multiply the important cactus species for plantation and selling purposes. We also make the mini cactus garden in plastic trays for selling purposes in a minimum price. We have also developed cactus nursery. Our Botany faculty member started a free consultancy for interested students for self-employment and commercial business. The well-known academicians, resource persons, visitors and students appreciated our college cactus garden. The cactus garden was visited by different people from districts, other Universities, States and Countries, and gave good feedback on the cactus garden. We have sold some cactus plants to other institutes with minimum charges. Our postgraduate students also started the research project on cactus garden.

**Problems Encountered and Resources Required:** During the development of cactus garden we faced the following problems. For the construction of cactus garden college provided money for Infrastructure. Many species of cactus plants having very sharp, thick and inflammatory spines so it is difficult to handle during plantation, transplantation and grafting. The cactus species are slow growing so it needs more time for development. Cactus species needs less water therefore to protect from water during rainy season so they need polythene roof. During summer season under polythene roof temperature is increases, so to decrease the temperature, we use the shade-net in summer season. Every year it is necessary to uproot the cactus plants and cuts the excess roots and replant it. Every year it is necessary to add the fertilizers in constructed beds.

**a. Photographs of Best Practice**



**Picture 5: Cactus Garden**



**Picture 6: Different varieties of cactus**



**Picture 7: Maintained cactus varieties in the garden**



**Picture 8: Maintained cactus varieties in the garden**



Picture 9: Maintained cactus varieties in the garden



Picture 10: Cactus beds



**Picture 11: Management Visit**



**Picture 12: Alumni Visit**



**Picture 13: Actor Rahul Solapurkar Visit**



**Picture 14: Cactus Garden**

## 8. Introduction to Safety in Chemistry Laboratory and Training of Disaster Management

**Title:** Introduction to Safety in Chemistry Laboratory and Training of Firefighting: Short-Term  
**Course:** Awareness of safety knowledge among the students

### Objective(s):

- To create Safety awareness among newly admitted students.
- To introduce toxic Chemicals and MSDS in order to avoid future accidents.
- To provide training of firefighting and to encourage the students to follow safety rules in the laboratory

**Context:** Students when admitted for the first year of the degree course, they are not aware about the toxicity and hazards of chemicals. To avoid further accidents safe handling of chemicals and knowledge of MSDS is necessary. Introduction to safety in chemical laboratory and training of firefighting equipment is a prime need.

### Practice:

- Safety Training is given to students before the commencement of practicals.
- Introduction to toxic chemicals and proper handling is demonstrated by the teacher
- Students are advised to use personal protective equipment (PPE)
- A demonstrative firefighting workshop has been organised
- Expert lectures organised on laboratory Safety
- Introduction and complete study of MSDS
- Guidance for accidental remedies

### Evidence:

- Students made aware of safe practices in the laboratory
- Students learned to handle toxic Chemicals
- Students started to use safety gloves, goggles, shoes etc. (PPE)
- Risk of hazards minimized
- Developed eco-friendly approach among the students

**Problems and Resources:**

- Limitations in giving the training to individual students due to students' strength
- Resources used: Audio-visual aids, Personal Protective Equipments, Charts, Training Partner - Bhairavi Industries Pvt. Ltd. Pune



**a. Photographs of Best Practice**



Picture 15: Introduction to Safety - Class Session



Picture 16: Introduction to Safety - Demonstration



Picture 17: Introduction to Safety - Demonstration



Picture 18: Introduction to Safety - Certificate Distribution



Picture 19: Introduction to Safety - Demonstration



Picture 20: Introduction to Safety - Demonstration

## 9. Book Reading And Information Network (BRAIN Activity)

**Title:** Book Reading and Information Network [ BRAIN] Activity

**Introduction:** Books are considered as best friends and best companion of students. It is right said that ‘the power to be found between the pages of a book is formidable, indeed’. Books help students to do hard work with courage and hope. They enrich learning experience of student and sharpen their intellect. Reading books has many benefits viz, identify main idea, Exercises Brain, increase intellect, increases memory, relive stress, get more focus, improve vocabulary, increases concentration, understanding of scientific concepts and help sequence a passage. Reading of books also develops writing skills and analytical thinking. By considering many advantages, Institution is conducting Book Reading and Information Network BRAIN activity with the support departmental library of various departments of institution, since academic year 2017-18. Aim is to encourage students of UG and PG for reading reference books and to create information network. Undergraduate and even postgraduate students mostly avoid the reading of reference books may be because of language and volume of book. This activity helps them in learning the brief information about content of the books and encourages them for reading and sharing the knowledge among themselves.

**Objective(s):**

1. To develop reading habit among the students.
2. To share knowledge and create information network.
3. To increase cognitive thinking and strengthen mental ability of students.
4. Review of books by readers.

**Context:** In recent years students became friendlier with mobiles and electronic gazettes. Their reading habits and interest is declining day by day. Students must wander around library and read the reference books in the libraries for thorough understanding of concepts of basic sciences but unfortunately this rarely happens now days. Over 80% students are coming from nearby villages by bus, bicycles or their own vehicles to take higher education. Many times they hesitate to carry the books along with them due to different reasons, as a consequence of which the habit of reading books is decreasing day by day which affect the understanding of subject and intellectual growth of students. In this context, institution has adopted Book Reading and Information Network [BRAIN] activity as best practice for UG and PG Students since last five years.

**Practice:** Academic departments of the institution have instituted departmental libraries. These departmental libraries are enriched with the help of generous donations of books from philanthropists, teachers, students, and alumni. They have maintained books issuing register. Activities like reading books, Group discussion, Sharing of Knowledge after reading the books are conducted in order to encourage the students for reading books. When student returned book to library at that time library in charge take feedback about the book from student in prescribed format and ask them to share with other students about ‘What they have understood by reading the book’.

Institution successfully implemented BRAIN activity by involvement of 15 Departments viz., Chemistry, Physics, Botany, Computer Science, Mathematics, Geography, Hindi, Commerce,

BBACA, Political Science, History, English, Economics, Marathi, Central library. The number of readers registered in these libraries during last five years is 1105.

**Advantages and Disadvantages:****Advantages:**

1. Reading habits developed in many students.
2. Healthy interactions among students and teachers facilitated.
3. Activity helped students to succeed in competitive examinations like IIT JAM, NET, SET, GATE, Government examinations.
4. Most of the time after scheduled work student sits in library for reading books.

**Disadvantages:**

1. The available resources were limited.

**Evidence of Success:**

Reading is soul of education; institution has taken consistent efforts to develop reading habit among the students by implementing BRAIN activity. Many students are encouraged and motivated towards reading reference books and benefited in terms of higher progression as well as building their career. The thinking abilities and rational thinking abilities have been developed among students. The students of languages particularly helped to enhance their vocabularies and writing skills. Students of basic Sciences adopted comprehensive and scientific literature reading as well as writing skills. Activity helped to students in the preparation of competitive examination. Overall impact of the activity is development of all round personality of students.

**Problem faced:**

1. Due to COVID-19 pandemic situation in the year 2020-2021, institution faced difficulties in implementing BRAIN activity efficiently.
2. We cannot provide book to all students due to unavailability of multiple copies of books.

**Resources required:**

1. Use of departmental library.
2. Students working under KBP Earn and Learn Scheme helped to organise and implement the activity.
3. Books donated by Alumni and stakeholders.
4. Computing facilities with internet provided by institution.

## 10. Electoral Literacy Awareness Programme

**Title of the Practice:** Electoral Literacy Awareness Programme

**Objectives of the Practice:**

- To educate the voters to build a truly participative democracy.
- To spread voter awareness with basic knowledge related to the electoral process.
- To promote voter literacy among all eligible citizens to vote and make informed decision during the elections.
- To inculcate free and fair Voting Culture among the students.
- To sensitise Students on their electoral rights.
- To engage students through Voters Awareness activities and familiarise them with the electoral process of registration and voting.

**The Context:** India has accepted Representative Democracy. In this form of Democracy, we are electing our representatives through direct or indirect election. In Process Indian citizens has a right to elect their representative. Right to Vote in our country is not only the fundamental right but also the Fundamental Duty of every Indian citizen. Every Indian Citizen who has right to Vote should be aware about his responsibilities. In this Regard the Department Political Science took initiative to engage student's youth through activities and to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. It aims at strengthening the culture of electoral participation among young and future voters. The Department works proactively with faculty and Students representation to achieve aforesaid objectives.

