



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**RAYAT SHIKSHAN SANSTHA'S, ANNASAHEB AWATE
ARTS, COMMERCE AND HUTATMA BABU GENU
SCIENCE COLLEGE, MANCHAR**

ANNASAHEB AWATE ARTS, COMMERCE AND HUTATMA BABU GENU
SCIENCE COLLEGE, MANCHAR, TAL- AMBEGAON, DISTT- PUNE
(MAHARASHTRA) 410 503

410503

<https://aacmanchar.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Annasaheb Awate Arts, Commerce & Hutatma Babu Genu Science College, Manchar is one of the leading educational institutes, established in 1966 as a branch of Rayat Shikshan Sanstha Satara. It is a rural college, situated in Ambegaon Taluka of Pune district in Maharashtra State. The college has an attractive campus spread over an area of 106 acres of land. It provides quality higher education in Arts, Science & Commerce streams at graduate, post-graduate, and research levels. The college runs 20 UG, 09 PG and 03 research programs and also 54 different short-term courses, 2 Career Oriented Courses, 24 MOOC/ SWAYAM Courses & 02 B.Voc Programs. The college is permanently affiliated with Savitribai Phule Pune University, Pune (Formerly known as University of Pune, Pune) and is approved under sections 2(f) and 12(b) of the University Grants Commission (UGC) act. The college was awarded Prestigious **Vanashree Award (1989) from the Department of Social Forestry, Maharashtra State Govt.** for its conspicuous contribution to Planting Trees on the 106 Acres. College reaccredited with an **'A' grade for 3rd Cycle by NAAC with a CGPA of 3.09** in the year 2017. The college received **"The Best College Award"** from SPPU, Pune in the year 2017.

The college has 8832.756 sq. mts built up area. The college has 38 classrooms in those 22 classrooms are with ICT facilities, 2 classrooms with recording facilities, 3 classrooms with smart boards, and 15 laboratories. There are separate laboratories for P.G. Departments and research scholars. The college provides B.Voc courses in Food processing and quality management, Accounting and Taxation. The Department of Biotechnology is a self-financed department run by the institute. The college has three research centers in Chemistry, Botany, & Economics respectively. At the same time, the Department of Commerce is recently recognized as research center. The Department of English has a Language lab with various software and computers. Department of Commerce has a computer lab with Tally software for U.G., P.G. and B.Voc. in Account and Taxation. Department of BCA, Physics and Electronics has computer labs. The College is having recording studio for the lecturing capturing system.

Vision

- Self-reliant, self-sufficing and self-respecting education for society facing reformation.
- Education for the youth advancing towards the world leader nation-India.
- Education for all to eradicate social ills.

Mission

- To provide the dignity of labour and make arrangements of providing the education against the labour.
- To aim at all round personality development of the students through co-curricular and extra-curricular activities in association with various social and cultural organizations.
- To provide a platform to the students by giving them an opportunity to face the challenges of the

competitive world, with utmost utilization of their potential in academic programmes, sports and other events.

- To inculcate values like social equality, justice, fraternity and self-help among the students.
- To provide education to build a classless and castless society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Optimum state-of-the-art infrastructure with 106 acres of lush green land.
- Proactive and visionary management.
- UG and PG Programs, with Choice Based Credit System for all programs.
- INFLIBNET, DELNET, Wi-Fi Campus facility with 100 Mbps internet leased line.
- Excellent student support facilities with Earn and Learn Scheme, Student Aid Fund, Hostels facilities for girls and boys, NSS, NCC, and adequate sports facilities.
- Registered and functional Alumni Association
- Excellent ICT facilities for the teaching-learning process.
- Eco-friendly campus with green practices such as 20kWh Solar Power Generation Plant and Rainwater Harvesting unit.
- Agricultural Land for Laboratory to Agri base research.
- Green Audit, Energy Audit, Gender Audit, Academic and Administrative Audit,
- The greater average number of girl students than boys.
- Introduction of Skill-Oriented Bachelors Programs
- Quality Research Ambience for the budding researchers
- Introduction of B.VOC and Next Generation Courses on the campus
- The Major Contribution to the society in COVID-19 Pandemic

Institutional Weakness

- First graduation learners, educated in vernacular languages. Socially and financially deprived background of the students.
- The majority of the students are from a tribal background
- Restrictions in appointing permanent staff due to Government policies

