



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK SAMAJ'S NEW ARTS, COMMERCE AND SCIENCE COLLEGE

**SAMBHAJINAGAR, PARNER, DIST-AHMEDNAGAR, PIN-414302
414302**

www.newartsparner.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ahmednagar Jilha Maratha Vidya Prasarak Samaj, Ahmednagar is a premier educational institute belonging to western Maharashtra in the Ahmednagar district. It is established by visionary leaders from the generous donations of Chhatrapati Rajarshi Shahu Maharaj of Kolhapur in 1918. The main objective of the institution is “to impart education to economically backward, downtrodden and weaker sections of the society irrespective of the caste, creed, sex, and religion” in tune with its motto “*Tejo Si Tejo me Dehi.*” It is providing education to 75000 wards of economically weaker sections of society through 122 units including Higher education, Secondary, Primary and Pre-primary, residential schools (*Ashramshala*) and Boardings with the help of 4000 employees in all regions of Ahmednagar District including rural, hilly, tribal and urban area.

New Arts, Commerce and Science College, Parner is one of the active educational institutes established in the rural area of Ahmednagar district in the form of Arts and Commerce faculties since 1977 and extended in 1992 in the form of science faculty. It is affiliated to Savitribai Phule Pune University, Pune, and functions by the principle of participatory management in order to reach the weaker sections of society. The college is recognized by UGC under Section 2(f) and 12(B), UGC Act 1956. It has competent and experienced teaching staff, state-of-art infrastructure, well-equipped and recognized laboratories including computer labs, a modern language laboratory, a virtual classroom, rich central and departmental libraries, spacious reading halls, a beautiful campus, hostels, a guest house, well developed botanical garden, cactus garden, and playgrounds. It provides quality education to the socio-economically deprived sections of society in the form of 32 programs including vocational education to satisfy the learning desires of students. The college started BVoc programs through the UGC-NSQF scheme. College participated in NIRF, and ARIIA, and earned ISO 9001:2015 Certification in 2020 for 3 years. The college has 98 faculties; out of them, 29 are Ph.D. and 35 non-teaching staff. NAAC has accredited our college with an A grade in its 3rd cycle with a 3.07 CGPA. The college is identified as DST-FIST and RUSA-sponsored College. The college has been recognized in terms of 51 awards including the Best Principal and Best College Awards of the university. The faculties are motivated by the history and thoughts of the parent institute and contribute to the continuation of education of wards of poor families along with academic responsibilities. The college is progressing in research along with the academics and faculties have achieved excellent publications and patents. Alumni of the college have excelled, achieved 95 ranks, and offered their services to various leading organizations in the capacity of prominent leaders.

The institute is committed to national unity and integrity emerging towards excellence in line with National Education Policy 2020.

Vision

Vision:

To make social development through quality education to poor and socioeconomically deprived masses and rural youth.

Mission

Mission:

To make all-around personality development of students through a disciplined teaching-learning process.

Objectives:

1. **To encourage students in general and girls in particular.**
2. **To encourage students to learn modern techniques and methodologies.**
3. **To develop the competencies among students to face global challenges.**
4. **To inculcate a scientific temper and a humanitarian approach among society.**
5. **To address global and local needs towards national development.**
6. **To sensitize students with a sense of belongingness, integrity, and gratefulness.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, Supportive and Proactive Management committed to the holistic development of rural youth.
- Reaccredited with A grade; only college from Parner tehsil.
- Catering to the needs of socio-economically weaker sections of the area.
- Supported by DST-GoI under FIST Program and RUSA under Component-9.
- Committed Principal, Motivated Staff, Cooperative and Disciplined Students.
- 17 UG, 11 PG, 04 Ph.D., 21 Skills Developing Certificate courses.
- Adequate Infrastructure: State-of-the-art infrastructural facilities, Modern Language lab and Virtual Classroom.
- Well-developed ICT facilities with 100 Mbps connectivity and integration of ICT across the academic and administrative services, and e-governance using ERP.
- Curriculum implemented in line with OBE and LOCF, Attainment of Learning Outcomes evaluated, Excellent Results and Rankers
- Excellent Research Ambiance, Central Instrumentation Facility, Good Research publications, Filed and Published 07 Patents.
- Innovation, Incubation, and Start-up Cell, IIC, and supported 11 start-ups.
- Separate Career Guidance and Placement Cell with Officer, remarkable placements.
- Emphasis on holistic development, social commitment, and environmental consciousness.
- Green and Eco-friendly Campus with QR coding of Plants/Trees, rainwater harvesting, energy conservation, Botanical and Cactus Garden.
- Barrier Free and Inclusive environment, Student support services, Health Centre, Day care center, separate hostels, canteen, and girls' and boy's common rooms.
- Conducted Quality Audits on Green and Environment, Energy and Electrical safety.
- Remarkable Solar Energy Harvesting.
- Registered Alumni Association supportive for Student Development.
- Excellent Mentoring System through Student Induction Programme.
- Institutional distinctiveness: Student Aid Fund supported 563 needy students.
- Collaborations, linkages, and MoUs with 96 organizations.
- Excellent contribution through online education during the COVID-19 pandemic through the

development and delivery of e-content.

- HEI is well recognized by GOS and NGOs in the form of 51 Awards and Certificates.
- Instituted 22 Best Practices.

Institutional Weakness

- No Interdisciplinary programs.
- Restrictions on the appointment of permanent staff.
- Limited scope in the revisions and modifications in the curriculum at the institute level.

Institutional Opportunity

- Implement Interdisciplinary programs.
- Increase Recognized Research Centres.
- Collaborative and Industry sponsored projects and internships.
- Explore enrolment in MOOCs.
- Increase student participation through Counselling/Mentoring in a big way.
- Increase representation of Teachers on University Authorities.
- Competing for financial support under DST FIST, DBT Star, etc.
- Achieve a status of 'College with Potential for Excellence'.

Institutional Challenge

- Keeping pace with the rapid changes in higher education.
- Aligning programs and updating curriculum to satisfy the objectives of NEP 2020.
- To carry forward the mission and vision objectives.
- Address the Industry-Academia gap.
- Professional and PG courses are permanently self-financed.
- Receiving donations from Alumni.
- To achieve autonomous status.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- New Arts, Commerce, and Science College, Parner is affiliated with SPPU, Pune. Institute has clearly defined the vision and mission statements that are mapped with the current education policy.
- College offers co-education through 17UG, 11PG, and 4Ph.D. programs using credit systems in Arts, Commerce, and Science disciplines along with 21 short-term certificate courses.
- The syllabi of certificate courses are designed by the faculties considering various skills and competencies and approved by CDC through IQAC. The certificate courses have been offered 73 times during 5 years and 3069 students out of 3141 completed successfully.
- Academic Calendar is prepared in tune with the university calendar and keeps adherence to it. The college has devised a strong support mechanism using ICT and an enriched library with online

resources.

- The student-centric mechanism is designed and employed to encourage participative, collaborative, and experiential learning through projects, internships, industrial visits, surveys, educational tours, case studies, and continuous evaluations through seminars, workshops, group discussions, class tests, home assignments, tutorials, and practical.
- College has introduced 04 new programs after the third accreditation; 02 B.Voc programs in Vocational Education and Training(VET) sponsored by UGC under NSQF and 02 PhD programs.
- Faculty members contributed largely in curriculum designing of university. The latest developments in the subject and the feedback received from stakeholders are communicated to the respective BoS through members from HEI for incorporation during syllabus revisions.
- Faculty members are actively involved in Question Papers Setting, Moderation, Assessment, and Evaluations of university examinations.
- Academic flexibility is provided through elective CBCS courses in all programmes.
- Effective curriculum delivery is evidenced through well planned Academic calendar, timetable, Teaching Plan, Teacher's Diary, Bridge Courses, mentoring records, Result Analysis, attainment of POs, and COs that are also maintained in Course File of Teachers.
- Academic audits are periodically conducted to review the curriculum planning and delivery; the reports are approved and maintained with IQAC.
- All the cross-cutting issues such as human values, professional ethics, gender sensitization, environment, and sustainability have been integrated into the curriculum and addressed properly through curricular, extracurricular, and extension activities of various cells.
- The college has a well-defined mechanism to obtain online feedback from the stakeholders. The feedback is collected on curriculum, teaching-learning, support services, and infrastructural facilities to review academic performance and the learning experiences. The feedbacks analyzed and action-taken reports are displayed on the college website.

Teaching-learning and Evaluation

- Admission process is online, transparent, unbiased, and strictly follows the norms of eligibility criteria, statutory bodies, reservation policy of GoM, and university.
- Enrollment percentage is 72.70% with 74.19% students from various reserved categories against seats reserved.
- A well-defined academic monitoring policy to monitor and evaluate the performance of learners regularly.
- To cater to the diversified learning needs of students, HEI has a well-planned process of assessment of learning levels after the admissions and organizes various special programs including Student Induction Programme and Mentoring to enhance learning levels and familiarize objectives of NEP through OBE. Advanced learners are encouraged to achieve ranks and slow learners to enhance their degree percentage.
- Teacher-student ratio is 1:29.5, while 81.14% of faculties are recruited, and they adopt appropriate teaching pedagogies to address the experiential, participative, and problem-solving approaches using ICT integration to enhance the learning experiences through various activities.
- For better comprehension of the subject, emphasis is focused on laboratory/practical teaching, field and industrial visits, study tours, guidance talks, bridge courses, and seminars.
- Academic departments organized 20 study tours with the participation of 949 students and Industrial visits/industrial training at various places with 765 students.
- Workshops, hands-on training, and internships are also organized.

- Mentoring System has been adopted to develop healthy relationships and enhance the learning experiences. It is very instrumental in the overall development of students.
- Systematic planning, preparation, and adherence to the academic calendar, through scheduling of examinations, curricular and co-curricular events and monitoring through review meetings, teaching plans and Teacher's diary is evident from the Course file of Teachers.
- Course file constitutes syllabus, POs&COs, teaching-plan, attendance, results, innovations adopted, and attainment sheets of POs&COs.
- 29 Ph.D. Teachers, 14 research guides, and 06 Professors. Teachers take initiatives to learn and keep abreast with the latest developments, innovate, improve their work and contribute for individual and institutional excellence through various training and development activities.
- IT integrated evaluation system is realized through online question banking, online QPD, barcoding, the conduct of examinations, mark list processing, and Publication of results.
- Average Pass Percentage during the assessment period is 85.47% and for the latest completed academic year is 93.80%. Rank achievers reached 95.
- Attainments of COs and POs are evaluated both directly and indirectly. Attainment reports are analyzed to reinforce the advantages of OBE.
- Grievance redressal mechanism is in place to ensure fair and transparent processes.

Research, Innovations and Extension

- College is providing quality education and involved in research activities also.
- Research culture is promoted through Academic Research Committee and Research Policy that guides quality research, research ethics and monitors the research activities.
- Institute established very good research facilities; Central Instrumentation Facility(CIF), laboratories, and learning resources by the support of funding agencies.
- College has strengthened its research capacity and increased the research output substantially during the last five years.
- Four research centres, 16 research guides, and 37 research scholars. Seven scholars awarded Ph.D. degree.
- College provided Rs. 4.87 Lakhs as seed money to research scholars and generated Rs. 5.66 Lakhs by consultancy services.
- Faculties completed 24 funded research projects with an outlay of Rs. 61.80 Lakhs.
- Institutional Innovation Council (IIC), Incubation, and Start-Up Centre are established to support and nurture innovative ideas in young minds. So far 11 start-ups have been guided. IIC achieved a one-star ranking in 2019-20 from MoE, GoI.
- College promotes students for Innovation competitions such as AVISHKAR to express their creative ideas.
- Faculties filed and published 07 patents.
- Faculties published 237 journal articles, 61 chapters/books, and 69 proceeding articles.
- Plagiarism check facilities and software [Turnitin, Urkund (Original)] are available for researchers.
- Remarkable number of Research Methodology, IPR, and entrepreneurship workshops conducted.
- Beauty Parlour Certificate Course started for the entrepreneurship skills development.
- Institute promotes stakeholders for holistic development and sensitizing to social issues at the large through extension/outreach activities.
- Received 26 Awards from GOs and NGOs for extension/outreach activities and conducted 119 activities for social upliftment through departments, NCC, NSS, and other support services. More than 87% of the students participate in extension activities.

- Developed collaborations, and linkages with 96 organizations, signed MoUs, conducted 86 activities on various aspects through IQAC.
- Extension and outreach activities are conducted mainly in context with cleanliness, Swachh Bharat, health and hygiene, Blood donation, AIDS Awareness, Beti Bachao Beti Padhao, Disaster management, Yoga Day, Anti-Tobacco Drive, Constitution Day, Voters Day, Science Popularization, Women's Empowerment, Gender Equity, Tree Plantation, Entrepreneurship, Road Safety Campaign, Environmental Awareness, Nirbhay Kanya Abhiyan, Soft Toy Making, Soft Skill programs, etc.
- All these activities helped to create awareness among students by raising their self-confidence.

Infrastructure and Learning Resources

- HEI developed adequate physical facilities to support the teaching-learning process. The facilities maintained according to policy for efficient and long services supporting the teaching-learning process. Eco-friendly green Campus with learning ambiance.
 - 11.4 Acres campus area having administrative, academic blocks, library, hostels, guesthouse, and a sports complex with built-up area of 13476.65 sq. mtr.
 - 26 ICT enabled out of 37 classrooms, 21 Laboratories with 05 research rooms.
 - Auditorium, Amphitheatre, Modern Language lab, Virtual Classroom, Photo Gallery, Tissue Culture Lab, Placement cell, Innovation Cell and 02 Seminar Halls,
 - Library with 50801 books, 65 periodicals, e-Library, Common Reading Hall with an area of 8433.16 sq. ft. (which is 5.8% of the total built-up area), Separate Girl's Reading Hall.
 - 15 Departmental Libraries with 2834 books.
 - User-Books ratio 1:17.
 - Fully automated Library services with ILMS SOUL3.0, OPAC and WebOPAC, INFLIBNET-NList, DELNET, and DSpace repository. Per day usage monitored by User Tracker System is 97.
 - Rs. 25.58 Lakhs spent on Library resources and 8076 books added during the assessment period.
 - Common Instrumentation Facility Centre with sophisticated instruments.
 - Botanical Garden and Cactus Garden.
 - Well-equipped Gymkhana, Spacious Sports Ground.
 - 297 Computers, Student-Computer ratio of 1:10.63, 04 servers, 49 printers, 02 websites, 41 Licensed Software, NP/AV security, Fully WiFi-enabled with 5 leased line connections with 100 Mbps connectivity.
 - Uninterrupted power supply with inverters UPS backup system and Gen set.
 - Outdoor Sports facilities, a 200M track, a multipurpose Indoor Stadium and a fitness center, and Yoga Practice spaces.
 - Amphitheatre and Multipurpose Auditorium for Cultural Activities.
 - One Boy's and one Girl's Hostel.
 - Separate Administrative Office and Examination office with VRIDDHI ERP software, Record Room.
 - Health Centre, Day Care Centre for the children of staff.
 - Canteen and Open Launch Hall for Students.
 - *Divyangjan Facility*: Ramps, Lifts, Wheelchair, NVDA software, Toilets.
 - CCTV Surveillance system with 45 cameras.
 - Fire Safety System.
 - Adequate Washrooms-11 blocks.
 - Rooftop Solar Power Generation units (08) with 61 kW capacities.