**The Practice:** The Department has organized various activities and programmes to promote the electoral literacy among the student's youth and community. The Constitutional Day (26<sup>th</sup> November) celebrated every year to aware stakeholders about the constitutional values and contribution of Constitution in Indian Democracy with pledge. National Voters Day (25<sup>th</sup> January) and Democracy (Fortnight 26<sup>th</sup> January to 10<sup>th</sup> February) were celebrated every year to educate stakeholders and community about electoral rights, process, duties to strengthen a truly participative democracy. On the occasion of National Voters Day, the rally was organised to aware the stakeholders and community to build a stronger democracy through electoral process with help of hoardings and banners comprising the slogans about the event. After the rally, Hon. Principal Dr. R. K. Aher and Representation of Local EC authorities have taken the pledge along with

students and appealed to youth to participate in electoral process with safeguard and democratic values. Students excelled in the elocution and essay completions organized by Dept. in association with Election Department, Tehsil Office, Parner on the theme “Making Our Voters Empowered, Vigilant, Safe and informed”. Electoral Literacy Programme was organized to educate the student’s youth and community by EC authorities about use of Electoral Voting Machines (EVM) in the electoral process.

The stakeholders are encouraged to participate in the quiz organized by the Election Commission of India through SVEEP programme. Faculty members have delivered expert talks on ‘Lokshahi, Nivadnuka and Sushasan’, ‘Constitutional Values in Indian Constitution’ to various colleges. The Dept. of Political Science has taken the initiatives for the registration of the all-eligible voter from the premises and community. In this regard, the department has organized the following activities

Sr. No.	Title of Activity	Date
1.	Constitutional Day	26/11/2217
2.	National Voters Day	25/01/2018
3.	Constitutional Day	26/11/2018
4.	National Voters Day	25/01/2019
5.	Democracy Fortnight	25/01/2019 to 10/02/2019
6.	Constitutional Day	26/11/20219
7.	National Voters Day	25/01/2020
8.	Democracy Fortnight	25/01/2020 to 10/02/2020
9.	Constitutional Day	26/11/2020
10.	National Voters Day	25/01/2021
11.	Democracy Fortnight	25/01/2021 to 10/02/2021
12.	Constitutional Day	26/11/2021
13.	National Voters Day	25/01/2022

**Evidence of Success:** The initiatives taken helped to aware the students, teachers and community about the duties and responsibilities and participated in the events about electoral process. Many students submitted their documents for registration to electoral process. Students excelled in the competitions organized.

**Problems Encountered and Resources Required:**

1. Completed support of Government authorities for registration of new eligible voter
2. Community ignorance to electoral process

**a. Photographs of Best Practice**



Picture 21: National Voters Day 2018



Picture 22: National Voters Day Rally 2019





Picture 23: National Voters Day Pledge 2020

**b. Excellence in Quiz and Competitions**



c. News Flash of Best Practice

**पारनेर महाविद्यालयात राष्ट्रीय मतदार दिन साजरा**

पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी...



**पारनेर महाविद्यालयात संविधान दिन उत्साहात साजरा**

नगर, दि. ४ (प्रतिनिधी) - संविधानाच्या जागरूकतेला प्रोत्साहन देण्यासाठी देशातील नागरिकांना संविधानाने जोडून ठेवण्यासाठी पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी...

**सक्षम शासन स्थापनेसाठी मतदानाचा हक्क बजवावा : आहेर**

पारनेर/प्रतिनिधी : मतदानाचा हक्क बजवावा : आहेर

पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी पारनेर महाविद्यालयीन विद्यार्थ्यांच्या विकासासाठी आणि त्यांच्यातील गुणात्मकतेला प्रोत्साहन देण्यासाठी...

## 11. Lekhan-Vachan Upakram (Writing-Reading Activity)

### Title of the Practice: Lekhan-Vachan Upakram

#### Objective (s):

1. Developing basic language skills and abilities
2. To develop students' reading skills.
3. To develop students the writing abilities.
4. To introduce various types of essays in literature.
5. To identify the interests of students in different writing genres.
6. To encourage students to express themselves through writing.

**Context:** Students face problems to express their thoughts, ideas and feelings. There is a need to develop expression skills. We tried to develop it by developing their reading and writing skills. There is a need to organize activities to encourage students to read and write. This activity is the result of problems faced by the students. The activity is suggested by students and organized to make it a reality. Through this activity, it was decided to organize various workshops, and expert talks and oblige them to write on various topics to develop the reading and writing skills of the students.

**Practice:** Special Guidance classes are taken on how to write essays for different purposes. Experts delivered talks on different kinds of writing such as essays, short stories, poems, scripts and content writing. We also organized workshops and training sessions for the students. These experts guide the students using a projector and PPT. Students are encouraged to write in different contexts. We arranged library visits and also give free access of Departmental Library.

**Evidence of Success:** Language skills and abilities are developed. Students developed their reading as well as writing skills. They are introduced to different writing styles in the literature. Students become more comfortable expressing themselves. Their interest in different types of writing increased. Some students also got an opportunity to work as content writers. It helped to develop a reading culture among the students. They also wrote reports of the events, activities, workshops, etc.

**Problems encountered and Resources required:** Students lack the confidence to express themselves so it is quite difficult in motivating students to read and write. Students were obliged to visit the college library and access books for reading. Students need special training for the same. There are limitations on organizing such training workshops. Similarly, it convinced them that they need to develop the necessary writing skills to express their thoughts as a career option. Students were advised to participate in the activities that promote reading and writing skills.

**a. Photographs of Best Practices**

**Academic Year 2018-19**



While introducing the workshop, Marathi Department Head Dr. Haresh Shelke



Students participating in the open dialogue of the workshop express their opinions.

**Academic Year 2019-20**



The college principal and dignitaries inaugurating the writing and reading workshop



While guiding the writing and reading workshop, Dr. Atul Chaure

**Academic Year 2021-22**



Senior journalist Mahaveer Jondhale guides the students in the writing and reading workshop.



## 12. Cyber Security Awareness Program associated with Quick Heal

**Title of the Practice:** Cyber security awareness Program associated with Quick Heal Association Pvt. Ltd., Pune.

**Objectives of the Practice:** Social media and websites have become particularly rich sources of info for trolls. According to an [Online Harassment 2017 report by the Pew Research Center](#), 67% of 18- to 29-year-olds have been the target of cyber harassment; 21% of women in this age group reported being sexually harassed online. The objective of the awareness program is to *aware students* about various *cyber* threats that can impact them and ways to safeguard their mobile and computer against *cyber security and viruses*.

**The Context:** Cyber-security education is a major concern for parents of teenagers. As the report points out, 50% of parents of young people between the ages of 14 and 15 claim to talk regularly with their children on the subject. However, 14% of teens between the ages of 16 and 18 say they have never talked to their parents about how to protect themselves online.

The program is mainly designed for students of various categories such as higher education, junior college and college level. The challenge is to write understandable content in PPT and give suitable examples for higher education students so they understand the viruses and malware.

**The Practice:** B.Sc. Computer science students have created a PowerPoint presentation so that the students of schools and colleges understand the information very well.

B.Sc. Computer science students have visited various schools and colleges in Parner district and aware student regarding cyber-attack, viruses, and malware.

**Evidence of Success:** The student from other schools and colleges asked their doubt and gives feedback. The Quick Heal Foundation gives 500 RS per lecture to our students.

**Problems Encountered and Resources Required:**B. Sc. Computer science students have visited the school but most of the school does not have a projector so a real-time example is used and card Board.

**a. Photographs of Best Practice**

**Picture 24: Prashant Yenare Delivering a session on “Cyber Awareness” at New English School, Hanga.**



**Picture 25: Tushar Mahandule Delivering a session on “Cyber Awareness” at New English School, Hanga**





**Picture 26: Rohini Tarde Delivering a session on “Cyber Awareness” at Senapati Bapat School and Junior College, Parner**



**Picture 27: Pooja Shingote Delivering a session on “Cyber Awareness” at New English School, Parner**



**Picture 28: Pooja Shingote Delivering a session on “Cyber Awareness” at Senapati Bapat School and Junior College, Parner**

### 13. Students visit to various cooperative societies and banks

**Title of the Practice:** ‘Visit to Co-operative societies and Bank’.

**Objectives of the Practice:** To introduce & update on the prevailing Banking system in the country at present, the Department of Commerce has introduced a Practice of visiting the Banks/Cooperative Societies/Credit societies in and around the nearby locations by the students. The Department of Commerce offers the subject ‘Banking & Finance as the Specialization for UG & PG level. Hence the Department of Commerce has introduced this practice for better learning of the specialization offered by the Department.