Institutional Opportunity

- To obtain corporate CSR funds for research and college development
- To build global competencies in rural students to face the world's challenges.
- With the recent changes in higher education in the globalized world the college endeavors to further increase its national and international research, internship, faculty and the student exchange linkages

Institutional Challenge

- The students are from weaker socio-economic and rural backgrounds.
- Lack of Government support for self-financed programs.
- To achieve excellence by involving masses from socially weaker sections.
- Strengthening and making the student competent for entrepreneurship development.
- To motivate the faculty towards sustainable, purposeful and socio- oriented research by getting research grants and claiming patents' Placement drive.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College ensures effective curriculum delivery through a well-planned and documented process. The college has support services viz., well-furnished classrooms, well-equipped laboratories, audio-visual & ICT facilities, library and e-learning facilities, National and International journals, etc., to the staff for effective curriculum delivery to the students. The institution has academic flexibility. It has introduced 54 new certificate/ skill oriented/ Short Term Courses/ Career Oriented Courses & 06 new degree courses during the last five years. Choice-Based Credit System (CBCS) has been implemented in 18 programs. Some of the faculty members have represented various academic bodies such as BOS and the academic council. The institution has also been effectively integrating cross-cutting issues relevant to Gender, Environment, Human values and Professional ethics into the curriculum. Structured feedback on curriculum is collected from students, teachers, employers, parents and alumni and communicated to the University Design and review of syllabus. The College faculty have participated in Refresher Courses and FDP on Syllabi Restructuring organized by the college.

Teaching-learning and Evaluation

Our college adopts student-centric methods of teaching to enhance the student's learning abilities. Rather than being mere instructors, faculty members act as facilitators to transform students from just passive receptors to active stakeholders. Such practices indulge students in the mainstream of education through their active participation, allowing the individual students to comprehend at their level and promoting an inclusive learning environment.

Teachers of various departments conducted experiential learning programs such as surveys, hands-on practicals, and educational visits. Students were also encouraged to join on-the-job training to engage themselves in direct experience and focused reflection. Students were assigned project work. Various workshops, seminars and conferences were organized to provide a platform for students to interact with experts from respective fields and present their research findings.

The college has an optimum number of facilities for inculcating ICT-enabled tools in the teaching-learning process on regular basis such as well-developed computer laboratories, Wi-Fi-enabled premises, classrooms/ laboratories equipped with LCD projectors, and virtual classrooms for effective teaching-learning processes and optimized delivery of education. Faculty members used online learning resources, social networking sites, and blended learning platforms.

The college has adopted a centralized Continuous Internal Evaluation (CIE) system to assess students' performance which is transparent and robust. The college appoints the Controller of Examination and prepares the examination policies for conducting internal examinations as per the rules and regulations of the Savitribai

Phule Pune University. The institute has faculty-wise internal examination committees which are actively involved in the CIE process. For the Continuous Internal Evaluation (CIE), the college conducts unit tests and mid-term examinations. Question papers are made by the respective faculty members as per the university rules. During the examination, invigilators are assigned to each class.

Research, Innovations and Extension

The college is having an ecosystem to collect ideas from the student, teachers, and researchers. Through IPR Cell students are motivated to bring their innovative ideas for further enhancement. The college has established the Karmaveer Agree-Based Incubation Centre (KABI) under Innovation, Incubation Cell, where essential types of equipment are provided to develop prototypes for the Start-Up, Patent design to move toward entrepreneurship. The students also avail of many more facilities from the sister institute like Centers for Invention, Innovation, and Incubations (C-III) of Rayat Shikshan Sanstha. Satara

In addition to this, the college has functioning three research centers in Chemistry, Botany, and Economics respectively. The institute has 13 research guides and 10 associate guides. Presently 28 students are pursuing their Ph.D. The research facility is also made available to the student's curriculum projects, AVISHKAR Research projects, and socio-research projects. The college is having various MoUs and linkages with reputed institutes and industries like C-MET, Pune, Parag Industries, and Morade Food Products for industrial training/internship and high-end characterization facilities.