- RO Drinking water facility for all stakeholders.
- Rs.511.50 Lakhs(36.32%) expenditure for infrastructure augmentation.
- Rs.169.12 Lakhs(12.01%) on maintenance of physical and academic support facilities.

Student Support and Progression

- College prioritize the students and has well-defined mechanism for Student Support and Progression. Various cells/committees, comprising teachers and student representatives are functioning effectively to ensure the academic, physical, economic, and social welfare and provide an inclusive learning ambiance to the socioeconomically weaker section of society.
- College has established Policy and Procedure to help students to avail scholarships and Freeships.
- 54.32% of Students have benefitted from Scholarships and Freeships offered by GoM and non-government agencies during assessment period.
- 134 Programmes for Capacity building and Skills enhancement were organized.
- 36.15% of Students benefitted by Career Counselling and guidance for competitive examinations.
- 457 of outgoing students have been placed during assessment period. Various placement orientation workshops and Campus placement drives are organized by Career guidance and Placement cell.
- 1069 of outgoing students have continued higher studies.
- 39 Programmes organized for guidance and preparation of competitive examinations and 5006 participated during assessment period.
- 35 of 96 students excelled in NET/SET/GATE/JAM/Civil services/State government examinations.
- 82 Medals and Awards have been achieved by students in Sports and Cultural events.
- 154 Sports and Cultural events have been organized during assessment period and 752 students participated.
- Effective Grievance Redressal Mechanism is in place to ensure the timely redressal of grievances including sexual and ragging instances. No cases of ragging or sexual harassment reported during the period. 14 Grievances related to the examination are resolved as per statutory guidelines.
- Mentoring of Students is carried out largely for overall development of students.
- A Student Council is in place and entrusted with significant responsibilities. The representative of student's council are actively involved in festivals, annual functions and organizes various student-centric activities.
- Meritorious students are encouraged and awarded Endowment Prizes through Annual Function for their outstanding performances in academics, sports and cultural activities.
- Registered Alumni Association contributed significantly to the development of the institute in terms of 106 books,113 Laboratory equipments, Guidance talks, donations and mentoring sessions. The overall contribution during assessment period Rs.5.02 lakhs.

Governance, Leadership and Management

- The governance of the college is aligned with its vision and mission and mapped with national policies of higher education. A well-defined, decentralized, and participatory organizational structure.
- Well-structured organogram is instrumental in realizing the vision mission.
- Statutory bodies of the college namely, Governing Body, CDC, and IQAC are regularly reconstituted in accordance with the Maharashtra Public University Act, 2016, GoM, UGC and NAAC.
- College has 26 well-defined policies covering e-Governance, Academics, Research, Code of Ethical Conduct, Environment, ICT, Statuary cells, Maintenance, etc., and are revised to the needs of time.

- Perspective/Strategic Plan 2018-2023 formulated and deployed; achievement of outcomes/goals reviewed periodically in realizing the vision.
- E-Governance implemented using IT integration in Administration, Finance and Accounts, Student Admission and Support, and Examination helped enhance transparency, participation, and accountability.
- College implemented Welfare Measures for staff largely through Statutory Welfare Schemes, Financial Assistance, *Bhagyalakshmi* Scheme, Medical Assistance, Awards, and Career Advancement through training and Promotions.
- CAS through PBAS evolved 06 Professors and 06 Associate Professors.
- 102 Teachers benefited financially to attend 154 conferences/seminars, and membership in professional bodies.
- 148 Teaching and non-teaching staff participated in 246 FDP/training programs. College conducted 39 collaborative training/orientation programs for teaching and non-teaching staff using linkages/collaborations and MoUs.
- College, with generous donations from staff instituted Scholarship Scheme for Indigent Students 'Students Aid Fund', and supported 563 needy students to continue their education.
- Rs. 60 Lakhs: Funds received from NGOs, philanthropists, and individuals.
- Grants received from UGC, DST-FIST, and RUSA for strengthening learning resources and infrastructure augmentation utilized effectively for the establishment of Hostel, Skills Training Centre, and Virtual Classroom.
- Financial accounts are subjected to regular internal, statutory and GoM audits.
- State-of-the-art infrastructure is strongly supporting the teaching-learning ambiance leading to increased student strength. The beautiful green campus was used for the rehabilitation of COVID patients and film shootings.
- College is recognized and honoured with certificates and awards for quality processes.
- Major Quality initiatives institutionalized by IQAC are Quality Audits like AAA, AQARs, Green and Environmental, Energy and Electrical Safety; paperless culture, Feedback and SSS mechanism, efficient use of ICT, e-content development, online education during the COVID-19 pandemic, mapping and evaluation of outcomes, AAROGYADEEP Survey, Road Safety Campaign-ICEHelp Group, Hostels and fund for COVID rehabilitation.
- Significant achievements during the post-accreditation period through efforts of IQAC includes NIRF Ranking(101-150), Innovation Ranking, ARIIA, ISO 9001:2015, Participation in AISHE survey, MoUs and Collaborations, and Joint activities.

Institutional Values and Best Practices

- HEI promotes gender equity, an inclusive environment and instituted various activities in commitment towards society and environment for sensitization and sustainable development. These efforts are noteworthy in terms of a number of recognitions.
- Statutory cell: Anti-Ragging and Sexual Harassment Committee, ICC, Grievance Redressal and Women Empowerment Cell are functional.
- Facilities for Women: Safety and security, Counselling, Health center, Common Rooms, Reading Rooms, Hostel, Day-care center, Washrooms, Sanitary Pad Vending Machines, etc. are contributing for conducive environment.
- Earn and Learn Scheme.
- Initiatives: Fearless Girl Campaign (Nirbhay Kanya Abhiyan) and Beti Bachao, Beti Padhao–Mission,

Yuva Sahitya Sammelan, Digital Literacy for Women, Ideal-Icon, Entrepreneurship Development Programme, Love, Sex and Sexual Harassment, Personality and Skill Development, Youth Icon Award, Self-employment and Competitive examination.

- Celebration of national and international days/events/festivals contributed for holistic development.
- Initiatives for Energy conservation: Solar Panel (61kW) and Solar water heaters (3385ltr.), Wheeling to the grid (3Units), Sensor-based energy Conservation, use of LED and Power efficient equipment.
- Quality audits: Green/Environment, Energy, Electrical Safety conducted.
- Efficient waste management practiced through Vermicomposting, Biogas and Sewage Treatment Plant(STP) using MOUs.
- Water conservation initiatives: Rainwater harvesting maintenance, Bore-well Recharge and Drip Irrigation and AMCs
- Facilities for *Divyangjan*: Ramps, lifts (02), NVDA Software, Eco dot Alexa, 'Prakashwata' Braille Magazine, Toilets, Scribe, Wheelchair, Walker and Crutches, Signage boards, Exam Fee Concession ensures barrier free and friendly environment.
- Green Campus initiatives: Promotion of public transport and e-bikes, Cactus Garden, Botanical Garden, Medicinal Plant Saplings, QR Coding of Plants, Bird Feeders and Nesting Boxes.
- 06 Appreciation Letters and 06 Awards; Silver, Gold, and Platinum Medal for Tobacco Control Activities
- Spit Free India Movement, Tree Plantation, Swachh Bharat Abhiyan, Awareness Programmes help inculcate human values and ethics.
- Numerous water conservation activities at Raytale, Palasapur and Pimpri Jalsen
- Human Rights Education Programme (UGC Assistance Rs. 2,35, 000/-)
- Chetana Magazine recognized by university.
- Kerala Relief Fund(Rs.21,000/-), Eleven 'Swachhata Doot' in Flood Disaster Relief Camp (Kolhapur-Sangli) and relief fund(Rs.60,000/-) contributes for communal socioeconomic sensitization.
- In-Case Emergency(ICE) Help Group for road safety, Covid-19 Pandemic awareness and Donation(Rs.51000/-), Aarogyadeep:Health Activity, Yuva Swasthya Mission, COVID-19 Mega-Vaccination Drive, Cyber Crime Education, Investor's Awareness, Medieval Script, Activities of ELC and ICC contributes to foster constitutional obligations.
- Out of 22, two best practices: 1)Eco-friendly and Green Campus, 2)Student Mentoring System summarized.
- Institutional Distinctiveness: Student Aid Fund to Indigent student (563 Beneficiary with outlay Rs. 14.41 Lakhs)

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK SAMAJ'S NEW ARTS, COMMERCE AND SCIENCE COLLEGE
Address	SAMBHAJINAGAR, PARNER, DIST-AHMEDNAGAR, PIN-414302
City	PARNER
State	Maharashtra
Pin	414302
Website	www.newartsparnar.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rangnath Kisan Aher	02488-221537	9422754080	02488-221535	principalnacsp@gmail.com
IQAC / CIQA coordinator	Dilip Raosaheb Thube	02488-9423161413	9423161413	02488-221535	iqacnacsp@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	25-03-1982	View Document
12B of UGC	28-08-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SAMBHAJINAGAR, PARNER, DIST-AHMEDNAGAR, PIN-414302	Rural	11.4	13476.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	36	HSC	Marathi	60	60
UG	BA,Hindi	36	HSC	Hindi	60	60
UG	BA,English	36	HSC	English	60	60
UG	BA,History	36	HSC	Marathi	40	25
UG	BA,Political Science	36	HSC	Marathi	40	30
UG	BA,Economics	36	HSC	Marathi	40	28
UG	BA,Geography	36	HSC	Marathi	60	60
UG	BCom,Commerce	36	HSC	English	240	168
UG	BSc,Mathematics	36	HSC	English	70	30
UG	BSc,Physics	36	HSC	English	75	45
UG	BSc,Chemistry	36	HSC	English	100	75
UG	BSc,Botany	36	HSC	English	75	35
UG	BSc,Zoology	36	HSC	English	40	20
UG	BSc,Computer Science	36	HSC	English	160	140
UG	BBA,Bbaca	36	HSC	English	80	80
UG	BVoc,Bvoc	36	HSC	English	50	7
UG	BVoc,Bvoc	36	HSC	English	50	0
PG	MA,Marathi	24	BA	Marathi	60	32
PG	MA,Hindi	24	BA	Hindi	60	32
PG	MA,English	24	BA	English	60	36
PG	MA,Geography	24	BA BSc Geography	English	24	24

PG	MCom,Commerce	24	BCom BBA BCA	English	120	105
PG	MSc,Mathematics	24	BSc Mathematics Comp. Sci.	English	60	16
PG	MSc,Physics	24	BSc Physics	English	48	31
PG	MSc,Chemistry	24	BSc Chemistry	English	24	24
PG	MSc,Chemistry	24	BSc Chemistry	English	24	24
PG	MSc,Botany	24	BSc Botany	English	24	18
PG	MSc,Computer Science	24	BSc Comp. Sci.	English	60	52
Doctoral (Ph.D)	PhD or DPhil,Hindi	36	MA Hindi	English,Hindi	12	1
Doctoral (Ph.D)	PhD or DPhil, Geography	36	MA MSc Geography	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	MSc Chemistry	English	20	9
Doctoral (Ph.D)	PhD or DPhil,Botany	36	MSc Botany	English	20	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				6				36			
Recruited	6	0	0	6	5	1	0	6	16	2	0	18
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				75			
Recruited	0	0	0	0	0	0	0	0	36	32	0	68
Yet to Recruit	0				0				7			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	17	1	0	18
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				53
Recruited	14	4	0	18
Yet to Recruit				35

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	5	1	0	10	0	0	22
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	9	2	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	28	29	0	57
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1143	0	0	0	1143
	Female	1035	0	0	0	1035
	Others	0	0	0	0	0
PG	Male	344	0	0	0	344
	Female	360	0	0	0	360
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	0	0	0	13
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	523	0	0	0	523
	Female	521	0	0	0	521
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	90	81	97	78
	Female	82	77	84	73
	Others	0	0	0	0
ST	Male	62	64	55	43
	Female	41	31	30	31
	Others	0	0	0	0
OBC	Male	530	448	462	476
	Female	500	482	467	411
	Others	0	0	0	0
General	Male	693	761	658	713
	Female	702	741	706	721
	Others	0	0	0	0
Others	Male	73	58	79	71
	Female	51	51	41	41
	Others	0	0	0	0
Total		2824	2794	2679	2658

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The vision of the National Education Policy, to increase the GER to 50%, to provide quality education, and to develop self-reliant human resources as global citizens are well taken by the institute. IQAC with its thought process and discussions with stakeholders organized seminars and workshops on NEP 2020 with the guidance of educationalists and academic peers from universities to understand the objectives and the phases of NEP 2020. Being an affiliated college HEI provides multidisciplinary education and undertakes research activities with the help of three streams viz., Arts, Commerce and Science in the subjects including Languages, Literature, Mathematics, Pure and</p>
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	<p>Applied Sciences, Vocational, Social Sciences, Commerce, Economics and Sports. The college offers UG programs BA, BCom, BSc, BVoc, BBA-CA, PG program MA, MCom, MSc, and Ph.D. programs in Arts, Commerce and Science disciplines. Keeping in view the skills to be imbibed by students, the college offers short-term and vocational courses. Based on the guidelines of GoM and the university, interdisciplinary courses/education would be offered to students. The students can choose the subjects/courses as per their choice and need. Faculties are encouraged to undertake interdisciplinary/multidisciplinary research projects. HEI established linkages, collaborations, and signed MoUs to create a multidisciplinary learning ambience through academic and research activities. As per the UGC guidelines for making multidisciplinary institutions, HEI is thinking to add departments in subjects such as Literature, Music, Philosophy, Art, Dance, Theatre, Education, Translation- Interpretation, and other subjects as needed for a multidisciplinary institution. To develop a road map to transform an affiliated college, strengthening of infrastructure of HEI necessary for conducting multidisciplinary education and research is on priority. The transformation of an affiliated college into an autonomous college through multidisciplinary education depends upon the institutional policy, planning, decision, and execution which are in the thought process. Our institution 'Ahmednagar Jilha Maratha Vidya Prasarak Samaj, Ahmednagar has engineering, education, and multidisciplinary colleges. Hence in the second phase, AJMVPS has the plan to integrate these colleges and make a cluster university for multidisciplinary education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The choice-based credit system (CBCS) for all programs is fully implemented from the academic year 2019-20 as per the guidelines of UGC and SPPU, Pune. Being an affiliated college, HEI follows the CBCS system and the university has a depository for credits in the form of ABC. HEI couldn't register for the ABC on National Academic Depository (NAD) as an affiliated college. As and when HEI attains a status of an autonomous institute, it will register for ABC. SPPU recently(15.10.2022) instructed with a mandate for students to create an ABC id by registering at http://abc.gov.in/ to digitally</p>

store the academic credits earned by students from HEIs. This facilitates students to choose their own learning paths to attain degree/diploma/certificates in context with multiple entry and exits as well as any-time, any-where, and any-level of learning. Now, students have registered with ABC id. Institute is registered as SWAYAM-NPTEL Local chapter and the students are encouraged to enroll in various courses offered by renowned institutes from where the students may earn credits. In the CBCS system, a student from the UG stream has to earn 132 compulsory credits from the curriculum and 08 additional credits have to be earned through participation in Sports, NCC, NSS, field visits, study tours, conferences/seminars, AVISHKAR competitions, MOOC courses, and certificate courses for the award of degree. For PG courses in the Science stream, a student completes 80 credits, while in Arts and Commerce streams, a student has to earn 64 credits from the curriculum. In addition to these, each PG student has to earn 10 credits from Human Rights, Cyber Security, Skills Development courses and 2 more credits from Introduction to Constitution for the award of the degree.