**The Context:** Banking & Finance is one of the important subjects in Commerce. To acquire the basic knowledge of Banking & Finance has become important while completing the degree course in Commerce subject. In today’s modern era of the service providing by the Banking as well as the Co-operative Societies to its customers especially in the geographically remote area the customers are also benefitted to a great extent. Ours is also a reputed college from a Tehsil place, i.e Parner, Dist. Ahmednagar. Majority of the population in and around the Tehsil is well educated, well advanced in Agri and allied sector, having the reputed MIDC in the Tehsil, and also having very strong connectivity to metro cities like Mumbai, Pune and Kalyan etc. With a view to create general awareness among the Youth from the Parner Tehsil entering into the College for further studies the **Department of Commerce** has taken an initiative by introducing the ‘**Best Practice**’ in the form of ‘**Student’s Visit to the Cooperative Societies and the Banks**’.

**The Practice:** Generally, in the Indian education system what generally found is the focus and total contribution on theoretical knowledge, exam-oriented approach, the marks-based scale to measure the success are prominent constraints or limitations in the context of higher education system in India in the current situation. This results in totally wrong approach among the young generation while developing the skills, understanding the techniques and thereby limiting oneself in becoming self-reliant. The negligence towards basic concept, required skills in the core subject like **Banking & Finance**, the students are thrown away in the **Practical Exposure** full of quality-based service sector. The lack of basic knowledge, the casual approach leads to great amount of failure of the students of the Commerce faculty in the field of competitive exam (like IBPS, NET, SET, MPSC and UPSC etc.) as well as professional exams (M.B.A, C.A , ICWA and CS etc.).

Keeping in this mind course has been designed to make the students conceptually strong to face the challenges and opportunity in the area of trade, commerce and industry.

**Evidence of Success:** The pattern of exam for testing the knowledge of the students, the test was conducted on professional standards. The response and results of the students was found to be satisfactory and above the average. At least the students have developed their likings and selected to prepare for the competitive as well as professional exams in future. So, in a sense it was considered to be a strong foundation for the carrier building of the students at the very beginning of their carrier in the faculty of commerce. The totally new pattern of examination (MCQ, Oral exam, Presentations and Open test etc.) could generate the interest in the field of Banking & Finance among the students from Commerce faculty. It was observed that maximum students have developed their linking towards professional carrier in Banking & Finance.

**Problems Encountered and Resources Required:** Banking & Finance is a subject of personal exposure to the Individual Savings, Investments, Returns and Personal Relations only. At the institute level the said course finds limitations in the form of Difficulties in approaching the Banks & Financial Institutions and Investment Brokers. Providing the above-mentioned exposure to **‘Visit to the Co-operative societies and Banks’** becomes a bit impracticable and inconvenient in reality.

**a. Photographs of Best Practice**



Picture 29: Students discussing with the HDFC Bank officers



Picture 30: Students discussing with the HDFC Bank



Picture 31: Students Visit to Central Bank of India, Parner



Picture 32: Students Visit to “Parner Taluka Sainik Sahakari” Bank of Ltd., Parner

## 14. Rain Water Harvesting (RWH) in the College Campus

**Title of the Practice:** “Rain Water Harvesting (RWH) in the College Campus”

**Objectives of the Practice:**

- To develop the technique of Water Harvesting on Roof of Buildings and in the remaining campus area.
- To bring awareness among society about importance of water harvesting especially in drought prone areas.
- To increase ground water level in and around the college campus.
- To understand the importance of Rain Water Harvesting.
- To know the difference between Roof water harvesting and Surface water harvesting.
- To create greenery in college campus with storing Rainwater.
- To study Rainwater harvesting potential in college campus in last five years.

**The Context:** The Rain water harvesting is the process of collection of rainwater from surfaces on which rain falls, filtering it and storing it for multiple uses. It is the collection and storage of water from surfaces that rain has fallen upon. In a normal scenario, the rainwater is collected from roof of buildings and then stored inside of a special tank. Rainwater harvesting systems are designed after assessing site conditions that include rainfall pattern, incident rainfall, subsurface strata and their storage characteristics. Rainwater harvesting is popular all across the world, although in countries that are very dry, it has even more significance.

The ‘Rain Water Harvesting’ is attempting to study survey of the rain water management of college campus. It attempts to review the management of rain water properly in the college campus. This water is utilized for the Recharge of ground water through Bore-well and also storing in Tanks for further uses. The ground water level in and around the college campus has been increased due to rain water preservation. This conserved water can be utilized for various purposes.

**The Practice:** The Department of Geography have carried out Rain water harvesting program from the last five years in the College campus. Initially, the department of geography thoroughly decided the action plan to be followed in the practice. This action plan involved the activities such as;

1. Performing Detailed Survey of the College Campus.

2. Identifying Location of the existing Bore wells and Water Tanks.
3. Measurement of Roof area of all buildings and possible water outlets on every roof.
4. Proposed water pipe line plan from Roof water outlets to Bore wells and Water tanks.
5. Design of excavated pits around the bore wells for effective implementation of Bore well recharge techniques.
6. Execution of the Planned work and depicted the results.

**Evidence of Success:** These kinds of practices have surely helped in recharging the ground water table while the stored water has been useful for trees in gardens and for other purposes in the dry spell. The students and other peoples become more conscious about their surroundings and harvested the rain water which have in turn created soothing green campus. These will help the students to think about the proper utilization of rain water with different rainwater harvesting techniques. As a result of this practice the institution campus is lush green with matured trees and healthy environment.

After the observation, it is concluded that after implementation of this technique, the ground water table of different bore wells in the campus and surrounding area have increased. Initially, rainwater could not reach the bore-wells quickly, but now it is possible to use rainwater during the beginning of the monsoon season.

**Problems Encountered and Resources Required:** As the world advanced towards modernization and urbanization, the human being generally tends to ignore the sustainable development terminology. This development has certainly changed the time period of various seasons. As a result of this it is very difficult to maintain and nurture the ecology of the system. However, the institution is successful in this practice with the great efforts of the staff and students.

Some problems and challenges that were faced during the erection and maintenance of system are such as bending and busting of PVC pipes during summer season, removal of existing road pavements for laying of pipe lines and unavailability of flexible site surrounding the bore-well for excavation of the pit was a major challenge. The resources which were required for successful completion of this practice are PVC Pipes, Bends, Rock Boulders, Sand, Bricks, Plastic net (For wiping around casing pipe), Workers, Machineries (For Excavation) etc.

**Notes:**



- Rainwater harvesting has helped to replenish ground water of college campus and surrounding areas. The other farmers, peoples, institutes can implement this technique to make a sustainable growth of this nation.
- This water helps to water plants and trees in gardens, college campus. This water is also used for construction purpose as well.
- Thus rain water harvesting has helped to save run - off water to meet different needs of college campus. It is also helped to increased ground water level.

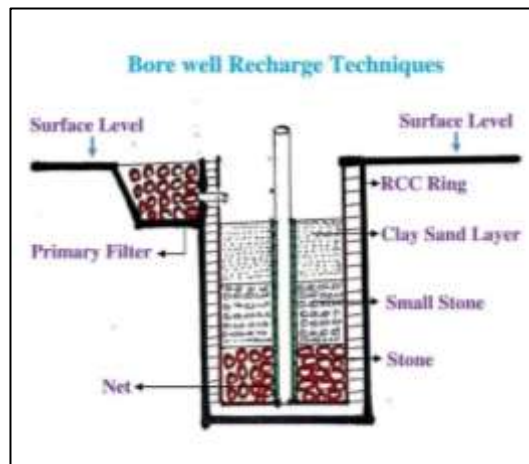


Figure 1: Design of Excavation Pit around the casing pipe



Picture 33: Laying of Stone Boulders around the around casing pipe in Excavation Pit