To motivate and inspire faculty and students to take research the college provides financial support in the form of SEED Money and student corpus funds. In the assessment year, the college has provided financial support for... Minor Research Projects

Infrastructure and Learning Resources

The college has 8832.756 sq. mts built up area. The campus has five main buildings namely the administrative building, science building, commerce building, library building and extension building and other buildings women's hostel, staff quarters, guest house, recreation hall, physical education department building with gymnasium and canteen.

The college has 38 classrooms in those 22 classrooms with ICT facilities, two classrooms with recording facilities, two classrooms with smart boards and fifteen laboratories.

There is a spacious sports ground for players to practice in various sports competitions and it has a standard 400-meter running track, football and cricket ground. The college has an indoor hall for playing table tennis. There is a separate up-to-date gymnasium for the physical fitness of the players. The college has kabaddi, kho-kho, handball, volleyball, basketball and other sports playgrounds. College hosts inter-university level sports events such as kabaddi, and cricket in response to university and sport organizations. Lectures are conducted from time to time by imparting training to the students mainly for police and army recruitment. College celebrates National Yoga Day on 21st June every year, and students and teachers participate in yoga.

Annasaheb Awate (Knowledge Resource Center) Center library, was established in the year 1966. The library has a total area of 12500 sq. ft., divided into various sections like issuing counters along with the area for physically disabled students, stacking area separately for every subject along with references and textbooks

sections, periodicals, encyclopedias, reprography, newspapers, offices, etc. The library area is under the surveillance of CCTV cameras for safety and moderation. Separate reading rooms are available for students and teachers. The seating arrangement has a capacity of 200 chairs in the study room

Student Support and Progression

The college is having a well-established student support system for financial/scholarship assistance, capability enhancement /development, student progression, and alumni engagement. more than 62% of the students have benefitted from the scholarships and Free-ships provided by the Government and Non-Government agencies. The college has provided various funds for the needy and economically weaker students under the Student Aid Fund. Earn and Learn Scheme is functional in the college. The college has a healthy system to provide support to students for skill development, career counseling, competitive examination guidance, placement, and entrepreneurship development. Functional Parent Teacher Association (PTA) and counseling cell to mentor the students regarding academic, career, financial, and stress-related issues. The college has motivated the students through having linkages, MoUs and collaborative activities. The Students also have taken the benefit of various Government Scholarships. The Placement Cell maintains a strong relationship with the industry and supports students in placements. Placement cell and skill development programs strengthen students' capabilities and encourage them to start their own ventures through national Start-up schemes.

Governance, Leadership and Management

The vision mission of the various academic and administrative committees The Principal helps in governing and managing the college through LMC/CDC, IQAC, and other college committees. The college encourages the faculty to participate in Refresher, Orientation, and Faculty Development Programs to complete their M. Phil. and Ph. D. Study leave and financial support are granted to the faculty for attending seminars, workshops, and conferences. The College has introduced e-governance in administration, finance, accounts, student admissions, and examinations. The institution has effective welfare measures for teaching and non-teaching staff. The performance of the teaching and non-teaching staff is assessed through the Annual Performance Appraisal System. Faculty orientation programmes, seminars, conferences, workshops are organized regularly Efforts are taken to pull in funds from UGC/DST/BCUD/ICSSR/consultancy etc.

Institutional Values and Best Practices

The college is keen on the desires, aspirations, abilities and professional skills of human resources as men and women, without gender discrimination. There is a security for girls at the entry gate, a parking facility, a ladies' common room facility in the college and a reading hall for girls in the library. The campus is secured with a walled compound. College has established a linkage with the police department of Manchar to obtain support for vigilance. The college has an anti-ragging, internal compliance committee (ICC) and grievance redressal cell actively working on the campus. The college organized lectures on legal awareness of domestic and sexual violence and cybercrime. An electronic surveillance facility with CCTV cameras is operative for the whole campus. Suggestion boxes are placed appropriately

The college has segregated waste into solid waste, liquid waste, e-waste, and hazardous chemical waste. Separate dustbins are placed at different locations on campus and in laboratories. The waste from the plants and other wet waste is collected from different areas of the campus and used for vermicomposting unit developed

by the college for the preparation of organic compost.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAYAT SHIKSHAN SANSTHA'S, ANNASAHEB AWATE ARTS, COMMERCE AND HUTATMA BABU GENU SCIENCE COLLEGE, MANCHAR
Address	Annasaheb Awate Arts, Commerce and Hutatma Babu Genu Science College, Manchar, Tal- Ambegaon, Distt- Pune (Maharashtra) 410 503
City	MANCHAR
State	Maharashtra
Pin	410503
Website	https://aacmanchar.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kanade K.g	0091-9322504992	7499535900	0091-8767403354	aac.manchar@gmail.com
IQAC / CIQA coordinator	Wagh G.c	0091-7020183788	9423282206	0091-8767403354	waghganeshc@gmail.com