3. Skill development:

Being an affiliated college, HEI offers CBCS for UG and PG programs from 2019-20. The curriculum is based on UGC's LOCF guidelines and includes skill-developing courses. To reinforce the academic programs in line with NEP, faculties designed 21 short-term certificate courses considering the local needs and skills to be imbibed during degree programs. These are approved by IQAC, CDC and are in the process of approval from affiliating university. HEI instituted B.Voc courses with the support of UGC's NSQF program since 2018-19. The curriculum of these programs is designed by the faculties of HEI. It offers certificate/diploma/degree with multiple-entry and exit options to students where the exit point is linked to a specific job role as specified in NSQF. The practical skills are imbibed through experiential learning during laboratory sessions. The institute offers project work, internships, and skills training programs, also established SWAYAM-NPTEL Local chapter for online courses. College established Institutional Innovation Council(MHRD) and Innovation and Start-up center(SPPU) for inculcating entrepreneurship

	<p>development through training programs for nurturing ideas. Career Guidance and Placement Cell conducts Guidance workshops on skills required in different industries, and organizations and to make them competent for various competitive examinations and placements. Industry personnel are invited to conduct Guidance talks and orientation workshops which help to imbibe the skills and enhance the placements. Patriotism and National integration skills are imbibed from NCC activities. National Service Scheme trains the students in a rational way to imbibe life skills and sensitize them about social issues. Mentoring students is also one of the best practices of the institution, to enable students to explore future employment pathways and the overall development of individuals toward nation-building.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>HEI provides higher education to one and all belonging to Parner tehsil since 1977 through various programmes in Arts, Commerce and Science disciplines. The medium of instruction for BA, BCom and MA is Marathi as well as MA in Hindi and English. Research in language and humanities uses Marathi. The Mother tongue of all the students is Marathi. The correspondence with the stakeholders many times is through the Marathi language. The college is conducting the functions, extension, and outreach activities with the participation of stakeholders in Marathi. Cultural awareness and expressions through the mother language are the major competencies to provide them with a sense of identity, belongingness, and appreciation. This is through the development of a strong sense and knowledge of their own cultural history. In these aspects, NEP 2020 will surely help in strengthening this culture. HEI has established a historical gallery, language laboratory, language research center, a huge collection of books in regional Indian languages, a website: e-flora of the tehsil, a website: Maje Parner (information of Tehsil in Marathi), and a language association. Language is linked to art and culture which influence the way people speak with each other in the form of literature, plays, music, film, etc. This couldn't be appreciated without language. The different types of Linguistic competitions are organized through cultural committees. Faculties are encouraged to write specific articles in the local newspapers and deliver popular science lectures in</p>

	<p>regional languages. Marathi Language Conservation Fortnight, Marathi Rajbhasha Divas, Matrubhahs Divas and Hindi Din are celebrated. A Linguistic survey of Parner Tehsil was also carried out. Film directors have conducted film shooting for Marathi Films; 'Talentchi Vari Collegechya Dari', 'Free Hit Danka', and 'Rangda', with the participation of students on college campus. HEI has SWAYAM-NPTEL Local Chapter for online learning. SWAYAM as per UGC's directives offers 27 courses in mother languages including Marathi to address language barriers and promote Indian languages while also providing flexibility in learning in the mother tongue to the learners. Some of the important courses that were translated include Artificial Intelligence, Biostatistics and Mathematical Biology, Communication Technologies in Education, City and Metropolitan planning, Corporate law, and Cyber Security. HEI has a plan to offer scholarships/prizes to study Indian languages, arts, and culture, and for outstanding work. HEI is conducting Yoga sessions regularly every year. Preservation and promotion of languages are one of the targets of the College in the future.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) is a student-centric teaching-learning process in which the course curriculum is delivered to achieve stated objectives and outcomes. OBE focuses on the evaluation of student performance i.e. outcomes at different levels. These outcomes are mapped in terms of attainment levels and calculated at the completion of courses and programmes. HEI follows the university CBCS curriculum for different programmes which are based on UGC-LOCF documents. Programme and Programme Specific Outcomes (POs, PSOs) are narrower statements that describe what students are expected to be able to do by the time of graduation. Course Outcomes (COs) are statements describing significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. POs and COs, designed by faculties considering graduate attributes, are stated and displayed on the website (link: http://newartsparner.com/poco/). The evaluations of students are carried out by considering aspects of Bloom's Taxonomy with the help of various parameters like Home Assignments, class tests, viva-</p>

voce, seminars, group discussions, end-semester internal examination and subjective assessments. The attainment levels are mapped for various courses and programmes using a well-defined procedure on the basis of performance in examinations. The degree percentage, university ranks, placements, lifelong learning desires, being responsive/responsible citizens, and progress in his/her professional life is also useful in attaining the outcomes. NEP model STEM is focused on experiential, application-based learning and research-based internship. As a part of holistic education, students will be given internship opportunities with local industries, businesses and local communities. Research internships with faculties of HEI/research institutes to improve employability and undertake product-based research will be practised.

6. Distance education/online education:

Institute has established a very good mechanism for classroom delivery of curriculum through a student-centric method which ensures the active participation of both, teachers and students. HEI is providing education in Arts, Commerce, Science, Computer Science, Computer Applications, and Vocational programmes. The tools required for classroom delivery are good enough to conduct the classes offline as well as online mechanism. Many of the classrooms and seminar halls are ICT enabled with adequate tools. Institute has set the mechanism for the classroom as well as blended modes of the teaching-learning process. Institute has a SWAYAM-NPTEL local chapter for online courses. HEI follows a CBCS with essential and add-on credits implemented by the affiliating university since 2019-20. The additional credits are to be earned by students in the stipulated time from various aspects mentioned. One of them is an online certificate or short-term courses, which can be opted for and completed online from MOOC courses. A good number of students have enrolled through the local chapter and completed the online courses with the support of mentor teachers of HEI. HEI has established the ICT facilities in classrooms, modernized and increased them from time to time. A Modern Virtual Classroom is established with the support of RUSA, and GoM and is functional since 2019-20 for online education. These facilities proved to be critically important during the pandemic for the

development of e-contents, video lectures, e-question papers, and their streamlined delivery. Keeping in view the convenience of the student, the various technological tools used by the faculties, especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, interactions, assignments, and revisions have been conducted are some of the institutional efforts towards blended learning. The e-contents developed are available to all learners through college and university website. The library facilities are also made available online to students through a user tracker system which can be accessed by all stakeholders anytime, anywhere. Digital Data Repository using google drive and G-suite applications is available for e-contents. Social media apps are also used to communicate with students. The College is also preparing itself to offer a vocational course through ODL (Open Distance Learning) mode in due course of time.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The HEI has established Electoral Literacy Club(ELC).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The HEI has duly constituted ELC consisting of the student representative as a Student Coordinator (2), faculty coordinator(1), and members (6). It is headed by the Principal of the college. The HEI has established the Electoral Literacy Cell (ELC) to engage student's youth through activities, to sensitize them on their electoral rights, and to 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 objectives of the ELC are: To educate the voters to build a truly participative democracy, To spread voter awareness with basic knowledge related to the electoral process, and To promote voter literacy among all eligible citizens to vote and make an informed decision during the elections. ELC works proactively with faculty and student representation to achieve aforesaid objectives.
3. What innovative programmes and initiatives	HEI has organized various activities and programs to

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>promote electoral literacy among the student's youth and community. 1.Constitutional Day (26th November) is celebrated every year to aware stakeholders of the constitutional values and contribution of the Constitution in Indian Democracy with the pledge. 2.National Voters Day (25th January) and Democracy (Fortnight 26th January to 10th February) were celebrated every year to educate stakeholders and the community about electoral rights, processes, and duties to strengthen a truly participative democracy. 3.Students excelled in the elocution and essay completions organized by HEI in association with Election Department, Tehsil Office, Parner on the theme "Making Our Voters Empowered, Vigilant, Safe and informed". 4.Electoral Literacy Programme was organized to educate the student and community by EC authorities about the use of Electoral Voting Machines (EVM) in the electoral process. 5.The employees of the institute are actively involved in the successful completion of elections of Grampanchayat, Panchayat Samiti, Zilla Parishad, Legislative Assembly, and Parliament through various duties assigned by the election commission. Employees are trained about the complete election process and the instruments used (EVM, Ballot, VVPAT) prior to elections. All these efforts in creating awareness about elections, rights, and responsibilities of voters are well appreciated by Election Department, Tehsil Office, Parner.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>On the occasion of Voters day, the rally was organized to aware the stakeholders and community build a stronger democracy through the electoral process with help of hoardings and banners comprising slogans about the event. After the rally, Hon. Principal Dr. R. K. Aher and the Representation of Local EC authorities have taken the pledge along with students and appealed to the youth to participate in the electoral process with safeguard and democratic values. The stakeholders are encouraged to participate in the quiz organized by the Election Commission of India through the SVEEP program. Faculty members have delivered expert talks on 'Lokshahi, Nivadnuka and Sushasan', and 'Constitutional Values in Indian Constitution' to various colleges.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>HEI has taken the initiative for the registration of all eligible voters from the premises and community.</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

The employee of the institute takes sincere efforts for the registration of Nashik Graduate Constituency, Maharashtra State as well as various academic bodies of Savitribai Phule Pune University, Pune elections. ELC facilitated the registration of 359 voters. Most of the students above 18 have been registered as voters in the electoral roll as noticed from the survey.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2872	2824	2794	2679	2657

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 180

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	98	98	100	97

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
238.99	353.08	225.82	285.77	304.71

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Being an affiliated college, HEI follows the curriculum designed by university and is effectively deployed across all programmes. HEI framed the policy documents for guiding the curriculum designing, deployment and evaluation. Curriculum delivery and evaluation is made more efficient using ICT practices. The initiatives for effective curriculum implementation are:

IQAC prepares the academic plan at the start of every academic year(AY).

Departmental academic calendar is synchronous with the college academic calendar(AC) which is based on the university AC.

AC is published and implemented to ensure the smooth conduct of the academic activities.

Principal conducts staff meetings at the commencement of each semester/term for effective planning and implementation of curriculum and activities.

After the Principal address, departments conduct meeting for distribution of courses, time table and planning of the academic activities in tune with the learning outcomes.

Student Induction Programme(SIP) is organized for the newly admitted students.

Student Mentoring Cell develops healthy relationship with students and counsels them for holistic development.

Teachers maintain course files containing, Teacher's Diary, PO-COs, syllabus, teaching plan, deliberations, syllabus completion reports, attendance, details of assignments, evaluation, and attainments.

HEI promotes faculty participation in Teacher training programs, induction/orientation programmes, CBCS workshops on NEP 2020 and syllabus reframing/designing, and training events as BoS members or committee members in order to enrich the relevant courses.

College offers skill based/value-added interdisciplinary certificate courses for enhancing and enriching the students learning experiences.

Faculty and students are motivated to enroll in online courses of NPTEL, SWAYAM, etc.

The slow and advanced learners are encouraged for upliftments through bridge courses, remedial coaching, library facilities and mentoring sessions.

The state-of-the-art infrastructural facilities help in an effective teaching-learning process(TLP). The learning resources in the form of a consortium of e-content are available on college, university websites and NPTEL/SWAYAM platforms.

TLP is student centric method supported by activities viz., assignments, tests, group discussions, problem-solving sessions, seminars, quizzes, debates, demonstrations, PPTs, videos, animations and short films, use of models, specimens, charts and graphs, ICT-enabled platforms, short-term courses, field visits, industrial visits, village surveys, case studies, projects, internship.

The evaluation is carried out using Continuous Internal Evaluation(CIE) and University examinations.

HEI framed a policy on CIE according to university guidelines. Examination cell is involved in planning and smooth conduct.

The question banks provided are based on the aspects of Bloom’s taxonomy. The formative assessment of the student is carried out using the performance in their classes, class tests, home assignments, tutorials, seminars, etc. and end semester internal examination.

CIE is robust and transparent as it ensures setting of question papers, conduct of examination, discussion on answer sheets and display of results.

The summative assessment is used to finalize the internal marks.

The parent’s meets are organized to acquaint the performance of students for improvements.

Results are analyzed for mapping of COs-POs. The attainment levels are evaluated using performances.

IQAC monitors the implementation of academic activities; takes review on TLP and suggest improvements for effective delivery.

Feedbacks on TLP and curriculum, ATR help upgradation of methodologies of curriculum deployment. The suggestions are communicated to university BoS for further improvements.

IQAC conducts the academic audit periodically for strengthening of TLP.

File Description	Document
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1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 21

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 22.72

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1044	834	695	316	252

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

1.3 Curriculum Enrichment

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

Response:

HEI offers the programmes that incorporate one or more crosscutting issues into the curriculum.

The curriculum of various programmes is prescribed by SPPU, Pune. However, the faculties working on BOS addresses these crosscutting issues while framing and revising the syllabi.

HEI offers the VET degree programmes in Software Development(SD) and Renewable Energy Technology Management(RETM) under UGC-NSQF scheme GoI and approved by GoM and university.

As per UGC guidelines, SPPU offered compulsory credit courses for UG and PG programmes as follows:
 1)Democracy, Elections and Governance, 2)Introduction to Indian Constitution 3)Human Rights, 4)Introduction to Cyber Security/Information Security, 5)Environmental Awareness.

HEI takes sincere efforts to address these issues during the implementation of the curriculum. Students are encouraged to choose the topic relevant to crosscutting issues while designing activities like projects, research titles, etc.

A good number of certificate courses initiated to set the measures on cross cutting issues.

College has initiated measures to integrate these crosscutting issues through numerous cocurricular and extracurricular activities as a part of TLP. HEI ensure to avail the scholarship to every eligible and indigent student for effective TLP.

DEEKSHARAMBH - A SIP is organized every year to familiarize with learning facilities and to impart professional ethics and human values among students.