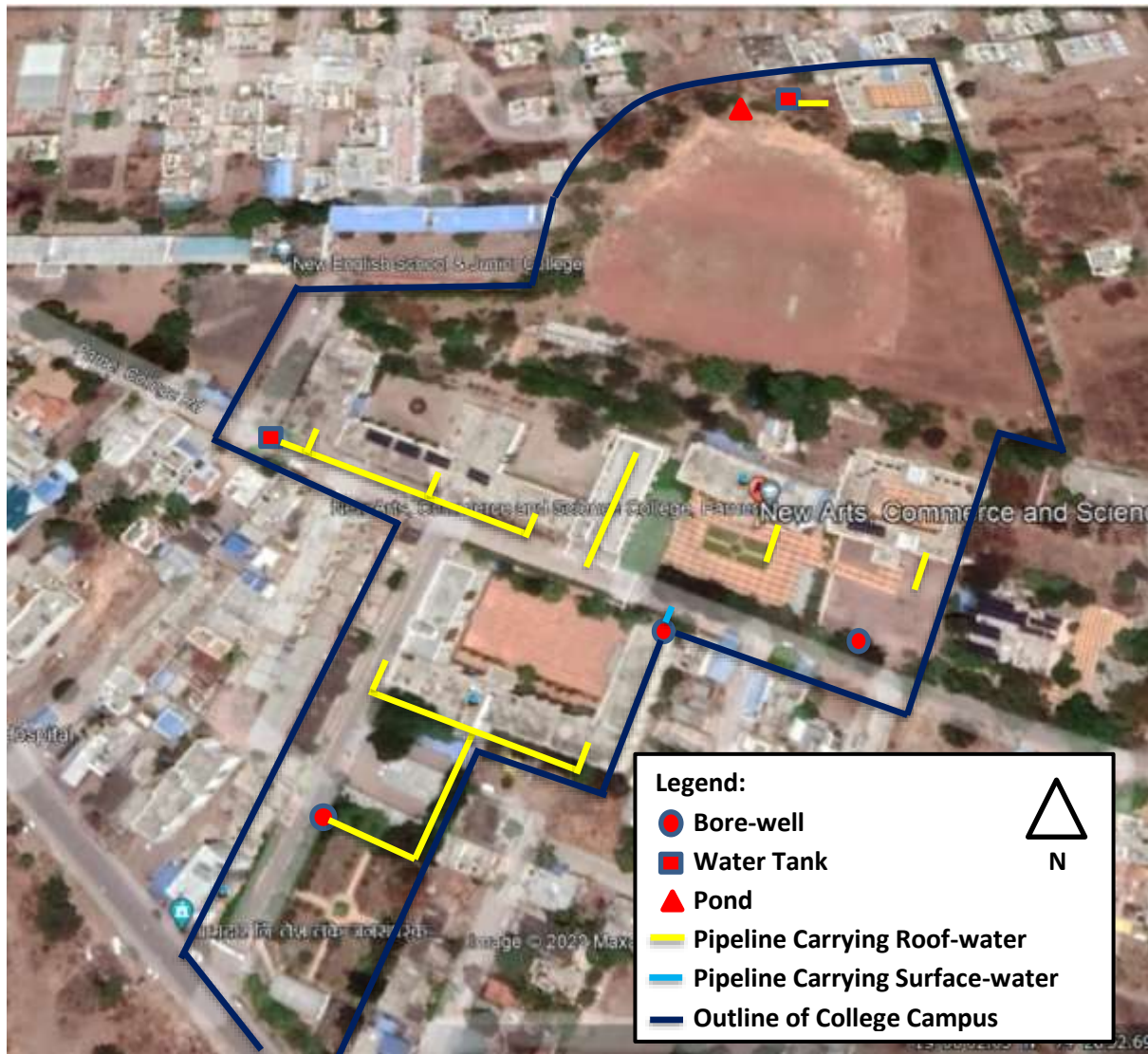


Figure 2: Layout of Rainwater Harvesting Practice

## 15. Economic Literacy Programme

### Title of the Practice: Economic Literacy Programme

#### Objectives of the Practice:

- Clarity of financial concepts.
- Aware about new Banking Technology
- Making better financial decisions
- Accessing financial products & services
- Building assets
- Overcoming vulnerability
- Planning towards economic security

**The Context:** This course presents an ecological model that highlights the importance of considering multiple contextual influences on behaviour as well as other factors that may impact learning when designing research and practice aimed at enhancing financial capacity. Economic literacy is supposed to equip students with economic knowledge, skills and attitudes adequate enough to make better decisions in the future to better understand the economic literacy.

**The Practice:** In the current situation many aspects of financial fraud are coming to the fore and this, problems are caused by financial fraud through online fraud different types of calls so it is noticed that there is a need for financial literacy to avoid this. similarly, many incidents like cybercrime have taken place in this era and common people are victims of it. so, to reduce this amount and they realize that there is a need for this kind of practice to create financial awareness. In the background of globalization there have been many changes in the banking sector and new types of technology have been employed in the banking sector. This best practice is carried out in colleges with the aim of this activity.

**Evidence of Success:** Economics literacy programs are fast becoming a key ingredient in financial policy reform worldwide. Yet, what is financial literacy exactly and what do we know of its effectiveness? This course collects insights from the literature thus far and summarizes global evidence on financial literacy, its correlates, and existing and upcoming causal investigations.

**Problems Encountered and Resources Required:** Today we find people living beyond their

means, having credit card debt, making risky investments and doing irresponsible things and against the basic principles of planning. Under this activity we organizer lectures of banking literacy and we visit banking for practical knowledge and we create an economic literacy movement among the students.



Picture 34: Expert lecture by Dr.Dilip Bhargade



Picture 35: Lecture by Dr.Deepak Sontakke at Nighoj College

## 16. Students' academic visit to secondary schools to teach English

**Title of the Practice:** Students' academic visits to secondary schools to teach English.

### Objectives of the Practice

- To learn and teach communicative skills in English
- To enhance the language acquisition/learning ability
- To teach grammar and composition
- To strengthen the English vocabulary
- To teach presentation skills in English
- To adopt the module-based approach to learn English

**Context:** Teaching English as a second language for secondary school students is a challenging task but it can be achieved through continuous practice irrespective of their background or experience level. You will encounter constant new challenges when learning English as a second language. It depends on the primary language of each student. However, with some work and knowledge, the students will be able to gain the skills they need to teach English as a second language to beginners. The department has designed an innovative program for UG and PG students to teach English to Secondary school students. The secondary schools are chosen considering the learning levels of the students.

**The Practice:** A strategy for delivering curriculum content where the teacher presents, explains, illustrates and demonstrates content in a way that enables students to meet learning objectives. The students are trained to explore and practice the content and skills taught during a lesson under the teacher's guidance and some selected students. This gives the teacher an opportunity to identify and depute students to Teach English at Secondary school.

Students are motivated to work on a project over an extended period of time – from a week up to a term/semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project.

**Evidence of Success:** At the end of the programme the students at secondary school build sound vocabulary. They learn basic sentence pattern and able to communicate in English. Some students have recorded their videos and compared them with earlier recordings. They have made some charts.

**Problems Encountered and Resources Required:** At the beginning, the students were very reluctant and passive about the English language learning. As the students/tutors developed trust and confidence among them, they started to come up with their problems. They spoke fearlessly and shared their ideas. The vernacular background was the major hurdle before us but we motivated and boosted their inner urge so that they stood up with the genuine wish to learn English. The mother tongue influence has made a great hindrance to the students. Due to the pandemic situation, some students engaged through the online Google Meet Platform.

The students have used various applications to teach English language to high school students. Lingua phones were also used to learn the pronunciation. The YouTube channels were subscribed for the learning. Some applications of dictionary were also used.

### a. Students' academic visit to secondary schools to teach English

#### Academic Year 2020-21

Sr. No.	Students Name	Class	Name of the School visited
1	Gagare Laxman Kisan	7th	Shri Shivaji Secondary and Higher Secondary School, Ranjangaon Masjid
2	Kothavale Manisha Rajaram	5 <sup>th</sup>	D. B. M. English Medium School, Ralegan Siddhi
3	Bhople Jyoti Jayendra	8 <sup>th</sup>	Mahadaji Shinde English Medium school
4	Shinde Nitin Dadasaheb	9 <sup>th</sup>	Mahadaji Shinde English Medium school
5	Thorat Nisha Baban	8 <sup>th</sup>	Kisan International School, Parner
6	Anu Anie Albert	5 <sup>th</sup>	Stella Morris English Medium School, Hanga,
7	Randhave Mahendra Sanjay	7 <sup>th</sup>	Parner Public School, Parner
8	Bhagat Vaishali Pandurang	6 <sup>th</sup>	Kisan International School, Parner
9	Thorat Surekha Uttam	5 <sup>th</sup>	New English School, Parner

#### Academic Year 2021-22

Sr. No.	Students Name	Class	School Name
1	Gagare Laxman Kisan	7th	Shri Shivaji Secondary and Higher Secondary School, Ranjangaon Masjid
2	Kothavale Manisha Rajaram	5th	DBM English Medium School, Ralegan Siddhi
3	Bhople Jyoti Jayendra	8th	Mahadaji Shinde English Medium school, Shrigonda
4	Shinde Nitin Dadasaheb	9th	Mahadaji Shinde English Medium school, Shrigonda
5	Randhav Mahendra Sanjay	7th	Parner Public School, Parner
6	Randhave Priyanka Sanjay	5th	Parner Public School, Parner
7	Thorat Nisha Baban	5 <sup>th</sup>	Kisan International School, Parner
8	Sathe Chhaya Popat	6 <sup>th</sup>	Kisan International School, Parner
9	Hande Priyanka Sampat	5th	IZ English Medium School, Bhalwani
10	Zaware Swati Madhukar	5 <sup>th</sup>	Sainath Highschool, Alkuti
11	Mory Francis	5 <sup>th</sup>	Stella Maris English Medium School, Hanga
12	Rokade Jayshri	5th	Annadashram School, Talegaon
13	Shirole Santosh Machhindra	6th	Sainath Highschool, Alkuti

## 17. Preparation of Booklet in Marathi Agriculture Ancillary Business- Geranium Farming

**Title of the Practice:** Preparation of E-Booklet in Marathi of Agriculture Ancillary Business- Geranium farming and Dragon Fruit Farming

### Objectives of the Practice:

- To provide basic information about commercial innovative profitable farming.
- To enhance awareness of farmers in the selection of crops and cropping patterns.
- To provide basic knowledge of plantation and cultivation
- To make aware of the demand and value of farm production in the market.
- To sensitize good agricultural practices among the local farmers.
- To provide information about facilities and loans available to raise farms.
- To develop entrepreneurship skills in students.