Status of the Institution	
Institution Status	Private and 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	30-12-1969	View Document
12B of UGC	01-03-2009	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	Annasaheb Awate Arts, Commerce and Hutatma Babu Genu Science College, Manchar, Tal- Ambegaon, Distt- Pune (Maharashtra) 410 503	Rural	105	8832.75

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 Pass	Marathi	20	7
UG	BA,English	36	HSC Pass	English	20	13
UG	BA,Economics	36	HSC Pass	Marathi	25	15
UG	BA,Political Science	36	HSC Pass	Marathi	20	12
UG	BA,History	36	HSC Pass	Marathi	20	10
UG	BA,Geography	36	HSC Pass	Marathi	20	19
UG	BA,Psychology	36	HSC Pass	Marathi	20	15
UG	BBA,Commerce	36	HSC Pass	English	80	39
UG	BCom,Commerce	36	HSC Pass	English,Marathi	120	95
UG	BCom,Commerce	36	HSC Pass	Marathi	120	53
UG	BCom,Commerce	36	HSC Pass	English	120	53
UG	BSc,Chemistry	36	HSC Pass	English	60	40
UG	BSc,Physics	36	HSC Pass	English	20	7
UG	BSc,Botany	36	HSC Pass	English	20	6
UG	BSc,Zoology	36	HSC Pass	English	20	7
UG	BSc,Electronics	36	HSC Pass	English	20	16
UG	BSc,Mathematics	36	HSC Pass	English	20	4
UG	BSc,Biotechnology	36	HSC Pass	English	20	3

**Self Study Report of RAYAT SHIKSHAN SANSTHA'S, ANNASAHEB AWATE ARTS, COMMERCE AND HUTATMA
BABU GENU SCIENCE COLLEGE, MANCHAR**

UG	BVoc,Food Processing And Quality Management	36	HSC Pass	English	60	10
UG	BVoc,Accounting And Taxation	36	HSC Pass	English	50	12
PG	MA,Marathi	24	Undergraduate	Marathi	60	13
PG	MA,English	24	Undergraduate	English	60	8
PG	MA,Economics	24	Undergraduate	Marathi	60	9
PG	MCom,Commerce	24	Undergraduate	English,Marathi	60	39
PG	MCom,Commerce	24	Undergraduate	English,Marathi	60	44
PG	MSc,Chemistry	24	Undergraduate	English	60	49
PG	MSc,Chemistry	24	Undergraduate	English	60	23
PG	MSc,Physics	24	Undergraduate	English	60	11
PG	MSc,Botany	24	Undergraduate	English	60	3
Doctoral (Ph.D)	PhD or DPhil ,Economics	60	Postgraduate	English	25	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry	60	Postgraduate	English	25	11
Doctoral (Ph.D)	PhD or DPhil,Botany	60	Postgraduate	English	25	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				9				34			
Recruited	2	0	0	2	9	0	0	9	13	5	0	18
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				55			
Recruited	0	0	0	0	0	0	0	0	24	21	0	45
Yet to Recruit	0				0				10			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				45
Recruited	26	0	0	26
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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.	2	0	0	7	0	0	1	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	12	4	0	18
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	29	0	49
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	663	0	0	0	663
	Female	794	0	0	0	794
	Others	0	0	0	0	0
PG	Male	164	0	0	0	164
	Female	195	0	0	0	195
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	0	0	0	19
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	53	49	51	33
	Female	53	44	42	34
	Others	106	93	93	67
ST	Male	127	137	127	127
	Female	138	147	155	91
	Others	265	284	282	218
OBC	Male	120	108	95	67
	Female	127	131	123	85
	Others	247	239	218	152
General	Male	631	590	522	490
	Female	807	832	899	311
	Others	1438	1422	1421	1301
Others	Male	57	61	41	148
	Female	65	51	49	38
	Others	122	112	90	136
Total		4356	4300	4208	3298