The state-of-the-art facilities clean and green campus supports to raise the learning ambience, professional ethics and human values among students.

Student mentoring cell and personal counseling helps to inculcate human values among students.

Women Empowerment Cell works on gender sensitization, equity and empowerment and to create conducive environment. It promotes participation in the activities such as *Nirbhay Kanya Abhiyan*, *Save Girl Child*, *Health and Hygiene Campaign*, *Anti-superstitions*, *Self-defence workshops*, *Ideal Icon*, PoSH Act Awareness, Computer literacy and Cyber security.

Celebration of Days and Festivals helps develop the human values and professional ethics.

The code of conduct for stakeholders ensures integrity, values, honesty, transparency, respectfulness and gratitude towards the efforts of institute.

The stakeholders not only contributed for generation of relief funds during natural calamities to support needy through various fund-raising activities but also help the affected on site. This reflects the sensitivity and consciousness among them.

Activities such as Webinars, Seminars, Expert Lectures, Guidance Talk, Workshops, Conferences and Symposium help largely to sensitize the students about these issues.

The visits of academic peers, social workers, alumni, parents and villagers and their feedbacks provides insights and guidance to enrich the curriculum with the crosscutting issues.

HEI conducts quality audits on green/environment, electrical safety, energy to review and ensure a clean, green and eco-friendly campus. For the conservation of environment and energy, HEI promotes the use of LED lights, Sensor Based Street Lights, Solar Photovoltaic cells and Power Griding, rainwater harvesting, Biogas Plant, STP plant and vermicomposting units in the premises.

The institute organized activities on the water-conservation, environment, local culture and tradition for the community in the villages Raytale, Palaspur, Pimpri Jalsen and Punewadi from Parner Tahsil.

The volunteers of NSS, NCC and stakeholders participate in Cleanliness drive, Blood Donation, tree plantation, rallies, plastic free drives, societal surveys, etc. activities.

College has a Botanical and Cactus Garden. The saplings of the medicinal plant Gulvel (*Tinospora cordifolia*) were distributed to stakeholders.

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

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

Response: 44.43

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

Response: 1276

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

1.4 Feedback System

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

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 97.4

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1543	1374	1494	1523	1264

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1602	1507	1494	1523	1264

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

Response: 58.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
503	457	395	405	358

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

2021-22	2020-21	2019-20	2018-19	2017-18
817	770	719	669	645

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

2.2 Student Teacher Ratio

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

Response: 29.92

2.3 Teaching- Learning Process

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

Response:

To cater the learning demands of students who are diverse in their previous knowledge, the subject interest, learning abilities and level of comprehension, institute adopted various student-centric teaching-learning methods, such as experiential learning, participative learning, problem solving and doubt solving sessions.

The experimental learning is the more effective way of experiential learning. It mainly involves learning through laboratory experiments based on the concepts taught in theory, on-site experiences and, active participation in curricular and co-curricular activities. In light of this, apart from the regular laboratory course-work, the departments organize various hands-on experimental activities like- exhibitions involving demonstration, training of sophisticated instruments. The other modes used for imparting experiential learning are mainly excursions and field visits, project work, surveys, industrial visits, visits to research institutes and interaction with academic peers. Some of the departments also implemented research-based pedagogical tools for the effective TLP.

The participatory learning methods encourage students to think themselves, exchange ideas, share information, learn from each-other and work together on a common problem. These methods enhance the learning abilities and experiences of students. In light of this the activities undertaken by the institute to promote participatory learning are group discussions, group-projects, mentoring sessions and organization of academic activities by group of students.

As an example, the group activity by students of Physics and Chemistry for exhibitions and popularization of Science is to prepare a video presentation. The small groups of 3-4 students work together and prepare the videos on experiments which could be easily learned by school students. This helps to encourage the

sharing of knowledge and inculcates the participatory approach among them. Other examples are computer programming; designing of web portals, poster presentations, guidance talks, and Student's seminars using PowerPoint presentations creates interest and enhances the learning experiences. A discussion on a certain topic during the lectures also promotes the active participation of slow learners. Students actively participated in Seminar on 'Artificial Intelligence' conducted by NACS College, Ahmednagar through video conferencing.

The curriculum of Mathematics, Physics, Chemistry, Life Sciences, Computer Science, Computer Applications, Economics, Commerce and Geography is based on the problem solving approach. Avishkar and Innovation competition help to build and prove the research-based problem-solving abilities. The final year degree curriculum has compulsory projects in some of the subjects. The students are supported to identify and select the problem for projects. After the review of literature, student prepares plan of project and approved by supervisor. Other example-Compulsory project on environment awareness.

During COVID-19 pandemic, teaching and learning activities were conducted online. Because of nation-wide and state-wide lockdown, institute had limitations. However, HEI organized various on-line activities through various online platforms and ICT facilities.

Faculties are using ICT tools such as G-Suite, GoogleMeet, GoogleClassroom, flipped classroom, OBS, Mind Master, softwares. Students and teachers have access of the e-resources. Video conferencing is used for virtual interactions with peers. The lectures recorded are made available on college and university website, YouTube channels and Google classrooms. Online quiz, webinars, guidance talks, training/orientation programmes help them build the learning experiences. Institute has LC. The students are encouraged for enrolment to various courses on NPTEL-SWAYAM through local chapter and supported by mentors.

Faculties are also conducting bridge courses that help to enhance the learning experiences of students.

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

2.4 Teacher Profile and Quality

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

Response: 80.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	121	121	121	121

File Description	Document
Upload supporting document	View Document

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

Response: 26.58

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	28	23	22

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

2.5 Evaluation Process and Reforms

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

Response:

The assessment of student performance is an integral part of the teaching-learning process and it is regularly implemented.

Being an affiliated college, HEI strictly follows the assessment norms laid down by university. The college has evolved a standard procedure for internal assessment in line with the university norms which includes continuous internal evaluation(CIE) at the department level by the teachers and the end-semester assessment of the students by the College Examination Committee(CEC). College has appointed a faculty as College Examination Officer(CEO) for monitoring the evaluation process. CEC and Grievance Redressal Cell(GRC) are playing vital role for smooth and transparent internal evaluation. CEC take care of evaluation process and GRC help in resolving the problems of students regarding the evaluations. The main components of the CIE are tutorial, home-assignment, class-test, vivo-voce, project assignments, seminars, study-tours, industrial visits, visits to educational and research organizations, field work, group discussions or any other innovative practice. The performance in practicals is assessed on the same day of the experiments. Some of the departments also conduct online tests/quizzes to assess the performance.

The calendar for CIE is prepared by CEC in line with the college and university AC and published at the beginning of the term/semester. The details of the entire procedure of internal assessment are communicated to students through Principal's address, student induction programmes, credit system orientation programmes and mentoring sessions. The detailed time-table is prepared by departments and the activities are conducted towards evaluation.

As a part of summative evaluation of the students, the CEC plans and conducts the end semester internal examination for all courses. The stated COs of the courses are considered along with the aspects of Bloom's taxonomy while setting the questions. Question banks are also made available to students.

The marking scheme stated by the university for internal assessment is used to assign the marks. Students submit the records of internal assessment like answer books, assignment books, excursion reports and project reports.

The subject wise mark lists after internal assessments are displayed on the notice board to ensure the transparency in the process before the commencement of university examinations. In case of any grievances or queries about marks, the students can apply for a grievance redressal to the concerning department as per the policy and procedure. The departments conduct re-examinations for the students who are involved in co-curricular/extra-curricular activities/sports events during the internal assessment schedules.

SPPU, Pune conducts the external end-semester examinations as per the calendar. The results are declared on university website and communicated to the students through examination section. Soon after the declaration of results, the students are allowed to obtain the photo copy of answer books and they have right for revaluation/rechecking. The grievances related to external examination received from students are communicated to the university for timely redressal and to conserve the benefit of students.

During the pandemic of COVID-19, the academic calendar was totally changed; all information was given to the students through the college website, GoogleClassrooms, and social media. Online tests, projects, practical evaluations were conducted through Google form, google and zoom meeting for internal evaluation. All these procedures were completed by the examination section within the framework of the rules prescribed by the university and guidelines of the state government.

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

2.6 Student Performance and Learning Outcomes

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

Response:

POs and COs for Programmes:

The standard of the quality education provided by HEI is measured in terms of the outcomes. College has clearly stated the POs for each programme and COs for all the courses of the respective programmes.

POs are the statements describing about knowledge, qualities, attitude, skills and competencies to be acquired by the students after the completion of the programme. POs stated are in tune with the Vision-Mission statement and learning objectives. The POs are defined in such a way that after the attainment of POs, students imbibe with the scientific knowledge, critical thinking, experimental skills, communication skills, management skills, problem-solving approach, team building, leadership qualities, proficiency towards modern equipments, environmental and social awareness, ethics and human values and a lifelong learning desire.

College has stated Graduate Attributes and POs on the basis of course curriculum and UGC's-LOCF. COs for all courses are designed by faculties of the respective departments considering Bloom's taxonomy.

PSOs describe the specific subject knowledge and skills to be acquired by the students after the completion of the programme and are defined by the respective departments. COs are the skills to be acquired by the students after the completion of each course. COs for the course are defined by the faculty and are stated in such a way that they should co-relate with the PSOs and ultimately the expected POs.

Pre-stated COs and POs for all the programmes are communicated to students through the prospectus, departmental notice boards, college website and through the Principal's Address at the beginning of the academic session, student induction programmes and mentoring sessions.

Also, the teachers use these outcomes for preparing teaching plans which are displayed on departmental notice boards and also communicated through classrooms. Teachers follow these POs, COs as while framing the questions for internal assessment. Prospectus of the college, website, departmental meetings and personal counseling proved to be important for the achievement of the outcomes.

Evaluation of the Attainment of COs and POs:

Overall attainment of the COs and POs is evaluated by the respective department. A course file prepared by the teacher contains, syllabus, POs-COs, teaching plan, attendance, records of class tests, tutorial, seminar, viva-voce, course completion certificate, laboratory/project, result sheets and CO mapping and attainments.

The attainment of COs is evaluated directly in terms of performance of the students in the university examinations. The respective departments evaluate the overall attainment level of the entire COs for each course using a pre-defined procedure.

As an example, if, for a given course, 50% of the students score > 50% marks in the examination; then the overall attainment level of the COs is said to be Level-1 (lowest level); similarly for 60% score, Level-2 (moderately) and for 70% it will be Level-3 (highest level).

POs are the qualities that a graduate will acquire at the end of each programme. The attainment of POs is

evaluated on the basis of the attainments of COs and PSOs. Other key parameters considered are percentage of students due for degree, percentage of merits in the university merit list, other achievements of the students and students' feedback.

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

2.6.2 Pass percentage of Students during last five years

Response: 85.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
803	771	649	668	573

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

2021-22	2020-21	2019-20	2018-19	2017-18
856	906	779	768	744

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 23.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	7.60	16.20

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Being the oldest college, the college has commitment to fulfil the needs of rural and deprived sections of society in terms of knowledge, innovations, and scientific solutions to their lifelong problems. The institutional ecosystem is helping to nurture innovative and creative ideas by developing research-oriented skills.

In context of this, College has framed 'Academic Research Committee(ARC)' and maintained a research ambiance through advanced facilities. ARC looks after the requirements in terms of infrastructural facilities and resources. Innovation, Incubation, and Start-up Cell is helping researchers to nurture their ideas into technology. Exhibitions on innovations are also organized. A Central Instrumentation Facility(CIF) with sophisticated instruments is established for the benefit of research activities of in-house and other students. Library resources such as journals, references, INFLIBNET, DELNET, SCI-FINDER databases help update the recent developments in research fields. This research ambiance has resulted in the significant number of publications in peer-reviewed journals of repute and patents.

Research and innovative ideas of the scholars are cultivated through an ecosystem. HEI motivated, encouraged and trained the faculties through well-defined performance appraisal system to enhance their teaching, research and administrative skills as well as social services, professional developments,

participation in conferences, seminars and workshops. This ultimately benefits to develop the competencies among students and encouraging for Avishkar competitions. Staff induction programme for newly appointed teachers is found to be instrumental in encouraging for research and professional developments. Faculties are encouraged to submit the proposals to funding agencies as well as supported through seed money and incentives for enhancing their research qualifications.

HEI has well-defined research promotion policy that helps to guide the researchers on ethics, short-term projects, completion of PhDs, publish research findings in quality journals and file patents resulting from research addressing regional problems.

Institute developed excellent research facilities, with the support of UGC, DST, RUSA and parent institute. Consultancies are provided to the scholars in the area of UVVisible, FTIR spectroscopy, Flame Photometry, tissue culture, cactus saplings, etc. HEI established Innovation Council(MHRD-IIC), Innovation and Start-up Cell(SSPU), and incubation centre to support and nurture the innovative ideas in young minds and develop the entrepreneurship skills. So far 11 start-ups have resulted by the guidance of college research ecosystem.

Short term research projects are assigned to students to recognize research potentials, to inculcate the research culture, scientific awareness and, guided for data interpretation and analysis. Also, hands on training experiences are provided to the students and faculties to boost their confidence and skills. Workshops on Research Methodology, Innovations, 'How to write Research Article?' and IPR are conducted periodically. Avishkar Competition encourages students for innovative projects through their creative thinking and research interest.

HEI has 4 recognized research centers, 16 MPhil/PhD guides, 37 PhDs are registered and 7 PhDs awarded. Outcome of research is 237 journal publications, 130 book chapters/proceedings and 6 patents.

For an innovative ecosystem college established collaborations, signed 39 MoUs with national and international academic, research and industrial organizations to facilitate multi-and interdisciplinary research, training and developments. Every year college funded innovative projects for strengthening research culture. Visit to research institutes like NCL, IISER, C-MET, etc., encouraged students for higher education and research programs.

The collaborative learning platforms and virtual classroom become highly useful during COVID 19 pandemic. Career oriented/add-on/value-added courses have created conducive environment for innovative research.

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

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

Response: 54

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	7	9	6

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

3.3 Research Publications and Awards

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

Response: 0.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	16	22	28	5

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

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

Response: 0.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	25	33	08	24

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

3.4 Extension Activities

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

Response:

The institute promotes regular engagement of stakeholders for holistic development and sensitizes them to work for social change through various activities pertaining to strengthening community participation.

The activities enriching the students with this genuine experience are conducted by support services, statutory cells, committees, student's council and departments through policy with the support/collaboration of GOs/NGOs/society to instill the life skills and transforming into responsible citizens. These activities empowered students to tackle emergency situations, natural calamities/disasters, and developed a sense of social responsibility, integrity, and gratefulness among youths. These activities are recognized by various authorities, HEI is honored with the meritorious awards and certificates of appreciation.

The extension activities gave exposure to participants and created strong motivation for all-round development by sensitizing stakeholders and community engagement.