**Context:** India is a country of villages. 70 percent of the people live in the villages. The main occupation of Indian people is agriculture and agricultural-related business. Agriculture contributes around 17% to the GDP and continues to be among India's most important and successful sectors. Around 58% of the Indian population depends on Agriculture for their livelihood. Apart from delivering local industries with top-quality raw materials for processing, agriculture provides almost 10% of total export earnings. However, to support the impressive Indian economic growth in the coming years, agriculture will have to contribute more towards value addition, productivity enhancement, high-quality products and trained manpower to successfully tackle these challenges. Parner tehsil is draught-prone tehsil. There is less rainfall and always suffers from a scarcity of water. The farmers use it to raise traditional crops. It is necessary to guide about innovative profitable farming. It will help the farmers to do a profit in the farming. The Department of English has made innovative plans for Indian farmers. The students prepared the E-Booklet considering the problems and sources of good income of the farmers.

**The Practice:** Most of the teachers and students from the English department belong to a farmer's family. They have a basic knowledge of agriculture. At first, the teacher came to know the problems of farmers by interacting with them. The teachers get a deep knowledge of agriculture through the internet, magazines, newspapers and books. They gave detailed information to



students about agriculture. The E-Booklet is prepared by students with the teacher's help to achieve the study's objectives. It is made in the Marathi language for the convenience of farmers. The students spend up to term the preparation of E-Booklet and visiting farms.

**Evidence of Success:** The students are trained to communicate effectively with farmers. They are told which kinds of questions may be asked by farmers during visits to the farm. The students are made able to solve the queries of the farmers

**Problems Encountered and Resource Required:** The students face difficulties in collecting data. They were also unaware of the concept of an e-Booklet. The teacher informed them about it with examples. The teacher gave a few topics to students, some of which were selected by the students for the E-Booklet. The teacher advised, motivated and guided students. e-Booklet is prepared in the mother tongue of the farmer i.e-Marathi.

#### a. e- Booklet in Marathi: A Guide for Self-Employment

Sr. No.	E-Booklet in Marathi	Academic Year
1	Geranium Farming	2020-21
2	Dragon Fruit Farming	2021-22

## 18. Historical Photo Gallery

**Title of the Practice:** Historical Photo Gallery

**Objectives of the Practice:** The Parner Tehsil is having a great historical legacy. The Collection, Protection, & Preservation of the invaluable information attached to famous Places, Buildings, and Structures and most importantly the personalities associated with them having Historical & Religious importance was the main motive of the Department of History in creating this 'Photo Gallery'. This Photo Gallery is helpful to provide this useful information to the common masses in and around the Parner Tehsil. The students can also be benefitted from this Photo Gallery to a large extent. The common masses along with the students will be able to understand the local history through this Photo Gallery. It introduces the historical developmental process of this college and Parner tehsil area.

**The Context:** The famous Places, Buildings, and Structures and most importantly the personalities associated with them enjoy invaluable & incomparable status. This Photo Gallery surely adds to the glamour of the local history. This Photo Gallery enjoys a remarkable place in the Parner Tehsil. Parner is a Tehsil having a variety of Historical & Religious places adding to the originally beautiful Tehsil situated in a hilly but drought-prone area. This Photo Gallery is an attempt to keep all these points in mind.

The Photo Gallery comprises various sections. The first section of this Photo Gallery consists of the Prestigious Awards & significant achievements of the College over the years. The second section of this Photo Gallery consists of the information & collection of classic photos of famous Places, buildings, and structures in Parner Tehsil. The Third section of this Photo Gallery consists of information & collection of classic photos of eminent historical personalities and religious places. The fourth & final section of this Photo Gallery displays the College Official publication of the 'Chetana Magazine' published over the years. Department felt necessity to preserve and facilitate local history.

**The Practice:** This Photo Gallery reveals the local history associated with the Parner Tehsil, which also helps to pass on the facts & figures to the next generations. This Photo Gallery has been designed & developed to portray the picture of the local history of Parner Tehsil to the common masses & students in & around Parner. Department faculty visited various places in Parner tehsil and collected photos and documents in this regard.

**Evidence of Success:** Common Masses and the students have visited the photo gallery out of curiosity and sheer interest to know the local history of Parner Tehsil. The visitors' register has been maintained at the photo gallery. Department created a historical digital museum at the administrative building.

**Problems Encountered and Resources Required:** Department saw many problems while catering to historical monuments, no evidence was available. There is a need for funding to preserve these historical places.

**a. Photographs of Best Practice**

Picture 36: Faculty Introducing the Historical Photo Gallery to the Students.



Picture 37: Faculty Introducing the Historical Photo Gallery to the Students.



Picture 38: Hon'ble MLA Mr. Vijayrao Auti visit to the Gallery

## 19. Linguistic Survey of Parner Tahsil

### पारनेर तहसील का भाषिक सर्वे

#### उद्देश्य:

- पारनेर तहसिल में बोले जाने वाली भाषाओं की वर्तमान स्थिति की जानकारी प्राप्त करना।
- पारनेर तहसिल में बोले जाने वाली भाषाओं की जानकारी प्राप्त करना।
- पारनेर तहसिल में बोले जाने वाली भाषाओं का विश्लेषण करना।
- बोली और भाषा के बारे में जनजागृती करना।
- बोली और भाषा के बारे में लोगों में रुची निर्माण करना।

**भूमिका :** पारनेर यह महाराष्ट्र राज्य का अहमदनगर जिले में स्थित एक तहसील है। महाकाव्य लिखने वाले महर्षि वेदव्यास के पिता ऋषि पाराशर के वास्तव करने पर पारनेर यह नाम मिला है। पारनेर तहसील की विशेषता यह है कि यहां के लगभग सभी परिवारों में एक व्यक्ति सैनिक अथवा शिक्षक के रूप में अपना कर्तव्य निभा रहा है। इस कारण इस तहसील को शिक्षक का तहसील माना जाता है। इस तहसील की दूसरी विशेषता यह है कि छत्रपति शिवाजी महाराज के गुप्तहेर बहिरजी नाईक इसी गांव के निवासी थे। आधुनिक काल में समाज सेवक मा.अन्नासाहेब हजारे के कारण पारनेर तहसील भारतवर्ष को परिचित हुआ। रालेगण सिद्धि यह अन्ना हजारे जी का गांव पारनेर तहसील में ही है।

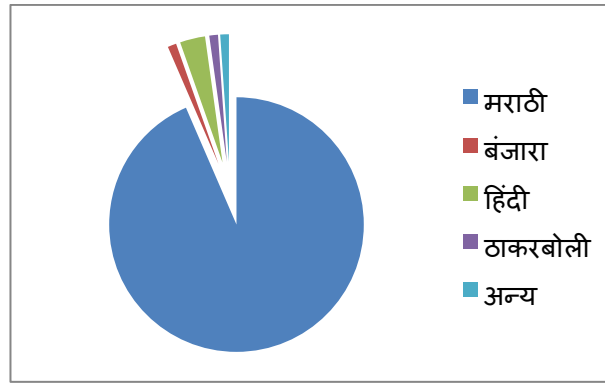
आर्थिक, सामाजिकराजनीतिक, और सांस्कृतिक धरातल पर पारनेर तहसील हमेशा के लिए आगे रहा है। राजनीति में एक और भारतीय कम्युनिस्ट पार्टी का बोलबाला दिखाई देता था तो दूसरी ओर कांग्रेस, जनता दल राष्ट्रवादी और शिवसेना, का भी वर्चस्व इस तहसील में रहा है। सांस्कृतिक धरातल पर भी अनेक गतिविधियां इस तहसील में होती हैं। लोकनृत्य, लोकगीत, भजन, पोवाडा, भारुड भेदिक, आदि की परंपरा इस तहसील में दिखाई देती है। आर्थिक धरातल पर यह तहसील संपन्न तो नहीं है लेकिन पारनेर तहसील के लोंग मुंबई विविध व्यवसाय और कारोबार में अपना स्थान बना लिया है।