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college maintains an interdisciplinary approach through the implementation of curriculum, teaching-learning, and research activities in this institution. The college being affiliated to the Savitribai Phule University Pune takes into consideration the Curriculum framed by the various BOSs and maintains an Interdisciplinary approach in its curriculum delivery. An interdisciplinary approach is ensured in all programs and courses through teaching-learning, research, and curriculum. To promote interdisciplinary research in science, humanities, and social sciences the research laboratories are established in the institution through which integrated research and publication in various subjects have</p>
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	<p>been facilitated in the institution. The institution is having following plans for a Multidisciplinary or interdisciplinary approach. • To start new program/s at UG and PG levels with a multidisciplinary approach. • To start professional courses for undergraduate and postgraduate programs. • Updating teaching, Learning, and Assessment Processes to maintain an interdisciplinary approach • Avail Holistic Multidisciplinary Education: Bringing into the curricula, experiential learning, and internship as mandatory components, so that there is greater connectivity and mobility for the students with the industry and the society. • Enhancement of Employability Skills/ Industry readiness: Facilitate each student to apply and seek an internship for 3-6 months in the industry of choice and availability. • Increase Quality Assurance: Training & incentives for teachers for content creation, digital repository for online education and dissemination. • Establishment of R & D, Start-up, and Incubation: Establishment of skill and Maker's labs for hands-on training and certification.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the guidelines and suggestions made by the University Grants Commission, affiliated university Savitribai Phule Pune University Pune, and Higher Education Department of Maharashtra, the novel approach of Academic Bank of Credit is introduced to all the students as well as the teachers from 2020 March, but the affiliating university, Savitribai Phule Pune University has started the implementation of ABC from October 2022 taking into consideration the National Educational Policy of 2020. As our institution is affiliated to Savitribai Phule Pune University, Pune it adheres to the rules and regulations laid down by the Gov. Maharashtra, University Grants Commission, and Savitribai Phule Pune University, Pune time to time to implement the schemes introduced by these authorities. The college has taken the initiative to sensitize the faculty and the students regarding the nature and application of ABC. Every enrolled student is encouraged to have a unique ABC ID, the record of the same is maintained by the respected Departments and shared with the affiliated University from time to time. Presently the maximum number of students of Annasaheb Awate College have registered for Academic Credit Bank.</p>
<p>3. Skill development:</p>	<p>The college takes the initiative in developing the</p>

	<p>overall personality and domain knowledge of the students by giving them the opportunity to develop their skills through various courses introduced by the various departments. Our institution organizes various programs for developing various skills among the learners throughout the year such as life skills, professional skills, and communication skills for enriched social living and matured civic consciousness. For the overall skill development of the students, different types of training programs and workshops are organized by Skill Development Committee and other supporting committees. Our institution conducts skill-oriented courses like, Entrepreneurship Development, Skills Management, and Soft Skills Development Programs. The Certificate courses like Spoken English, Modi Lipi, Human Rights, E-banking, dairy chemistry, and Intelligence are also conducted by different departments/ committees for life skill formation beyond the normal curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our mother institute Rayat Shikshan Sanstha and our institute from the beginning of its establishment, steps were taken to integrate Indian tradition, culture, and language in the knowledge and skill-imparting process. Hindi and Marathi are supplementary languages as a medium of instruction besides English. Through various activities and programs on the campus by conducting cultural exchange, seminars, and field trips to impart Indian knowledge and culture among the students. We celebrate various birth and death anniversaries of revered and ideal personalities to impart the glorious past of India to the students as a result of this the students get motivated and feel proud of their cultural past. The institute also celebrates National Yoga Day in our institution. In order to promote the use of the national language Hindi, Hindi Day is celebrated and various cultural and academic programs are organized on the occasion of local languages like Marathi. Quiz programs, elocution competitions, essay writing, and story writing are also conducted. Students of our institution were trained in literary and cultural programs organized in Indian languages like Hindi and Marathi at institutional and university levels. Our library also contains a good collection of books which disseminate the rich knowledge and cultural tradition of India.</p>