The activities conducted are NSS and NCC Camps, Swaccha Bharat Abhiyan, Blood Donation Camps, AIDS Awareness Activities, Environmental Awareness Programmes, International Yoga Day, Anti-Tobacco campaign, Voters Day, Health and Hygiene Programmes, Aarogyadeep Health Survey, Disaster Management, Popularization of Science, Gender Equity, Tree Plantation, *Vanmahostav*, Women Empowerment activities, Face mask preparation/distribution, Youth and National Development Programme, Mankarnika River and Heritage Stepwell Cleaning, Day Celebrations, Celebration of birth/death anniversaries of renowned experts and Indian legends, Road Safety Campaign, ICE Help Group, Kerala Relief Fund Generation, and Sangli-Kolhapur Flood Disaster Help Fund generation. The significance of clean surroundings, hygiene, sanitation in the neighbourhood, garbage collection-disposal, waste management and treatment, and sensitizing the community at large to these vital issues is practiced with the help of youths. Blood donation camps strengthen the sense of empathy and compassion among donors, and instil sense of commitment, social-ethical responsibility. All these initiatives have gone a long way towards the holistic development of the participants.

The energy of youth has properly channelized and they voluntarily participated in all extension activities.

The cleanliness programmes help to inculcate students on social issues like health hazards caused by improper disposal of waste, chemical waste and spread of different diseases. 'No Plastic Use campaign' carried out to aware the society for optimum and appropriate use of plastics in day-to-day life. Workshop on 'Preparation of paper bags from used newspapers' helped to sensitize them on proper waste-management and entrepreneurship development in context to the 'Waste to Best'. These paper bags distributed in community and would be a great alternative to plastics. Through a rally for Kerala relief fund the helping hands from society came forward and generated Rs.21000/-, submitted to CM's Help fund for Kerala families by cheque. For Kolhapur flood disaster, NSS volunteers not only generated the relief fund of Rs. 60000/- but also saved the lives on-site through rendering courageous efforts.

Women Empowerment activities created awareness by raising self-confidence to become self-reliant. These activities and workshops on self-defense, health awareness, *Nirbhay Kanya Abhiyan*, Save Girl Child Campaign, digital awareness, entrepreneurial training on soft-toys, soft skills, life skills, etc. helps to promote gender amity and upliftment.

Also, for holistic development, the skills like vermicomposting, mushroom cultivation, flower bouquet preparation, learning and teaching science to school students, cultivation of gulvel/guduchi, computational, safety and life skills are also taught. During pandemic, face masks and gulvel saplings prepared by students distributed among society. Extension activities are appreciated by the society, university, state government, NGOs in terms of 23 awards/certificates.

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

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

Response:

New Arts, Commerce and Science College, is the oldest college of Parner tehsil. The college is established by visionary leadership with a foresight vision of social and all-round development of the wards and youths of the deprived sections of this area. It is accredited A grade for the 3rd cycle in 2017 for its quality services including academic, administrative, and extension services.

In the context of this, the activities are conducted to inculcate social awareness, values and life skills for long-lasting learning desire and spirit of service. The extension activities are carried out in and around the institute along with the participation of the neighborhood community for the building of the society. These activities supported the teaching-learning process at large by creating a learning ambiance at HEI which enhanced the learning experiences among stakeholders. The activities are conducted in line with the vision and mission using policy and guiding principles. Extension activities have been recognized by various authorities and awarded meritorious 47 awards/prizes and certificates for the last two decades for performance in education and activities.

Awards and Certificate:26

AY2017-18

- 1)Best College Award by BSD, SPPU.
- 2)Best Principal Award by SPPU.
- 3)Best College Award by NSS, SPPU.
- 4)Best Students' Welfare Officer Award (Dr. Vaishali Bhalsing) by BSD, SPPU.
- 5)Best Programme Officer Award (Dr. Haresh Shelke) by NSS, SPPU.
- 6)Best Volunteer Award (Mr. Prashant Gunjal) by NSS, SPPU.

AY2018-19

- 1)Certificate of Appreciation for Institution Innovation Council by MHRD, Govt. of India.
- 2)Certificate of Appreciation for Satyamev Jayate Water Cup 2018 by PAANI Foundation. 3)Best Principal Award by *Paris Sparsh* Foundation, Ahmednagar for academic and extracurricular activities.
- 4)Best Non-Teaching Staff Award (Shri. B.P.Ighe) by SPPU, Pune.
- 5)Certificate of Appreciation by Grampanchayat KarjuleHarya Tal. Parner for water conservation activities.
- 6)Quality Brands India College Award
- 7)National Education Excellence Award (Dr. R. K. Aher)

AY2019-20

- 1)Certificate of Appreciation by IIRS, ISRO and Dept. of Space, GoI for Remote Sensing and Digital Image Analysis Training Programmes.
- 2)Certificate of Atal Ranking of Institutions on Innovation Achievements (ARIIA) by GoI.
- 3)Certificate of Appreciation-3rd Rank- SwayamSiddha Yuvati Sammelan, SDB-SPPU, Pune,ADT, Baramati.
- 4)GyanPraksh Puraskar (Dr. R. K. Aher)
- 5)Best Innovative Teacher Award(Dr. R. K. Aher)
- 6)Leadership Certificate(Mr. Vinod Thube)

7)Leadership Certificate(Mr. Sanket Thanage)

8)Leadership Certificate(Ms. Snehal Aher)

AY2021-22

1)7thSouth Asian Education Best College Award for Academic Excellence

2)7thSouth Asian Education Best Principal Award

3)Best Non-Teaching Staff Award (Smt. R.R.Dighe) by SPPU, Pune.

4)Certificate of Appreciation by Delhi Library Network, DELNET, New Delhi for Best Practices of Library.

5)Certificate of Appreciation by Centre for Innovation Incubation and Linkage, SPPU for Innovation and Start-up Cell in College.

Extension activities are regularly conducted to sensitize the stakeholders in the neighborhood community with the leading support of SDB, NSS, NCC, various cells, Health Center, Science Association, Electoral Literacy Cell, etc. through a well-defined procedure. The college has emerged as a recognized institute for the social and overall development of students.

During the pandemic, college voluntarily supported the local government by availing both hostels as well as establishing facilities such as COVID-19 Rehabilitation Centers. Health center organized vaccination camps for the citizens with the support of PHC, Parner. This has tremendously impacted the local community and prayed for the healthy growth of college toward nation-building.

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

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

Response: 62

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	13	11	12

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

3.5 Collaboration

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

Response: 78

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The parent institute, Ahmednagar Jilha Maratha Vidya Prasarak Samaj, Ahmednagar and the governing council of HEI believe that the use of modern technology and infrastructural facilities are important tools for the quality improvement of stakeholders. College has developed adequate infrastructural facilities spread over an area of 11.4 acres (46134.16 sq. mtr.) with the inspiration from the vision-mission statement of the institute towards providing quality education. The College ensures the upgradation and optimal use of the infrastructural and ICT facilities for the effective and smooth functioning of all activities including teaching-learning, cultural, yoga, and sports activities. The total built-up area of the college is 13476.65 sq. mtr.

The campus is equipped with state-of-the-art infrastructural facilities with modern amenities and advanced equipment to strengthen TLP. It includes Classrooms, Laboratories, Seminar Halls, an Auditorium, Research Laboratories, Central Instrumentation Facility (CIF), Skills Training Centre, Virtual Classrooms, Innovation Centre, Library, Reading Halls, Gymkhana, Play Ground, Hostel, Canteen, Health Centre, Day Care Center, Open Lunch Hall, Parking facility, etc. All these facilities are placed in 08 separate building; 1.Science Building, 2.Arts and Commerce Building, 3.Administrative Building, 4.Department of Physical Education and Sports, 5.Library (Knowledge Resource Center), 6.Guest House, 7.Rajmata Jijau Girl's Hostel and 8.Boy's Hostel.

The science building has 16 classrooms and 18 laboratories equipped with instruments and ICT facilities including LCD projectors, internet facility/Wi-Fi/LAN for demonstrations and research including 04 computer laboratories. CIF provides sophisticated instrumentation facilities for research. The innovation and Incubation Centre is established to promote innovation and entrepreneurship development among students.

The Arts and Commerce building has 22 classrooms and 03 laboratories including a computer laboratory with the essential ICT facilities for effective curriculum delivery.

The administrative Building has been designed and constructed for efficiency and ease of administration. The Principal's office is connected to a visitor's room and a gallery for mementos/trophies. A well-furnished IQAC office and meeting hall are located close to it. The administrative office consists of cubicles for various sections; accounts, scholarship, establishment, property, general register, and eligibility, inward and outward, and integrated with ICT. The institute uses **Vridhhi ERP** Software for ease of office functioning. Dr. A.P.J. Abdul Kalam Seminar Hall is located on the first floor and, the Virtual Classroom, Modern Language Laboratory, Digital Museum, and Girl's Reading Room are on the second floor.

The college has very good Sports/Gymkhana facilities equipped with instruments for indoor and outdoor games. The playground has an area of 3.80 acres (15308 sq.mtr). Rajarshi Shahu Auditorium forms a part of this building and is used for multipurpose activities including cultural activities.

The spacious Central Library (Knowledge Resource Center) has a built-up area of 835.74 sq.mtr. along with the periodicals section and a common reading hall on first floor. It is fully automated with SOUL3.0, User Tracking System.

Career Guidance and Placement Cell and Federal Store are also located on the campus.

HEI has a well-furnished guest house (147.02 sq.mtr.) with all amenities. Rajmata Jijau Girls' Hostel and Boys' hostel can accommodate 120 students each and are provided with solar power systems, solar water heaters, a purified drinking water facility, biogas generation and a sewage treatment plant.

The whole campus is protected by a walled compound and fencing and is under CCTV surveillance.

Eight rooftop solar panels (energy capacity 61 kW) are installed.

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

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

Response: 36.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
44.33	231.76	22.56	134.59	78.23

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

4.2 Library as a Learning Resource

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

Response:

The library is an integral part of the college and provides adequate knowledge resources and services to the stakeholders. It was established since inception with few books and today is spread over a spacious area of 835.74 sq.mtr. It is fully automated(2009) using ILMS and upgraded to SOUL3.0 version in 2022.

Library committee constituted for the efficient functioning of the library comprises, the Principal as Chairman, the Librarian as Member Secretary and Head of all the academic departments, and a student representative as a member. The committee meets twice in each year to plan the budget, purchase of books and references, review budget utilization, and related administrative matters for smooth and effective functioning.

Library maintains the accession register manually as well as in digital mode. At present, the library is stocked with 50801 Books, 12 Journals, and 53 periodicals. Library provides an access to 6500+ e-Journals and 35,00,000+ e-Books with the institutional membership of N-LIST-INFLIBNET consortia, DELNET and the National Digital Library (NDL). The books are classified using Dewey Decimal Classification(DDC 22edition) system. Borrowing and issuing of books is done using SOUL software with Barcode technology and the WEB OPAC facility is used for easy tracking of books. Students can borrow 02 books at a time for 7 days and can be renewed for the next 7 days. Additional books are issued as per the procedure. Scholar cards are issued to advanced learners to have additional access to the books. The student's ID cards are issued with a barcode with help of SOUL and CS-media Software. The user tracker system is also institutionalized in library since 2017, for daily usage and records in addition to entry register. College website is used for open-access journals and e-book links, audio-video material, Union catalog of books, encyclopedia and journals. For efficient functioning, Library is divided into eight unique sections: Acquisition/Processing, Circulation, Reference, Periodicals, Bound-Volumes, e-Library, Staking and Store Room. E-Library with library network resource center can be accessed online by stakeholders.

Library services are reviewed and upgraded periodically. In context with this, library audit is conducted periodically after three years by peers from university and neighboring college libraries for its efficient services. The stock verification of library assets is carried out after three years as per the procedures. The efforts made during the last five years resulted in an increase of 8076 books and 15 periodicals with an expenditure amount of 25.58 lakhs. Per day usage for last 5 years is 97 although college was functioning online during COVID 19 pandemic. Library has a best practice of data sharing and accessibility. It is recognized by DELNET and library is honored with appreciation letters and certificates for the last two years.

Library offers many services to users like an automated circulation system, online public access catalog, online purchase, reprography, internet browsing, library orientation, interlibrary loan facility, book bank facility, newspaper clipping and selective dissemination of information, Email and SMS Service, Book Bank Facility, Scholar Cards, Question Paper Set, Smart Identity card, etc. The library provides services using 30 computers, internet/Wi-Fi-connectivity, INFLIBNET-N-list, OPAC/WebOPAC, Braille Software, CD/DVD/VCD Material, Battery Backup, separate Reading Rooms for Staff, Girls & Boys, Reference Books & Encyclopedia, CCTV and healthy Co-operation to User Career Guidance.

Departmental libraries are established from generous donations by alumni//faculties/philanthropies. There are 2834 books, and 72 issues of various journals in the 15 departmental libraries.

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

4.3 IT Infrastructure

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

Response:

New Arts, Commerce and Science College, Parner has very good IT facilities available for teaching-learning, research, and administration. College continuously reviewed and upgraded the facilities including software, hardwares, internet/Wi-Fi connectivity, backup, and allied IT facilities to ensure better learning experiences in line with the vision-mission statement.

IQAC has framed the policies and procedures for the establishment, use, and upgradation of IT facilities in tune with the perspective plan. College has made budgetary provisions every year for an increasing number of computers, laptops, software, printers, scanners, LCD projectors, Xerox machines, digital cameras, webcams, smart boards, interactive boards, Audio-Aids, internet, etc., and are purchased according to procedures. A state-of-art modern language laboratory and Virtual classroom are established newly to strengthen the teaching-learning process.

A committee is constituted and technician has been appointed to upkeep all IT and related facilities for efficient functioning academic and administrative activities including admissions and the TLP. Administrative services including the admission process are fully integrated with IT facilities to ensure the efficiency and transparency.

College has upgraded the internet connectivity from 30 to 100 Mbps bundled connectivity under the VPN broadband facility from BSNL and other service providers. HEI has signed an agreement with Gayatri Infotech, Parner for Internet services. All the computers are connected with Wi-Fi/LAN. All the academic departments and administrative sections are equipped IT facilities for stakeholders. College has Biometric access control for the teaching and non-teaching staff. All of the departments and sections are connected with an intercom facility. College has four dedicated servers for the smooth functioning of the office, library, and computer science laboratories. Office administration ERP software VRIDDHI and library software is updated regularly to meet the latest needs.

The college library is fully automated with SOUL3.0 software. It has a subscription of e-books and e-journals via INFLIBNET and DELNET. Library has question papers, projects and MPhil/PhD theses are availed through digital repository in the library.

The college has seven computer labs for UG, PG students, e-Library lab, a modern language lab and a virtual classroom for strengthening TLP.