पारनेर तहसिल का क्षेत्रफल 2 और जनसंख्या.मी.कि 1930,46,535(2001) है। पारनेर तहसिल में सभी जाति और धर्म के लोंग निवास कर रहे हैं। पीछले कुछ सालों में परंप्रांतीय लोंग भी व्यवसाय और रोजगार के कारण पारनेर तहसिल में निवास कर रहे हैं। पारनेर तहसिल में बहुसंख्य लोंग व्यवहार में मराठी भाषा का उपयोग करते हैं। हिंदी भाषा का बोलचाल के रूप में प्रयोग करनेवालों की संख्या ज्यादा नहीं है। इन दो भाषा के अतिरिक्त अन्य भाषा बोलनेवाले नहीं के बराबर हैं। इसके अतिरिक्त मराठी की अन्य बोलियां और प्रादेशिक बोलियां बोलनेवाले लोगों की संख्या है पारनेर के पूर्व क्षेत्र में लक्षणीय है।

**महत्व:** भाषा सर्वेक्षण के द्वारा ही समाज के मनुष्य के अलगअलग वर्गों और समुदाय- का भाषा का अध्ययन किया जाता है। इन सभी वर्गों की भाषा में अथवा बोलियों का संपूर्ण अध्ययन ही भाषा सर्वेक्षण है। जहां समाज का अस्तित्व समाज में रह रहे लोगों के समूह पर निर्भर करता है वही भाषा का अस्तित्व समाज के क्षेत्र विशेष में रह रहे लोगों पर निर्भर करता है। किसी क्षेत्रीय भाषा का सर्वेक्षण भी भाषा सर्वेक्षण ही होता है। क्षेत्र विशेष का निर्धारण भूगोल द्वारा किया जाता है। बिना भौगोलिक सीमाओं को भाषा का कोई अस्तित्व नहीं रहता है। भाषा सर्वेक्षण के आधार पर ही वस्तु ताकि सी भाषा भाषा विभाग शाह और उसकी बोली उप बोली की भौगोलिक सीमाएं निर्धारित की जाती है।

भाषा सर्वेक्षण द्वारा किसी भूभाग की भाषा का निर्धारण होता है। शैक्षणिक और व्यावसायिक कार्यों में उन्नति के लिए भाषा संरक्षण सर्वदा कारगर होता है। किसी समाज एवं राष्ट्र की भाषा ही मानकीकरण की प्रक्रिया भाषा सर्वेक्षण से निर्धारित की जा सकती है। एक स्थान की भाषा का दूसरे स्थान के भाषिक समुदाय में स्वीकृति दिलाने एवं दोनों भिन्न भिन्न भाषाओं की सांस्कृतिक विविधता को दर्शाने और- उसमें अंतर्निहित भाषिक सामने और विश्व में का निर्धारण भाषा सर्वेक्षण द्वारा ही संभव है। भाषा सर्वेक्षण भाषित समाज के लोगों का उनके क्षेत्र विशेष की प्रकृति मानव अनुभव तथा आसपास की वस्तुओं का संचयन कर लोगों को अपनी भाषा से जोड़ता है।

भाषा व्यक्ति को समाज से जोड़ती है। भाषा अपने आसपास एक समाज का निर्माण भी करती है। भाषा सौरक्षण भाषा से जुड़े आंकड़ों को इकट्ठा करने और उन्हें विश्लेषण करने की प्रक्रिया को कहते हैं। भाषा शिक्षण में भाषा ही समाज के नमूने इकट्ठे किए जाते हैं। इन नमूनों को इकट्ठा करने के कई तरीके हो सकते हैं। भाषाई नमूनों को इकट्ठा करके उसका विश्लेषण किया जाता है इस विश्लेषण की खास प्रविधि होती है। भाषा सर्वेक्षण किसी निश्चित स्थान विशेष की भाषाई विभिन्नता उनका आकलन वैज्ञानिक अध्ययन द्वारा होता है। भाषा शिक्षण एक वैज्ञानिक और तटस्थ प्रक्रिया है जिसमें सामाजिक राजनीतिक स्वार्थ सिद्ध नहीं होनी चाहिए भाषा सर्वेक्षण के लिए सबसे पहले भाषाई समुदाय के क्षेत्र विशेष को चुना जाता है। उस क्षेत्र विशेष की भाषिक सामग्री का संग्रहण और उसका अध्ययन किया जाता है। खेत विशेष का चयन जैसा कि ऊपर कहा गया भाषा भूगोल के आधार पर किया जाता है भाषा भूगोल से तात्पर्य ऐसे क्षेत्रों का पता लगाना है जिसमें भाषा के प्राचीनतम और नवीनतम रूप स्पष्ट दृष्टिगोचर हो जाए। पारनेर तहसिल में भाषिक आदानप्रदान की परंपरा प्राचीन है-। पारनेर तहसिल की भाषा में उतनी विविधता नहीं दिखाई मिलती जितनी विविधता बोली में मिलती है। पारनेर तहसिल के कुछ हिस्सों में द्विभाषिक और बहुभाषिक लोंग मिलते हैं। पारनेर तहसिल में बोली जानेवाली बोलियों में बंजारा वडारीबोली आदी महत्वपूर्ण है इसका ,वैदूबोली ,लमाणबोली ,ठाकरबोली, कोंडिबावाडी आदी है,ढवळपुरी,रानमळा,पळसी,कुरणवस्ती,गंगाडवाडी,माळवाडी,वारेवास्ती,बोरवाट,नागापूर,क्षेत्र। इन बोलियों का प्रयोग करनेवाले लोंग अपने परिवार में इस बोली का का प्रयोग करते हैं कि वदन्तिया प्रचलित है, लोककथा, इस बोली में उनके अपने लोकगीत ,। पारनेर तहसिल में जो मुस्लिम समुदाय है वह प्रचलित मराठी मिश्रित हिंदी का प्रयोग करते हैं। हिंदी और उत्तर भारतीय भाषा बोलनेवाले लोंग सुपा गांव के परिसर में मिलते हैं। यह सभी परंप्रांतीय लोंग है। पारनेर तहसिल की भाषा और बोली का विवरण



पारनेर तहसिल में बोलीभाषा लुप्त होने के कारण:

1. विस्थापन की समस्या बाजार का दबाव और भाषा विशेष में रोजगार का अवसर न होना।
2. रोजगार के लिए शहरों की ओर पलायन।
3. अपनी भाषा और संस्कृति के साथसाथ सामाजिक और सांस्कृतिक मूल्य से लगाव कम होना-।
4. आत्म केंद्रित होना भाषा को मान्यता देने के लिए भारत सरकार के सख्त नियम और भाषाओं के सर्वेश सर्वेक्षण एवं संवर्धन के उदासीन रवैया।
5. समय समय के साथसाथ भाषा के मूल रूप में बदलाव आता है। इस बदलाव का असर यह- होता है कि बोली का प्रयोग नहीं होने से वह भाषा समाप्त हो जाती है।

उपलब्धियां

1. पारनेर तहसिल की भाषा के बारे में जानकारी प्राप्त।
2. पारनेर तहसिल की बोलियों की संख्या दिनोदिन कम होती जा रही है।-
3. प्राचीन लोकगीत और लोककथा का परिचय।
4. पारनेर तहसिल के लोगों में अपनी भाषा और बोली के बारे में अपनेपन की भावना।
5. पारनेर तहसिल की बोलियों के लोकगीत और लोककथा में अपनी परंपरा और संस्कृति का परिचय।



a. Representative Forms for the Survey

अजमेर जिला भाजपा विद्या प्रसारक समिति, अजमेर

### न्यू आर्ट्स, कॉमर्स अँड सायन्स कॉलेज, पारनेर

पदव्युत्तर हिंदी विभाग

#### पारनेर तहसील का भाषिक सर्वेक्षण

१) कुटुंब प्रमुखके नाम :- जयदेव नवकारण जाधव संकेत नं. :- 782011-7850

२) पता :- सु.पो. इन्दरपुरी सा.पारनेर जि.अजमेर

३) कुटुंबातील एकूण संख्या :- ३

४) कुटुंबाची प्रमुख भाषा :- मराठी

५) बोलीभाषा :- मराठी (इतर भाषा)