<p>5. Focus on Outcome based education (OBE):</p>	<p>Internal Quality Assurance Cell (IQAC) is determining whether the set educational objectives meet a general standard of quality. The emphasis of the outcome-based education (OBE) system is on quantifying what the students are capable of doing and the learning outcomes of the students are one of the key components. The outcome-based education model is based on defining various parameters called Graduates Attributes (POs). The entire curriculum and teaching-learning process of the institution are focused towards programme outcomes (POs), programme-specific outcomes (PSOs) and course outcomes (COs). These outcomes are uploaded on the institutional website and known to all aspiring learners. The programme outcomes and programme-specific outcomes are communicated to the learners during Student Induction programmes. The course outcomes are made known to the learners by respective teachers at the beginning of the course. These outcomes are evaluated through continuous evaluation, internal and external examinations, seminars, projects and participation of the learners in different co-curricular activities. The programme outcomes to a great extent are reflected in the student's progression towards higher studies and placements. The level of achievement of these outcomes is monitored at the various levels by the college council, IQAC and Department by direct or indirect methods.</p>
<p>6. Distance education/online education:</p>	<p>The college is well aware of the need for online education in recent times. To facilitate students, Institution provides e-resources through recorded lectures, PPTs, e-books, e-journals, and online notes; online lectures through Zoom and Google Meet etc. Library resources are also available on the Institution's website. The college takes pride in mentioning that during the COVID-19 outbreak, the college teachers conducted lectures online mode using Google MEET and Zoom platforms. More than 600 hundred quality lectures of the majority of the faculty are available on the college YouTube Channel having more than 10k student subscribers. The knowledge bank is prepared and availed on the website. For the students those who cannot afford to come to college regularly Yashvantrao Chavan Maharashtra Open University Centre is functioning in our college. The Study Centre has been facilitating</p>

graduate distance education to meet the needs of society. The Study Centre is located within the college premises and its performance has always been praiseworthy. This study Centre enrolls students for B.A. and B.Com Courses. The introduction of blended learning at the institution is assessed as an ongoing process, which has significantly contributed to a more extensive change in the educational process. Some restrictions, namely inexperience, limited resources and only a small learning team of enthusiasts, caused frustration in the implementation of the blended learning project. The consequences of a holistic introduction to blended learning are evident in various areas. The educational process didactics prompted discussion about the method of delivering knowledge and the changed perception of how students accept the execution of the teaching process. The findings incited more training courses on didactics and methods of teaching and above all the introduction of education in an e-environment.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club has been established by the college. In order to promote and raise understanding of the election process, including voter registration and voting, as well as to strengthen democratic principles among youths, the Department of Political Science at NSS and NCC has established the Electoral Literacy Club in our college. Similar to this, the college has posted the ELC board with its goals, and objectives, and to help students become familiar with the election process. Earlier, the Department of Political Science and NSS had undertaken a number of such initiatives under the heading of community extension operations. However, the identical efforts are now referred to as Electoral Literacy Club projects.</p>
<p>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?</p>	<p>The Electoral Literacy Club at our campus is active and implementing numerous efforts to promote the electoral process of registration and voting in accordance with the guiding principles of the Maharashtra government. Under the able leadership of the college Principal, the head of the Political Science Department, NSS and NCC have formed a</p>

	club made up of instructors' and students' representatives.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the Electoral Literacy Club (ELC) various Awareness programs, Seminars & Webinars were conducted on the campus. Government officers like SDM, Tahsildar of the Ambegaon Tehsil and others have guided the youth of the college. The digital facility of the first Voter Registration is made available by the college to the students and society.
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.	Through Political Science, NSS and NCC the college has conducted surveys, rallies, awareness programs and many other such programs to inculcate democratic values in the youth. On the occasion of NSS camps organized by the college in the nearby villages, the NSS Volunteers students of the college have organized street plays and other awareness programs.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Our college's students and teachers are devoted to institutionalizing knowledge of the voter registration process. 1. Organisation of Voter Registration Campaign. 2. Voters Registration Survey 3. Distribution of Government Circulars to the students etc. were organised by the college.