The streamlined efforts of the college towards updating IT infrastructure during last five years resulted in increased IT facilities. These are mainly Computers from 250 to 297, Laptops from 04 to 16, Printers from

15 to 48, scanners 02 to 09, LCD Projectors 07to29, Smart/Interactive boards from 05to11 and Xerox machines from 04 to 07. 04 servers, 41 licensed software, 01 Alexa, 06 kindles, 03 digital notice boards, 39 intercoms, modern language lab and virtual classroom have been set up. These are used for the efficient and smooth functioning of the administrative, academic and library services including college website and TLP. The investment made to upgrade ICT-enabled classrooms, virtual classrooms and language laboratory is noteworthy. Rs.169.12Lakhs utilized for maintenance of facilities.

These efforts reflected in terms of strengthened TLP that has been evidenced from the COVID19 pandemic. During lockdown, education system took a paradigm shift from offline to online, college reviewed the IT facilities, upgraded as per the need of time, and not only adopted an online education system but also made it learner friendly. During 2020-21, all educational activities including teaching-learning and evaluation were carried out online using various softwares and platforms like Google classroom, G-Suite, Zoom, YouTube, Flipped classroom, OBS, video editor and google quiz using ICT enabled classrooms and IT laboratories. HEI subscribes antivirus packages (NPAV) for software's/data security.

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

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

Response: 10.56

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

Response: 272

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 12.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
45.54	36.75	24.63	27.19	35.00

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 54.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1306	1412	1881	1714	1209

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

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

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

Response: A. All of the above

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

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

Response: 36.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
817	2585	625	798	180

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

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 36.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
327	331	279	273	275

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

2021-22	2020-21	2019-20	2018-19	2017-18
856	906	779	768	744

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 35.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	10	08	03	04

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	18	10	03	04

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

5.3 Student Participation and Activities

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

Response: 65

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	9	10	13	19

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

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

Response: 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	12	14	12

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

5.4 Alumni Engagement

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

Response:

Institute has a registered Alumni Association "New Arts, Commerce and Science College, Parner Maji Vidyarthi Sangh Parner, Tal-Parner, Dist-Ahmednagar" with Registration No. Maha. 114/2022/Ahmednagar. It has been functioning as a supportive and mentors unit for the college. Alumni of the college are working in various prominent positions in the leading organization in various fields like industry; academia, non-government organizations, social workers, political leaders, etc. They are spread over different parts of the country and abroad. The Association has been playing a key role in keeping

them all connected to their august alma mater. It has been consistently contributing to the upliftment of students through their guidance, mentoring, and opportunities and in turn to the overall development and reputation of the college. Meetings of the executive body are held regularly. Current office bearers of the Alumni Association comprised of eleven members. Shri. Ashok Chandrabhan Shinde acts as the president of the association.

Activities conducted:

1. Alumni meet.
2. Alumni Guidance Talks on career opportunities.
3. Feedback on infrastructure, teaching-learning process, and skills development program.
4. Placement Training/Orientation workshops and campus placement drives.
5. Research guidance and assistance.
6. Academic and Financial support to needy students.
7. Visits of alumni for student orientation/mentoring.
8. Donating Funds/Books/Instruments
9. Participation as guests in annual functions

Contribution of Alumni Association:

Financial Contributions:

The financial assistance provided for the continuation of education of economically backward students during the last 5 years is 2.37 Lakhs. A good number of alumni contributed generously to this noble cause. Alumni members of the various departments have donated books to the Departmental libraries and equipment to departments.

1. **Donation of Funds:** College has received direct funds of Rs.236756/-.
2. **Donation of Books:** Alumni of various departments donated 106 reference books to the College library and departmental libraries during the last five years of worth Rs.29566/-.
3. **Donation of Equipment:** Alumni have generously donated 113 laboratory instruments and equipment worth Rs.54699/-.
4. **Contribution by delivering Guidance Talks and conducting Workshops:** Prominent alumni of the college contributed worth Rs. 42000/- by delivering guidance talks in the form of Alumni Lecture Series on career opportunities in higher education and research in India and abroad. To cite as an example; Dr. V. S. Khodade, Dr. Santosh Pagire, Dr. Arun Jagdale, Dr. Vikas Padalkar, Mr. Vishal Nimase, Mr. Datta Thanage, Mr. Anil Narode, Dr. Raju Thombal, Ms. Reshma Zaware, Dr. Shekhar Shinde, Dr. Satish Lanke, and Mr. Suhas Shendage

Non-financial Contributions:

1. **Placements and outreach activities:** Members of this association are working on various prominent positions in the different leading organizations in various fields like industry, higher education institutes, GOs and NGOs, entrepreneurs, consultancy service providers, etc. These are contributing to the overall development of the college through their guidance, mentoring, and outreach activities such as field visits, training, and placement opportunities. The institution gets benefitted from organizing campus drives with the support of the alumni association.
2. **Research guidance:** Many alumni are working in various leading research institutions and R & D firms in India and abroad. They provide information of various scholarships, research grants/funds, Ph. D., and postdoc positions available all over the world. Guidance to research scholars and students for the completion of degrees, projects, and support for analytical facilities is noteworthy.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

AJMVPS is a pioneering educational society with 122 branches in the Ahmednagar district. It was founded through inspiration and generous donations from Chhatrapati Rajarshi Shahu Maharaj of Kolhapur in 1918 and progressed under the leadership of President Shri. Nandkumar Zaware Patil. HEI is established in 1977 to provide higher education to deprived sections of society, rural youths, and particularly girls.

Vision: To make social development through quality education to poor and socioeconomically deprived masses and rural youth.

Mission: To make all-round personality development of students through a disciplined teaching-learning process.

AJMVPS, CDC, and IQAC strive collectively to achieve the vision and mission. CDC is framed according to Maharashtra University Act, 2016, and works democratically. Management endeavors to develop the college as a premier higher education institute by offering quality education.

The programs and activities are conducted to achieve the goals in tune with the vision and mission through a well-defined perspective plan and policies framed by IQAC. The overall governance is reflected in its objectives. College ensures equal opportunities to all and tries to bridge the gap through academic, co-curricular, extracurricular, and extension activities with the noble cause of empowering the rural youths.

All academic and administrative units are governed by the principle of participatory management with transparency. The distinctive decisions are taken, various value and skills-based self-financed courses are initiated, and established necessary modern technological facilities like modern laboratory equipments, computing and ICT facilities, excellent physical infrastructures such as laboratories, a library, a sports facility, classrooms, and allied infrastructure. College introduced student-centric and skill-based programs to enhance employability and address global needs. The efficient utilization of funds through resource mobilization led to the achievement of academic and administrative excellence. During the last 20 years, achievements of college are noteworthy and received various awards, 95 university ranks and commendable placements.

College always strives best to provide quality and inclusive education with the help of its stakeholders. It encourages the faculties to develop academic leadership by deputing to lead as conveners, secretaries and organizing committee members of national and international events organized in the college and also to work on university academic committees/bodies as well as government bodies. College promotes a participatory management culture with the help of 35 committees for the implementation of activities, for overall development and raising the standard of quality education. This is evident from the organogram of the college.

Policy decisions are taken in CDC meetings; action plans are implemented, monitored and reviewed by IQAC. The chairman of IQAC along with members designs the plans and policies and gets approved in CDC meetings. These include action plans for TLP, new programs, and augmentation of infrastructure through funding agencies, research, and learning resources. This entire process ensures the participation of all sections of the college.

As an example, Augmentation of Infrastructure from RUSA Funds.

In the context of participatory and decentralized governance, various activities are employed to obtain and utilize the RUSA funds efficiently. The grants of Rs. 2 Crores obtained, utilized for planned purposes and audit reports are submitted for approval.

HEI experienced good governance with academic and administrative setup for achieving goals even during the pandemic. The complete education transformed into online mode, College upgraded ICT infrastructure as per the need of time and cope with the situation through participatory management of HEI, also organized ~200 online events for the benefit of stakeholders.

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

6.2 Strategy Development and Deployment

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

Response:

IQAC prepared a Perspective Plan(2018-23) in December 2017 through deliberations with stakeholders, considering recommendations of previous accreditations, and SWOC analysis, for the development of academic, administrative and infrastructural facilities and got approved in a CDC meeting(22.12.2017). This document emphasizes on infrastructural development, new programs, skill-based/add-on/value-added certificate courses, modern equipments, enhancing research, providing academic and sports facilities, ICT facilities, training programs, e-governance, and learning resources for maintaining learning ambiance and overall development in tune with the vision-mission statement. In order to deploy this plan and achieve the goals, various policies are designed by IQAC. Perspective plans and policies are uploaded on the college website.

Aspects included in Perspective Plan:

- 1.Addition of new courses and Strengthening of TLP
- 2.Augmentation of infrastructure and laboratory equipments

3. Innovative short-term and add-on courses
4. Organization of Seminars/workshops/conferences
5. Strengthening research, consultancy and extension
6. Collaborations and Linkages
7. Career Development and Placements
8. ICT enabled facilities
9. Strengthening E-Governance
10. Training and Development
11. Quality audits and Accreditation
12. Social Responsibility Programs
13. Resource mobilization and grants from funding agencies
14. Alumni activities and leadership development

The functioning of HEI is governed by the parent institute according to the rules and regulations of UGC, NAAC, GoM and university through CDC and IQAC. HEI follows the decentralized and participatory mechanism which is evident from the organogram. The academic and administrative plans prepared by IQAC considering the involvement of stakeholders are discussed and approved in CDC meetings. These plans are executed according to policies, through IQAC, faculties, administrative staff and students. The budget of every academic year is finalized and approved in the CDC budget meeting. The effectiveness and performances are reviewed periodically through feedback.

IQAC is involved in framing policies, benchmarks, and monitoring TLP, and outcomes of activities and suggesting measures for incremental growth. It conducts quality audits including, AAA, AQARs and NAAC accreditation. It provides opportunities for faculties to plan and execute academic, extracurricular, and extension activities, that help to enhance the quality. This resulted in state-of-the-art infrastructure for TLP, library resources, ICT, research facilities, extension activities, dedicated faculties, staff, funds for self-financed programs, university rankers, awards and placements.

HEI constituted 35 committees for effective functioning and conduct of various activities. The faculties took the opportunities to develop and enhance leadership qualities through memberships on academic bodies of university such as BoS, and university committees. Students' council formed as per section 99(3) of act inculcates the leadership among students representing various committees and bodies for imparting quality policies at all levels.

Recruitments, Service Rules, Policies, and Procedures:

The recruitment of all types of posts are done by the parent institute and the services are governed by HEI

as per the norms and procedures of affiliating university, GoM, and GoI. The policies and procedures for effective work culture of the institution are well set and are practiced regularly.

Promotions to the faculty and the staff are given according to CAS rules of the university and GoM on the basis of CRs, APIs, etc.

The grievance redressal cell helps timely redressal of grievances to ensure transparency and efficacy. The suggestions obtained through feedback help improve the quality of services to stakeholders.

Most of the aspects of the perspective plan have been successfully implemented in last five years. HEI has a desire to have an autonomous status and to be a part of the cluster University of AJMVPS.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

New Arts, Commerce and Science College, Parner considers its entire teaching and non-teaching staff as part of the family of college. Institute gives prime importance to its human resources and imparts various welfare schemes through the institutional set up in addition to those applicable as per the GoM rules and regulations. This promotes a healthy and conducive environment. Staff Welfare is considered in terms of finance, research facilities, health measures, appreciations, recognitions, promotions, leaves, etc.

Welfare Schemes:

Life and Health Insurance Scheme: Institute facilitates deductions of the monthly premium of LIC and Group Insurance policies of employees with ease.

Welfare through Co-operative Credit Society:

1.Parent institute has 'AJMVPS directed College Teaching and Non-Teaching Staff Welfare Fund, Ahmednagar' registered under Maharashtra Society Act, 1956. The working of the society is as per the government rules and offers educational loans, medical aid and retirement funds to employees. During last five years 07 employees received an amount of 5.739 Lakhs.

2.The employees of college are registered members of the Ahmednagar District Secondary Teacher's Co-op. Credit Society Ltd. Ahmednagar (<http://www.adstccsl.com/>) and offers educational, home, emergency loans, *bhagyalaksmi scheme*, *Mayat Nidhi* and retirement funds. During last five years 13 staff members received an amount of 1.42 Lakhs.

Medical Reimbursement by GoM:

The medical reimbursement proposals of employees are forwarded to the JDHE office, GoM and the benefit is availed by the concerned employee. In the last five years, 25 employees of the college have benefited by this scheme and outlay is 17.65 lakh.

Leave Travel Concession(LTC) scheme:

LTC is offered to the staff on demand as per the norms and conditions of GoM. During last five years, it is availed by 51 employees with outlay of Rs. 15,87,954/-.

Other Schemes of the College:

1)Benefits on retirement through NPS and DCPS, GPF, gratuity and leave encashment.

2)PF Loan, Partial withdrawal and recommendation for loan

3)Bank of Maharashtra insurance scheme.

4)Vacations, Casual, Earned, Medical and maternity leaves.

5)Travel Grants from UGC, SPPU, Pune

6)Incentives for publications and patents

7)Research facilities: Workspace, seed money and Study leaves for research.

8)Duty Leaves and financial aid for attending refresher/orientation/induction/STC/FDP, seminars, conferences and workshops.

9)Nomination for Awards of University and parent institute

10)Health checkup and gymnasium facility

11)CAS promotions.

Performance Appraisal System for teaching and non-teaching staff:

HEI has well-defined Performance Appraisal System for all employees and follows the rules, regulations and amendments of GoM, university and UGC strictly.

1.The performance of employees is assessed periodically after every year of service using PBAS and API scores as per the procedures.

2.The objectives are, to evaluate the performance and potential for teaching, research and extension activities which leads to progressive growth of the employee as well as HEI.

3. PBAS and API forms are verified and evaluated by the HoDs, IQAC and Principal.

4.Teachers due for promotions are recommended through the selection committees.

5.Outcome of PBAS: 6 Professors and 6 Associate Professors.

6.The assessment of non-teaching staff is done using confidential reports(CRs) and seniority. 7.The parameters assessed are moral character, modern skills, capacity to handle equipments, discipline, reliability, relations with stakeholders, and organizational and retrieval of documents. On the basis of the performance, employee is granted promotion by parent institute. For unsatisfactory performances, the employees are directed to reappear with improvements for the appraisal system.

8.Performance Appraisal System helped in professional development.

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

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

Response: 18.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	05	31	25	18

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

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

Response: 24.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	37	41	16	09

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

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

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

6.4 Financial Management and Resource Mobilization

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

Response:

College follows well-defined policies and strategies for mobilization of funds with a transparent financial system. The funds are required for salary, infrastructural augmentation, the conduct of academic, research and extension activities, sports and cultural programmes, scholarships, welfare schemes and maintenance. Being accredited and aided institute, major funds are received from GoM,UGC,DST,RUSA, parent

institute, donations of staff, Alumni and philanthropists, and fees. The committees involved actively in designing proposals and presentations in interface meetings for seeking grants. The grants obtained are utilized as per the guidelines of funding agencies. The directives of CDC played a key role in obtaining funds and mobilization.