६) बोली भाषिकीत मोग, ओधी, अनठी, लोकगीत इ. :-

मराठी देवा काळी

अनठी गोमती पारलो

मोग आठवणी ज्योता कर्जिता

मो.संग. मराठी मोगा कर्जिता

लजम लजम देवदेव

मोगा मोगा देवदेव मोगा मोगा मोगा मोगा मोगा मोगा

अजमेर तहसीलचे सचिव  
कुटुंब प्रमुखाची पत्नी

अजमेर जिला भाजपा विद्या प्रसारक समिति, अजमेर

### न्यू आर्ट्स, कॉमर्स अँड सायन्स कॉलेज, पारनेर

पदव्युत्तर हिंदी विभाग

#### पारनेर तहसील का भाषिक सर्वेक्षण

१) कुटुंब प्रमुखके नाम :- प्रविण परदेकरन जाधव संकेत नं. :-

२) पता :- सु.पो. इन्दरपुरी सा.पारनेर जि.अजमेर

३) कुटुंबातील एकूण संख्या :- ३

४) कुटुंबाची प्रमुख भाषा :- मराठी (इतर भाषा)

५) बोलीभाषा :- मराठी

६) बोली भाषिकीत मोग, ओधी, अनठी, लोकगीत इ. :-

मोगा दे सुकडे देवदेव जाधव

मोगा दे सुकडे देवदेव जाधव

मोगा दे सुकडे देवदेव जाधव

मोगा दे सुकडे देवदेव जाधव

मोगा दे सुकडे देवदेव जाधव

अजमेर तहसीलचे सचिव  
कुटुंब प्रमुखाची पत्नी



## 20. Interpretation and Understanding about Budget

### Title of the Practice: Interpretation and Understanding about Budget

#### Objectives of the Practice

- To understand the concept of budgeting.
- To study the framing and presentation of the budget
- To study the budgetary Provision.
- To convey the budget of the current financial year to the students and society.

**The Context:** A budget is a financial plan for allocating resources—deciding how much the Federal Government should spend in total, program by program, and for the parts of each program and deciding how to finance the spending.

There are many misconceptions among students and society about the subject of economics. Also, since many people in society & students feel the difficulties about the budget, so the purpose is to explain it to the people of the society and students in simple language.

**The Practice:** The implementation of the budget involves two main operations: commitments and payments. As regards the commitment of expenditure, a decision is taken to use a particular sum from a specific budgetary line in order to finance a specific activity.

**Evidence of Success:** Every year, we organized seminars and discussions on the budget by experts in the field. The expert interacts with the participants and it resulted in well interpretation of the budget. The practice avails the opportunity to students to have discussion.

**Problems Encountered and Resources Required:** Budget concepts are usually unintelligible to common people. It needs to be explained in easy language. There is less availability of experts in locality.

a. Photographs of Best Practice

Atrekhagar (Shri. Marathe Vithal Prasad Jangal)

**NEW ART, COMMERCE AND SCIENCE COLLEGE, PARNER**

One Day Online Workshop on  
**“अर्थसंकल्प समजून घेताना...”**

Organized by  
 Department of Economics,  
 and  
 IQAC, New Arts, Commerce and Science College, Parner  
 On  
**07/02/2022 at 10.00 a.m.**

Resource Person

**Dr. Vijay Mante**  
 Associate Professor,  
 Department of Economics,  
 Pratap College, Amalner,  
 Dist. : Jalgaon

**Dr. Sudhakar More**  
 Professor,  
 Department of Economics,  
 N. G. Acharya and D.K.  
 Marathe College,  
 Chembur, Mumbai

Registration Link:-  
<https://forms.gle/dAfuFpZmFaEPJHFK9>

**अर्थसंकल्पातील तरतुदींमुळे आर्थिक विकासाचा वेग वाढेल : प्रा. डॉ. मांटे**

अर्थसंकल्प हा देशाच्या आर्थिक विकासाचा मार्गदर्शक ठरतो. त्यातूनच देशाच्या आर्थिक विकासाचा वेग वाढतो. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे.

अर्थसंकल्प हा देशाच्या आर्थिक विकासाचा मार्गदर्शक ठरतो. त्यातूनच देशाच्या आर्थिक विकासाचा वेग वाढतो. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे. प्रा. डॉ. मांटे यांनी याबाबतचे मत व्यक्त केले आहे.

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 Top chat 50

- 10:16 AM Suraj Nchit hi
- 10:19 AM Pooja Gadilkar hi
- 10:19 AM SAGAR MALI hi
- 10:21 AM Sameer Shah hi
- 10:23 AM balasaheb wadhavane hi
- 10:24 AM Prashant Kolhe Hi
- 10:25 AM Gayatri Meher hello

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## 21. Interdisciplinary Application of Mathematics

**Title of the Practice:** Interdisciplinary Application of Mathematics

**Objectives of the Practice:** This activity covers a broad spectrum of Mathematical techniques essential to the solution of the advanced problem in several subjects. This activity is intended to prepare the student with Mathematical tools and techniques that are required in advanced courses in Physics, Chemistry and Commerce etc. The basic mathematical and statistical skills necessary for the range of problems in Economics, Accounting, Marketing, Management and Finance. The goal of this activity is to have facility mastery and application of a wide range of advanced Mathematical methods and techniques.

**The Context:** In both science and engineering, Mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analysing data; and recognizing, expressing, and applying quantitative relationships. For physicists, math is a tool used to answer questions. Mathematics is also used in biology for basic, raw data gathering that is useful in tracking changes over time. Biostatistics uses statistical analyses to form conclusions about biological phenomena, such as drawing comparisons or correlations between biological variables. From the very beginnings of chemistry, mathematics was used to create quantitative and qualitative models for helping comprehend the world of chemistry by understanding the elements that make up molecules. Math matters for computer science because it teaches students how to use abstract language, work with algorithms, self-analyze their computational thinking, and accurately model real-world solutions. Since programming and coding require building logic around numbers, mathematics skills are essential for programmers to master. Without an understanding of certain concepts in mathematics, coders and programmers are left without the tools they need to succeed. Studying mathematics helps you develop robust analysis and problem-solving skills. You can use those skills to help you learn the law. One of the most popular career options in commerce with Math students is pursuing law. Geography uses mathematics to calculate the distance of the places, areas, gradient of hills, and heights of places. Different places' locations are also stated in terms of degrees and by using the calculation the layout of areas can be predicted. In each and every field mathematics has wide applications. But not all the students have basic mathematics knowledge in a different stream of science, arts etc. for those students we run this activity, to improve their performance in their respective subject.

**The Practice:** In this activity, we allotted faculty from the Department of Mathematics to each department. We communicated with the Heads of other departments to identify students who have problems regarding Mathematics. We organized lectures on basic Mathematics and also give them Mathematical formulas and tricks. After attending lectures, the students can solve Mathematical problems which occurred in their respective special subjects. Our Mathematics staff try their level best to solve their problems on paper, if they consult the staff. We run this activity for students and teachers of from other departments. We maintained the record of the students or staff visits from other departments to solve their Mathematics related problems.

**Evidence of Success:** In this activity our Math's Dept. Members Solve Problems of students as well as Teachers by delivering Lect. or by solving problems on Paper. As a result students' academic scores increased in their respective special subjects.

**Problems Encountered and Resources Required:** Many students or staff do not have a math background, facing problems in their respective subjects. we identify their situations we try to tackle their problem by using available Mathematics staff in dept.

**a. Photographs of Best Practice**

Picture 39: Prof. Mandge N.T. delivered lecture for B.Voc. Students



Picture 40: Prof. Sonawane R.D. delivered a lecture for T.Y.B.Sc.(Botany) students



Picture 41: Prof.Tamboli A.G. delivered a lecture for T.Y.B.Sc.(Physics) students



Picture 42: Prof.Kaware D.D. delivered lecture for Computer Science students

## 22. Inventions in Science and Technology

**Title of the Practice:** Inventions in Science and Technology

### Objectives of the Practice

1. To create awareness in students about inventions in science and Technology.
2. To create interest in inventions in various subject
3. To develop creativity in students

**The Context:** In day-to-day life, we use equipment which are invented in past and in recently invented. But most of the time we do not know who invented, and its history of inventor. In this activity, we reveal the invention in past & recently invented innovations and their inventor history. In this activity, we assigned task to students to search some inventions and inventors' history and make a power point presentation of it. The students know many inventions in day-to-day life and it creates interest in them what is the next invention in daily routing, by such activity, it helps to develop student creative power and new ideas.