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
2175	2150	2112	1925	1917

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

2 Teachers

2.1

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

Response: 163

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	78	86	73	74

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
55.53	80.15	89.56	92.54	126.14

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The college is affiliated to Savitribai Phule Pune University and follows the curriculum and guidelines prescribed by the university. The college ensures effective curriculum delivery through a well- planned and structured process by maintaining the academic calendar of the institute and the university

1. CURRICULUM DELIVERY:

- Bridge Courses for newly enrolled students from all the streams are planned and conducted by following the guidelines received from UGC and affiliating universities.
- General meetings are scheduled in order to delegate the committee works, and action plans of the academic year.
- The curriculum and the policies prepared by SPPU are implemented by the Vice-principal/faculty-in-charge nominated by the principal.
- Vice principals / Faculty in-charge call meetings of respective heads and the faculty members of the departments to discuss with them the key points of curriculum execution.
- The timetable committee prepares a general timetable at the beginning of every academic year and is strictly implemented for effective curriculum delivery.
- Heads of the department discuss PO, PSO, CO and then distribute the workload and also encourage the respective faculty members to prepare teaching plans for their classroom teachings.
- Each department prepares its academic calendar, teaching plans, and Teacher Diary before the commencement of every academic year.
- The faculty of respective departments/subjects prepares and provides course material and ICT material for effective content delivery.
- Co-Curricular activities like Guest lectures, study tours, field visits, industrial visits, and seminars are periodically arranged to keep the students updated.
- In addition to regular teaching modes we have effectively implemented online learning modules like Google meet, Zoom, Google Classroom, Web-based learning, blended learning, etc in the COVID-19 pandemic

1.SHORT-TERM COURSES:

- 44 Short term Courses, 2 COCs, and 21 MOOC courses were organized and Conducted by various departments during the last five years such as COCs like Horticulture, Certificate Courses in Apiculture, and other short-term courses like Personality Development, Soft-skill

Development, Agro Industries, and Communication skills, Travel and Tourism, Food-Processing, GST, Tally, Modi Lipi, etc

- The number of Add-on/ Value added courses/ Skill enhancement courses such as Human Rights, Skill Development, Cyber Security, and Introduction to Indian Constitution, etc. are prescribed by SPPU for the betterment of the PG students.
- Courses like Environmental Awareness, MIL, Research methodology, Business management, Life Skills, IOT, Tourism management, Museology, etc. are prescribed by SPPU for the advancement of UG students.

C) EVALUATION PROCESS:

- CIE and Central Assessment Programme are organized by the College for each Semester.
- Transparency and Impartiality are maintained in the evaluation process.
- Timely feedback and measures are taken to enforce the required changes.
- Hybrid (Online & Offline) methods such as Rayat ERP, Online modules, Google forms, Open book tests, Seminar, Group discussions, Presentations, Internships, Home Assignments, Tutorials, Project reports, Field/Industrial visits, Study tours, Practical and Orals are used for evaluation.

1. FACULTY ENRICHMENT:

- The staff is continuously encouraged to enhance their research skills & attend the Orientation programs, Refresher courses, FDP on the reconstruction of syllabi, workshops, conferences, and seminars to upgrade their knowledge.
- Faculty Lectures are organized under 'Pradhyapak Prabodhani' for faculty knowledge enrichment.

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

1.2 Academic Flexibility

1.2.1

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

Response: 70

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

1.2.2

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

Response: 37.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
1336	568	1074	481	374

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college offers the courses in Arts, Commerce and Science streams, BBA (CA) & Biotechnology professional courses and Account & Taxation and Food Processing & Quality Management are Vocational courses. Curriculum of regular courses designed by Savitribai Phule Pune University, Pune and Short Term and vocational courses designed by college. This curriculum covered cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. Besides attending these cross cutting issues through regular curricular activities, the college takes sufficient efforts to focus on other co-curricular and extra-curricular activities as follows:

Name of The Cross Cutting Issues	Class	Subject	Point
Gender	TY BA	Economics	Gender Budget
Gender	SYBSc	Biotechnology	Gene variants and transgender identity, Sex determination
Gender	SYBA	Marathi	Comparison of Man and Women
Gender	M.A.II	Economics	Pattern of Age and Sex Structure
Gender	SYBA	Political Science	Truth and Non- Violence, Theory of Satyagraha
Environment and Sustainability	FYBA	Economics	Environment Challenges to Indian Agriculture
Environment and Sustainability	FYBA	Geography	Nature and scope of Physical Geography
Environment and Sustainability	TYBA	Political Science	Terrorism- Cause and Consciousness
Environment and Sustainability	MA II	Economics	Economic Development and Environment
Environment and Sustainability	SYBA	Geography	Introduction of environmental Policies
Human Value	FYBA	Geography	Nature and scope of Human Geography
Human Value	TYBA	Political Science	Disarmament
Human Value	SYBA	Economics	Social Welfare Function
Human Value	SYBSc	Physics	Introduction to Human Rights and Duties
Human values	M. Sc. Chem.	Chemistry	Human Rights
Human Value	T Y BSc.	Botany	Medical Botany & Human Health
Professional Ethics	FYBA	Economics	Commercial Banks (Public Sector Banks, Private Sector Bank)
Professional Ethics	FYBCom.	Geography	Meaning and Definition of Commercial Geography
Professional Ethics	SYBA	Economics	Monopoly, Oligopoly
Professional Ethics	FYBCom.	Commerce	Introduction to Goods and Services Tax Laws