A) UGC, DST, RUSA Grants:

HEI receives grants from UGC for the augmentation and maintenance of infrastructure, upgradation of laboratories, library resources and research activities including research projects and seminars/conferences. The facilities are used efficiently and maintained.

College received 175 Lakhs from UGC-NSQF scheme for BVoc courses. The grant of 75.75 Lakhs received under DST-FIST scheme is utilized for the establishment of CIF.

RUSA-GoM sanctioned 200 Lakhs for augmentation of infrastructure and upgradation of learning resources. It is utilized for the establishment of Skills Training Center, Virtual Classroom and purchase of instruments, books, etc.

B) Tuition Fees:

HEI receives the tuition fees for various aided and self-financed programmes as per the fee structure. College and Teacher's organization(SPPUCTO) supports the needy and economically deprived students through fee concessions and financial assistance.

C) Salary Grant:

College receives salary grant from GoM. The quarterly and annual budget for salary and arrears is submitted online in due time. It is deposited into the account of HEI and disbursed into employee accounts. During the last 5 years, 2967.54 Lakhs have been disbursed. The salaries of the temporary teachers are met from the fees of self-financed courses and grants from parent institutes as well as UGC-NSQF programme. It is also deposited regularly into the bank accounts of employees.

D) Philanthropists:

Efforts are also made to generate funds for infrastructural development from philanthropists. In the last five years, HEI received 60 lakhs.

E) Scholarships:

Various scholarships initiated by GoM/GoI are available for students and are directly deposited into their accounts through DBT. As an institutional distinctiveness, HEI offers scholarships to indigent students from staff contributions.

F) Funds from University and other agencies:

University provides the funds under QIP programme to conduct examinations.

G) Staff contributions for Endowment prizes:

The employees have instituted endowment prizes for meritorious students/rankers which are awarded during annual functions.

H) The parent institute avails the loan facility for administrative and infrastructural development.

I) Tuition Fees of self-financing programmes are utilized for salaries of the temporary staff, infrastructure maintenance, staff welfare, student welfare, etc.

Internal and external Audits:

Internal and external financial audits are regularly conducted by the prescribed agencies as per policy. The parent institute appointed M/S Gurjar and Sons, Ahmednagar as an internal auditor.

The accounts officer maintains ledgers with receipts and payments, vouchers and PFMS reports. Auditors, after verification of accounts, submit the report to the Principal. The discrepancies, if any are noticed, are rectified and updated. So far, no major discrepancies reported.

The accounts for the university grants are audited by university authorities eventually.

Audit reports are discussed and approved in CDC meetings and are sent to Auditor General, GoM regularly for further approval and suggestions.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC involves in planning, guiding, and monitoring quality assurance and enhancement activities. It is tremendously contributing to institutionalizing the quality culture strategies and processes viz., academic calendar, perspective plan, admissions, strengthening of TLP, evaluations, measuring learning outcomes, research activities, extension activities, sports, cultural enhancements, and quality sustenance initiatives. IQAC framed various policies and procedures considering NAAC recommendations and channelized its efforts to ensure quality education. The comprehensive strategies:

1. Automation in admissions and administration
2. Participatory functioning through committees

- 3.SIP-Students' Mentoring
- 4.Staff Induction and Training Programmes
- 5.Training for CBCS
- 6.Efficient use of ICT in TLP
- 7.Participation in NME-ICT: e-contents, SWAYAM, NPTEL-Local chapter
- 8.Learning outcomes and attainment levels
- 9.Career Guidance and Placements
- 10.Quality research: Collaborations/linkages, Publications and Patents
- 11.Performance Appraisal System
- 12.Programmes on VET:BVoc
- 13.NEP-2020 Programmes
- 14.Efficient Resource Mobilization
- 15.Students participation-Sports and Cultural activities
- 16.Feedback, SSS mechanism, ATR
- 17.Quality audits: AAA, Green, Energy, and Electrical Safety
- 18.Environmental consciousness activities
- 19.Gender sensitization and Woman empowerment activities
- 20.Representation of Teachers in academic bodies
- 21.Quality accreditations: AISHE, NIRF, ARIIA, ISO, and NAAC
- 22.AQAR: Preparation and submission

College follows a practice of continually reviewing and improving its processes through IQAC. The processes including teaching-learning, structures, and methodologies of operations are reviewed and adopted quality enrichment initiatives in context with OBE. IQAC also reviews learning outcomes at various levels including academic performance, learning experiences and extracurricular achievements. As an outcome, College has achieved substantial growth in all areas of its operations after third cycle accreditation.

Post-accreditation quality initiatives and significant achievements during last 5 years:

- 1.Student-centric outcome-oriented teaching-learning is practiced in context with 'Rise by Learning'. Skills-oriented certificate courses increased. Student-centric approach allows experiential and participative learning through projects, training and employability-enhancing programs.
- 2.Teacher maintains a course file that contains the academic planning, syllabus, teaching plan, COs-POs, attendance, question papers, marks-lists, course completion reports and outcome attainments.
- 3.Library-ILMS with latest books, references, e-books, and access to e-journals is offered to staff.
- 4.Induction programs enhance the work culture, values, and ethics.
- 5.Institute encouraged faculties to qualify NET/SET examinations.
- 6.Involvement of faculties workshops, conferences, seminars, and FDPs, is increased by 229.
- 7.Students achieved 95 university ranks, 1066 higher progressions, and 457 placements.
- 8.College promoted research culture by organizing research methodology, IPR workshops, and guidance

talks of experts; established IIC, Innovation, and Start-up cell. Over 5 years number of faculties holding Ph.D. has increased to 29, recognized research centers with Ph.D. programs are 4, 16 guides, 37 PhDs are registered and 10 PhDs/MPhils have been awarded through the expert guidance of faculties.

9.Appreciation and Felicitation of faculties during the annual function help strengthen minds and achieve team spirit. This faculty empowerment reflects in student's development and progression.

10.NPTEL enrolment: 41 staff and 895 students for the last 2 years.

11.No. of students who benefited from scholarships during the last 5 years is 7522.

12.Research articles in UGC-recognized journals are increased by 237 and books by 57.

13.Three faculties representing BoS.

14.MoUs and collaborations with institutions of national/international importance, and industries have increased to 53.

15.More than 2000 e-contents developed by faculties helped a lot during the pandemic.

16.Awards for performances of faculties and institutes reached 50.

17.Faculty recognitions as PTV members, Professors.

18.Established state-of-the-art infrastructure for maintaining learning ambiance.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

HEI adopted all the possible measures to ensure and promote gender equity and equality. College offers equal opportunities to girls in all activities. It is reflected through the ratio of girl students admitted for various programmes and participation in the cultural, sports, NCC, NSS and other activities. The Woman Empowerment Cell works proactively towards developing a safe, secure and conducive work environment, and ensures that all students may gain education without fear of prejudice, gender bias, hostility or sexual harassment. As per the action plan, it organizes various activities, expert talks, workshops, counselling, competitions and rallies to encourage girl students' participation. These activities build confidence and personality development. Earn and Learn Scheme helps to develop work culture and become self-reliant. An interview session of eminent women personalities entitled "Ideal Icon" was organized to address the societal issues of women. Workshops on fearless girl campaign "Nirbhay Kanya Abhiyan" organised to build confidence. This campaign rendered guidance on rights, responsibilities, law, education, entrepreneurship skills and self-defence. Guidance talks on women health and hygiene help to create awareness about menstruation, PCOS, Hb, Thyroid, etc. The health check-up camps and Vaccination Drives were organized by Health Center. HEI counsel the girl's students with all possible ways to address their academic, psychological, and social issues through SIP/Orientation programme, Mentoring sessions and Guidance talks. The skill training workshops/guidance talks help to develop entrepreneurship skills. HEI offers equal opportunity to girl students in placement drives.

A full-time Warden (Rector), CCTV surveillance helps to ensure safety and security in Girl's hostel. Institute has constituted committees, Anti-Ragging and Sexual Harassment, ICC, and Grievance Redressal Cell to monitor and address safety, security, and social issues. There is a separate reading hall and a common room for girls' students. Adequate washrooms are made available on-premises for good sanitation. Automated sanitary napkin vending machines are placed to promote menstrual health and hygiene. Ample parking space is reserved for women. Day Care Centre has facilitated the women staff and students to work and learn without any disturbances and difficulties. All these initiatives helped HEI to promote gender amity and women empowerment.

The celebration of national and international commemorative days, events, and festivals is an integral part of learning and building a strong cultural belief as well as promoting moral values among students. It helps in the holistic development of the students. These are celebrated with great pomp and gaiety and become instrumental and help in building today's youth. The life history of great national heroes inspires the youth. The celebration of national festivals and events preaches and reminds us about the cultural heritage and rich history of our nation.

The college has celebrated following commemorative days, events and festivals:

1) National Festivals: Independence Day and Republic Day

2)Maharashtra Din and International Labour Day

3)Constitution Day

4)National Mathematics Day

5)Vachan Prerana Din

6)Journalist Day (Marathi Language Day)

7)The International Day of Non-Violence

8)National Teachers' Day

9)National Education Day: 11th November

10)National Unity Day

11)Sadbhavana Divas

12)Birth Anniversaries of Chhatrapati Rajarshi Shahu Maharaj, Chhatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Rajmata Jijau, Swami Vivekanand, Savitribai Phule, Mahatma Phule Jayanti, Dr. S. Ranganathan Jayanti.

14)International Yoga Day

15)National Science Day

16)Women's Day

17)Shiv Swarajya Din

18)NSS Day

19)NCC Day

20)Hindi Divas

21)World Population Day

22)Ozone Day

23)Geography Day

24)Pakshisaptah

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

New Arts, Commerce and Science College, Parner is providing quality education for the all-round development of students belonging to rural areas. College offers various graduate, post-graduate and research degree programmes across Arts, Commerce and Science disciplines. The college has established various cells including Language Association, Science Association, Statutory cells, Electoral Literacy Cell and framed the policies for the functioning of the institute as well as the conduct of programmes including extension and outreach activities. HEI with the active involvement of all stakeholders maintained a barrier-free learning ambience in order to foster inclusiveness in the functioning of the institute and proactively

organized various programs leading to the holistic development of students in tune with the vision and mission statement. The programmes are organized to promote cultural heritage and belief among stakeholders. The constitutional obligations are addressed to the students and staff through various programmes in context with their duties and responsibilities towards building our nation. In order to ensure the participation of one and all as well as to sensitize them to belongingness, the programmes are conducted in the regional language usually Marathi. This has benefitted students from diverse religious, regional, communal and cultural backgrounds. The policy documents framed by IQAC form the guiding principles and the programmes are conducted with the help of academic departments, support services and community participation as per the perspective plan of the college for five years. The programmes organised as per the planning in the academic calendar are as follows:

- 1)Deeksharambh-A SIP for first-year students.
- 2)Earn and Learn Scheme of Institute.
- 3)Linguistic Survey in Parner Tehsil
- 4)Workshops on “Modi Lipi” (Medieval Script)
- 5)Celebrated Matru Bhasha Din, Marathi Rajabhasha Divas, Marathi Bhasha Pandharwada, and Hindi Divas.
- 6)Yuva Sahitya Sammelan and Yuva Kavi Sammelan
- 7)Socio-Economic Survey of some of the villages from Parner Tehsil
- 8)National Unity Day and Rashtriya Ekta Saptah: Pledge, Unity Run, Various Competitions, etc.
- 9)Workshops on the Fearless girl Campaign (Nirbhay Kanya Abhiyan)
- 10)Special winter Camp and Summer Camps for NSS volunteers in adopted villages
- 11)NSS volunteers and NCC cadets prepared face masks and distributed it to frontline workers at Parner Police Station, Tehsil office, and citizens around during COVID-19 Pandemic.
- 12)Educational Visits, Tours to Historical monuments, Model Villages such as HIVARE BAZAR and Ralegan Siddhi
- 13)Participation in Spit Free India Movement
- 14)Survey on COVID-19 affected families(AAROGYADEEP)
- 15)Organization of Mega COVID-19 Vaccination Drive in association with PHC, Parner
- 16)YUVA SWASTHYA MISSION of SPPU- A special Coordination Cell for Parner Tehsil for COVID-19 Vaccination of students.
- 17)Participation of NCC Cadets in Pulse Polio Abhiyan at Vadzire Village of Parner Tehsil

18) Organization of Rangoli Competition, Food Festival, Sports Competitions, Cultural Day and Cultural Programme to explore the talent among the students

19) HEI celebrated the centenary year of the parent institute in 2018-19 and students participated in various competitions such as elocution/singing/poster and model/ Rangoli completions, Sports/ Marathon, etc.

20) Science Exhibitions: Eradication of Superstitions through Demonstrations.

21) Voters Awareness Activities: Rally, Voters Day Celebration, Awareness and Registration Campaign, Rights and Responsibilities, Constitutional Day Celebration, Oath/Pledge Taking Ceremony.

22) Swachha Bharat Abhiyan Activities: Awareness Programmes, Cleanliness Drives, Tree Plantations, No Plastic Campaign, Open Defecation Free Campaign.

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

7.2 Best Practices

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

Response:

Best Practices No. 1

1. Title: Eco-friendly and Green Campus

2. Objectives: Eco campus by planting more trees, Conservation as well as generation energy, Efficient use of available water, and Proper waste management

3. Context: Pollution becoming a serious problem due to urbanization and deforestation. Parner is drought prone region receiving scanty rainfall. It was necessary to look forward to making efficient use of all available resources. HEI decided to work in the areas of conservation of energy and water, plantation, and waste to develop a 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.

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

a)Plantation: During the last 10 years, the college has grown hundreds of new plants and trees. A unique cactus garden with more than 150 saplings, a nursery and a 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 attract the sparrows and birds.

b)Conservation of energy: Solar panels of 61kW capacity and Solar water heaters are installed in a periodic manner to minimize the expenditure of energy. The energy generated through solar panels is wheeled to power grid. Tube lights and bulbs have been replaced with CFL and LED lamps. The use of power-efficient equipment is encouraged. Signage boards about energy conservation and environmental sustenance are displayed on the premises for the awareness of stakeholders. College encourages the use of public transport and battery-operated vehicles and e-Bikes.

c)Water conservation: Rainwater harvesting system, Drip irrigation for watering the plants, recycling of wastewater 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 a water purifying system.

d)Waste management: Biogas plant is used for generating cooking gas from food waste. AMC for framed to manage electric/electronic scrap 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. Composting helps to reduce greenhouse gas emissions and to enrich the soil with nutrients. The organic manure so formed is used for plants and greenery.

e)Quality Audits: HEI conducts green, environment, energy and electrical safety audit periodically. College practiced conducting Institutional Energy Audit also.

5.Evidence of Success:

a)Greener and beautiful campus

b)Minimized expenditure on electricity

c)Incremental growth in % energy consumption from non-conventional energy sources

d)Increased ground water table.

e)e-Waste and Solid Waste Management.

f)Learning Ambience.

g)Feedbacks and SSS.