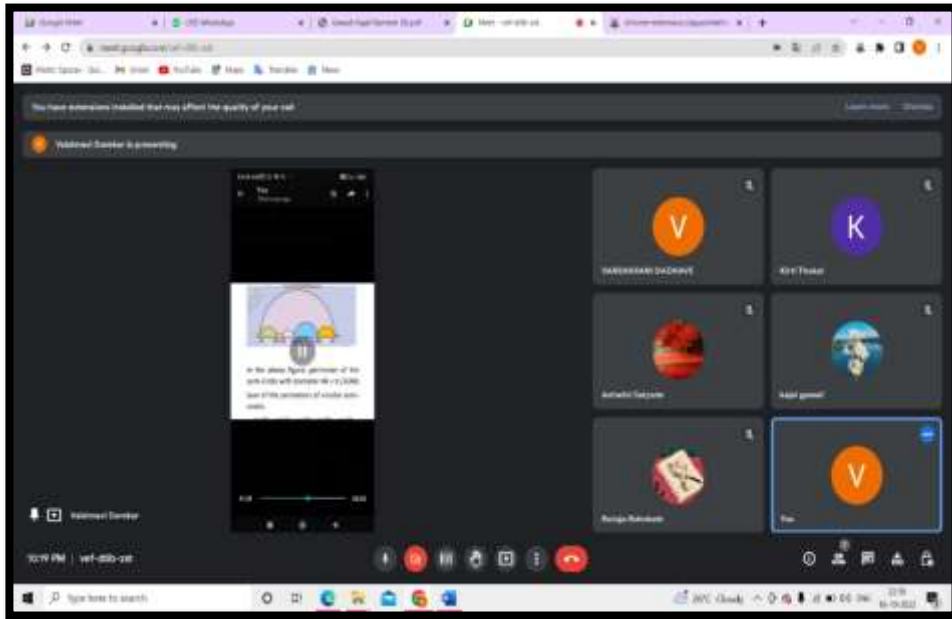
**The Practice:** We gave the freedom to students to select any subject and search for inventions and also collected their information. After finalizing the invention topic, students collect information of investor, also collect information of the invention, and collect information on uses in daily life. After the Primary Collection of data, students put all data in the form of notes, and also in the form of PowerPoint presentation of it. Finally, we save data on Google drive and give open access to all students, share the link among students of Secondary, Higher Secondary school and college students. We also made the data available in form of a booklet in hard copy.

### Evidence of Success:

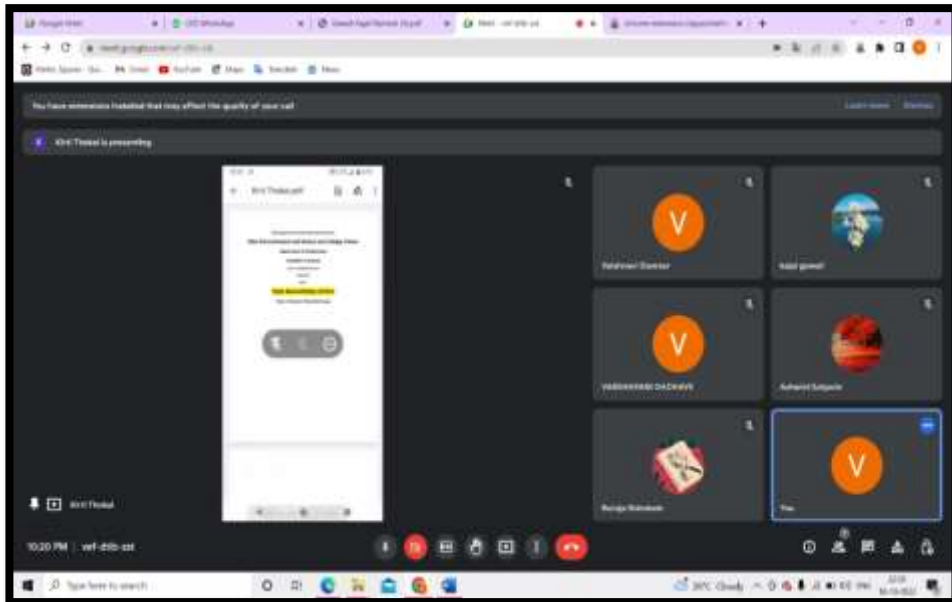
- Formal feedback from UG & PG students.
- After completion of the task, we notice their eagerness in next invention. students will be able to fix their Career goals in a specific subject.
- Students confidently participated in local, state, and university levels Competitions such as the Avishkar exhibition and poster presentation competitions.

**Resources used and problems Encountered:** Day-to-day life problems and their invention

**a. Photographs of Best Practice**

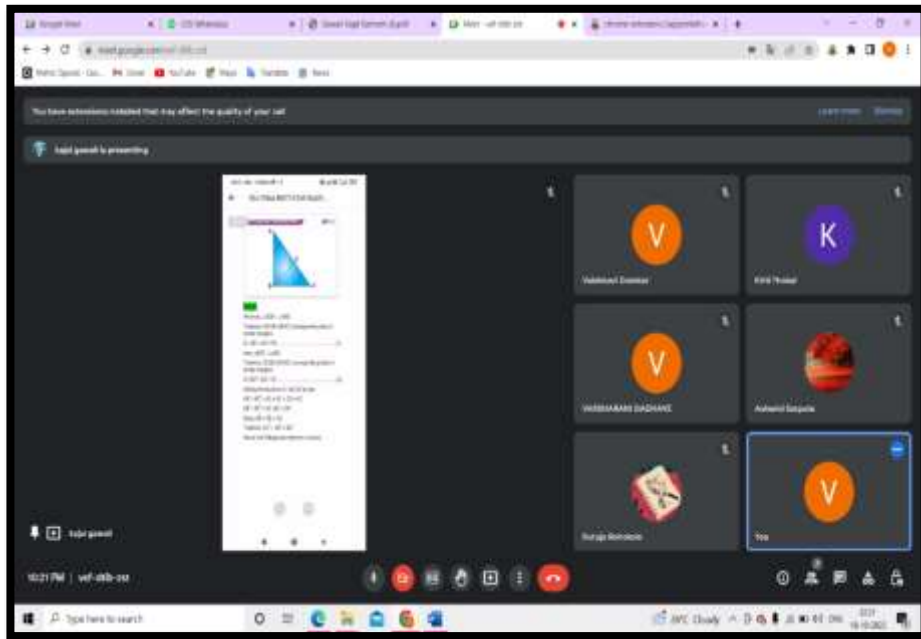


Picture 43: Vaishnavi Darekar presenting screen

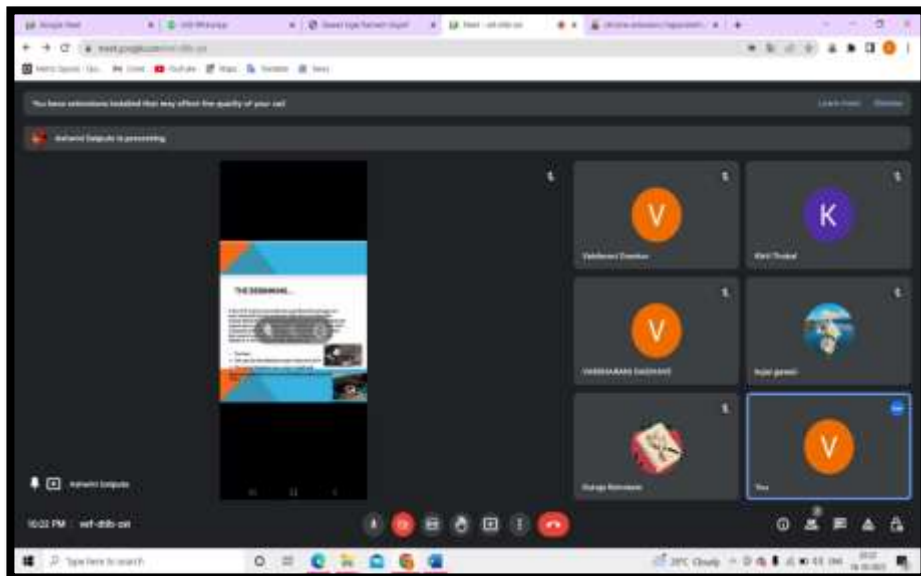


Picture 44: Thokal Kirti presenting screen





Picture 45: Kajal Gawali presenting screen



Picture 46: Ashwini Satpute presents the screen