6.Problems Encountered and Resources Required:

a)Support by Earn and Learn scheme students

b)Seasonal Water shortage problem.

c)Complete ban on plastic

Best Practices No. 2

1.Title of the Practice: Student Mentoring System

2.Objectives: HEI plays an important role in the 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 the initiatives to avail the facility of mentoring to students with the following objectives:

- 1)Develop healthy relationships 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.

3.Context: College provides quality education to needy and socioeconomically deprived masses to develop 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 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 a 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 universal human values. The institute has practiced it as student-centric approach in all possible ways for all round development.

4.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 SIP is organized every year 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.

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

- a)Improvement in attendance and involvement in activities.
- b)Academic success leading to ranks, higher progression, and placements.
- c)Encouragement of advanced learners.
- d)Academic and Professional development
- e)Boosted moral, human values, social commitments.
- f)Strong teacher-student relationship.

6.Problems Encountered and Resources Required:

- a)Restriction for effective implementation of the mentoring system during pandemic
- b) High Mentor:Mentee ratio

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

7.3 Institutional Distinctiveness

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

Response:

Scholarship to Indigent Students as an Institutional Distinctiveness

Chhatrapati Rajarshi Shahu Maharaj, the son of Hutatma Chouthe Chhatrapati Shivaji Maharaj of Kolhapur Dynasty was a source of inspiration to the institution. Rajarshi Shahu Maharaj was disheartened due to the brutal murder of his beloved father Karveer Chhatrapati Chouthe Shivaji Maharaj at Ahmednagar in 1883 by British emperor. Chhatrapati Rajarshi Shahu Maharaj, when visited a tomb in 1914, initiated a Maratha Boarding in memory of his father at Ahmednagar with the help of social leaders through donations. He is known for the promotion of education through art, culture, and music and supported writers and researchers with an emphasis on Girl’s education. With the inspiration and motivation from Maratha Boarding, the parent institute “Ahmednagar Jilha Maratha Vidya Prasarak Samaj” (AJMVPS) was established by visionary leaders in 1918.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj was inspired by his thoughts, beliefs and set the main objective of the institution “to impart education to economically backward, downtrodden and weaker sections of the society irrespective of the caste, creed, sex, and religion”. The growth of the institution during the past 100 years is noteworthy with its motto “*Tejo Si Tejo me Dehi.*” The parent institute has a review mechanism and it has a long vision of the future of its stakeholders and provides education in developing areas in line with the National Education Policy 2020 ensuring inclusion of all sections of society. AJMVPS is providing education to 75000 wards of economically weaker sections of society through 122 units including Higher education, Secondary Schools, Primary and Pre-primary, and residential schools (*Ashramshala*) as well as Boardings with the help of 4000 employees in all regions of Ahmednagar District including rural, hilly, tribal and urban area.

New Arts, Commerce and Science College, Parner is one of the active educational institutes working in the rural and drought-prone area of Ahmednagar district since 1977. It is established by AJMVPS and functioning by the principle of participatory management in order to reach the families of economically weaker sections of society. The stakeholders are motivated by the history and thoughts of the AJMVPS and contribute to the continuation of education of wards of such families along with the academic responsibilities at HEI.

“If a poor boy cannot go to education, education must go to him”

This quote by Swami Vivekananda reminds us about our responsibility toward providing education to all. All of us are created equal but after birth, we are divided into caste, religion, and status. Some get privileged while others are left scrambling for even the basic needs of survival. We have a sense of responsibility for the betterment of those less fortunate. In the fight against this poverty and inequality, education is our biggest asset. Education is crucial for the overall growth and development of students, even more for financially underprivileged one. It opens the doors to opportunities that make a better life. Parner is a drought-prone area in the Ahmednagar district with meager rainfall. It has a considerable population of economically and socially deprived communities. Students with considerable talent need financial support for completing higher education. Therefore, in order to encourage and motivate such talent in the students, The HEI has instituted a “**Students Aid Fund**” from the contributions of the staff initially and thereafter, made a separate budgetary provision to offer financial assistance to students from financially weaker section to pursue education and appreciate their achievements in academics, sports, cultural and extension activities. The objectives of the fund are:

1. To render financial assistance to indigent students.
2. To meet any other need of the students considered to be genuine. Provided that the funds shall not be utilized for the award of scholarships/fellowships or stipends or for payments of prizes, rewards, etc. to students.

Every year after a short notification, the applications are invited from the students who are poor, financially weaker, and who have lost their either parent or both. This application should be enclosed with valid documents like admission receipts, income certificates, ration cards, Aadhar cards, and death certificates of either parent. These applications are scrutinized by a committee constituted by Hon. Principal and list of students availing of the scholarship are then declared. Since 2013-14, HEI has supported **563** students with an outlay of **14.41 Lakhs** as per the availability of funds and needs of the students. Following is the summary of efforts of HEI in this area:

Academic Year	No. of Beneficiaries	Financial Assistance per	Total Outlay
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	Male	Female	Total	student (In INR)	(In INR)
2013-14	01	34	35	3,000	1,05,000
2014-15	16	36	52	3,000	1,56,000
2015-16	24	34	58	2,000	1,16,000
2016-17	22	39	61	3,000	1,83,000
2017-18	20	38	58	3,000	1,74,000
2018-19	11	50	61	3,000	1,83,000
2019-20	50	82	132	2,000	2,65,000
2020-21	21	26	47	3,000	1,41,000
2021-22	31	28	59	2,000	1,18,000
Total	196	367	563		14,41,000

With the advent of this financial assistance, it has been found that students have done very well in their academic goals and achievements. Many of the parents appreciated this activity through various meetings, functions and expressed gratitude towards the college as well as the parent institute. HEI takes regular reviews to support the maximum number of indigent students.

The HEI has reached its level of excellence due to the constant support and encouragement from the visionary management, devoted and committed team of teaching and support staff and above all, support and affection from the society. We are committed to striving hard to scale greater heights to fulfill the expectations of all stakeholders and to achieve the goals of the vision and mission of the institute.

The details of every year have been uploaded to the institutional website through a link: <http://newartspartner.com/distinctiveness/>

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

5. CONCLUSION

Additional Information :

New Arts, Commerce and Science College, Parner has strived hard to achieve its goals by imparting quality education and providing facilities for acquiring knowledge to all sections of deprived masses. After the third accreditation cycle, HEI achieved substantial growth in all of its areas in line with the OBE to satisfy the learning desires and enhance the employability of students.

NAAC 3rd Cycle Recommendations	Action Taken and Outcome
More Professional programs be started	The following new programmes, professional in nature/based on feedback, were started during the assessment period: <ul style="list-style-type: none"> • B.Voc(Software Development) • B.Voc (Renewable Energy Technology Management) • Ph.D. Hindi • Ph.D. Geography
IQAC should be energized by involving Alumni for better development of college	A systematic Strategic/Perspective Planning exercise was initiated by IQAC in 2017 and a document is in place and continuous implementation, and monitoring is done (newartsparner.com/perspective-plan/). Academic and Administrative Audits are conducted regularly. Online mechanism of Feedback and SSS. Alumni Guidance Talks and Workshops conducted with support of the registered Alumni Association.
Library be enriched	New books and journals worth Rs.25.58 Lakhs added. INFLIBNET,N-LIST e-learning resources are increased. DELNET and DSpace services instituted.
A Modern Language Lab needs to be established	A Modern Language Lab was established, and used for e-learning
Classroom, Laboratory Infrastructure needs to be upgraded	Classroom and Laboratory infrastructure is renovated in terms of flooring, electrification, and ICT facilities.
More publications in referred journals with impact factors, seminars, and workshops at national and international levels need to be organized	<ul style="list-style-type: none"> • Faculty with Ph.D. increased from 18 to 29. • Faculty pursuing Ph.D. 17. • Research centres increased from 02 to 04. • Research Guides increased from 08 to 16. • Research scholars increased from 08 to 37. • PhDs awarded 07. • 06 Patents filed and published (2 copyrights). • 237 Journal Publications, 69 proceedings, and 61 books/chapters. • Rs. 4.87 Lakhs was provided as seed money. • 110 Workshops, seminars and conferences organized; 04 International; 24 National.

Career Guidance and Entrepreneur Cell need to be strengthened	<ul style="list-style-type: none"> • Innovation, Start-up, and Incubation center established. • Supported 11 start-ups.
Career Guidance and Placement Cell needs to be more effective	<ul style="list-style-type: none"> • A Separate Placement officer was appointed. • 39 Career Counselling/Training programs organized. • 5006 (36.15 %) Students benefited. • 457 (11.27 %) students placed. • 35 Students qualified for various exams.
Coaching for Competitive Examinations needed	
ICT in Teaching-learning should be practiced in a big way	<ul style="list-style-type: none"> • Computers increased from 250 to 297. • 21 Classrooms ICT enabled. • Virtual classroom established and used for e-content development and VCs. • Internet bandwidth enhanced, 100 Mbps. • Examination section is automated using ERP. • Integrated ICT in TLP largely during the COVID-19 pandemic.
Obtaining autonomous status should be pursued as a priority	<ul style="list-style-type: none"> • Institute will achieve autonomous status after 4th cycle accreditation.

Concluding Remarks :

New Arts, Commerce and Science College, Parner by offering quality education to the poor and downtrodden masses for the last four decades, satisfied the vision and mission of the parent institute. It is evident from its remarkable achievements in terms of recognition and prestigious awards. College through its various academic, research and extension activities has come up with a leading institute in a rural area of Ahmednagar district. This is the only A-grade accredited college in this tehsil. The college has made sincere efforts for the holistic development of students with the motto “*Tejo Si Tejo me Dehi.*” The initiatives taken have resulted in a continuous increase in student enrolment from just a hundred at the time of inception to about 3000 today. The college is well aware of the importance of need-based regional, national and global level studies. The college has focussed on the approach of pursuing excellence and becoming more inclusive while progressing with quality enhancement and sustenance which is evident from the overall progress of the college during last two decades since accreditation activities started.

Set by the examples, College has emerged with a great potential to accept challenges with the active help of its assets. This is clearly evident from the activities of college during the COVID-19 pandemic. Being a rural college, in spite of all difficulties at the level of students, HEI put tremendous participative efforts to reach all learners and continued teaching although there was a paradigm shift in learning mode and ensured that nobody will miss continuing education. As an outcome, student strength is still increasing and will continue to increase. College with the help of stakeholders contributed largely reaching the community to encourage and help them in post-COVID life through an ‘Aarogyadeep’ survey and visits to affected families.

Our leadership has a long vision of the future of stakeholders and provides education in developing areas in line with the National Education Policy 2020 ensuring inclusion of all sections of society. The college started with 06 undergraduate programs, we have now 32; 11 post-graduate and 04 research degree programs across three disciplines with 80 % recruited teaching positions. College fulfilled the recommendations made by the peer team satisfactorily and strengthened teaching-learning process. The objectives of NEP are the guiding principles of the next perspective plan, HEI is ready to implement with the inclusion of a few new courses

integrating the Indian knowledge system.

HEI has a great desire to achieve an autonomous status and to be a part of the cluster University of Ahmednagar Jilha Maratha Vidya Prasarak Samaj, Ahmednagar.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : 73 Answer After DVV Verification :21</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1044</td> <td>834</td> <td>695</td> <td>316</td> <td>252</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1044</td> <td>834</td> <td>695</td> <td>316</td> <td>252</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1044	834	695	316	252	2021-22	2020-21	2019-20	2018-19	2017-18	1044	834	695	316	252
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1044	834	695	316	252																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1044	834	695	316	252																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1276 Answer after DVV Verification: 1276</p>																				
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2892</td> <td>2824</td> <td>2794</td> <td>2679</td> <td>2657</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2892</td> <td>2824</td> <td>2794</td> <td>2679</td> <td>2657</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2892	2824	2794	2679	2657	2021-22	2020-21	2019-20	2018-19	2017-18	2892	2824	2794	2679	2657
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1543	1374	1494	1523	1264
------	------	------	------	------

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4342	4088	3778	3478	3354

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1602	1507	1494	1523	1264

Remark : Values have been adjusted so that admitted students are not higher than sanctioned seats

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1532	1429	1292	1315	1225

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
503	457	395	405	358

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2086	1965	1816	1672	1613

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
817	770	719	669	645

Remark : Data updated as per the sanctioned strength

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
123	123	123	123	123

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
121	121	121	121	121

Remark : DVV has updated the data after excluding Excluding librarian and Physical education teacher

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

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75	73	65	64	68

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	28	23	22

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03.00	07.60	07.60	21.30	22.30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	7.60	16.20

Remark : DVV has excluded the grant received from the own Institute as per SOP

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	18	16	16	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	7	9	6

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	31	22	59	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	16	22	28	5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	25	33	08	24

Answer After DVV Verification :

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

40	25	33	08	24
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3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	18	27	18	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	13	11	12

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

Answer before DVV Verification : 96

Answer After DVV Verification :78

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44.33	231.76	22.56	134.59	78.23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44.33	231.76	22.56	134.59	78.23

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

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

Answer before DVV Verification : 272

Answer after DVV Verification: 272

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45.54	36.75	24.63	27.19	35.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45.54	36.75	24.63	27.19	35.00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1306	1412	1881	1714	1209

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1306	1412	1881	1714	1209

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
817	2586	625	798	180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
817	2585	625	798	180

5.1.4 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
329	349	285	278	285

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
327	331	279	273	275

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
856	906	779	768	744

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
856	906	779	768	744

Remark : DVV has updated the data after excluding the duplicate values.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	10	09	03	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	10	08	03	04

5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	16	14	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	9	10	13	19

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	15	26	33	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	12	14	12

6.2.2

Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	05	38	27	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	05	31	25	18

6.3.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	54	41	16	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	37	41	16	09

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	31	29	33

Answer After DVV Verification :

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

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

7.1.2

The Institution has facilities and initiatives for

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

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

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

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2892</td> <td>2824</td> <td>2794</td> <td>2679</td> <td>2657</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2872</td> <td>2824</td> <td>2794</td> <td>2679</td> <td>2657</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2892	2824	2794	2679	2657	2021-22	2020-21	2019-20	2018-19	2017-18	2872	2824	2794	2679	2657
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2872	2824	2794	2679	2657																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 180</p> <p>Answer after DVV Verification : 180</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>100</td> <td>100</td> <td>102</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>98</td> <td>98</td> <td>100</td> <td>97</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	98	100	100	102	99	2021-22	2020-21	2019-20	2018-19	2017-18	96	98	98	100	97
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3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>238.99</td> <td>353.08</td> <td>225.82</td> <td>285.77</td> <td>304.71</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>238.99</td> <td>353.08</td> <td>225.82</td> <td>285.77</td> <td>304.71</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	238.99	353.08	225.82	285.77	304.71	2021-22	2020-21	2019-20	2018-19	2017-18	238.99	353.08	225.82	285.77	304.71
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