			and Accounting
Professional Ethics	TYBA	Political Science	Diplomacy
Professional Ethics	B. Voc.	Snack food Technology	Whole Grains
Professional Ethics	B. Sc. Biotech	Food Microbiology	Cereal & cereal products

1. Environment and Sustainability

Green College, Clean College, Smart College the motto of our college is followed seamlessly. The college premise is enriched with oxygen, the 105 acres of college land is covered with trees that produce tremendous oxygen.

- The course 'Environment & ecology offered by SPPU to all the second year under graduate students helps them to learn about the importance of ecosystem to human life.
- NSS promotes environmental protection through tree plantation and other sustainable development programs. NSS organizes various environment related programs including
 - Tree plantation,
 - Village cleanliness under Swachh Bharat Mission,
 - Water stream cleaning
 - Digging of soak peats under 'Jal Shivar Yojana'
 - Rainwater Harvesting
 - No Plastic drive
- Institutional Activities
 - Celebration of Earth Day, Environment Day & Ozone Day
 - Workshop/Seminars on Environment & Ecology
 - 'No Vehicle Day' on first Saturday of every month

1. Human Values and Professional Ethics

- Guest lecturers to create scientific approach and social awareness among students
- NCC organizes Independence Day and Republic Day parades
- Blood donation camp every year

Celebration of women's day, international yoga day, teacher's day etc.

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: 42.57

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

Response: 926

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
954	842	972	926	846

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1484	1470	1434	1266	1166

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 53.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
352	309	525	324	314

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
742	735	717	633	583

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 31.07

2.3 Teaching- Learning Process

2.3.1

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

Response:

In order to improve the student's learning capacities, the college has included student-centric learning approaches that include a variety of pedagogical instruments.

Experiential learning:

This serves as the fundamental method of instruction, one that makes provisions for students to "learn by doing". Students studying biotechnology and commerce conducted surveys, gathered data, and performed analyses. Students of political science and history were given the chance to study new things through practical experience through visits to institutions like courts and museums. Educational tours to Krishi Vigyan Kendra, Narayangaon, Bhagyalaxmi dairy farms, Go cheese, Sericulture Unit, Wai, Banks, Sula vinery, etc. were organized. In addition, field visits to the college campus, Naneghat, Ahupe, etc. were organized by some departments. Students from Arts were encouraged to prepare program reports, anchoring scripts, and news reporting. Functional English students were stimulated to interview various entrepreneurs. Economics students practice the presentation and discussion on budget and auction. Some students have also undergone on-the-job training and/or internship programs. Hands-on workshops were conducted by History and Science departments. Students were encouraged to give seminars.

Participative learning:

In order to foster lifetime learning and transferrable skills in students throughout both academic and extracurricular activities, participative learning techniques were used. Through quizzes and group discussions, students actively participated in cooperative learning. Through a variety of events, including the Avishkar Research Convention, Departmental Fests, Elocution Competitions, and Debate Competitions, students are encouraged to showcase their creativity and knowledge. In order to give them a platform to communicate directly with the subject matter expert in each discipline, conferences, seminars, and webinars were held. The college published The AAC Times, a newsletter with a student editorial board. Students took part in social responsibility initiatives and NSS camps.

Problem-based learning:

Students are given open-ended questions to answer as part of this approach, which incorporates problem-based learning. Students were given problem sheets to help them develop their analytical and critical thinking skills. Karyotype analyses and genetics problems were conducted by Biotechnology and Zoology students. Business, BBA, and B. Voc. students were urged to resolve the case studies and analyze the outcomes.

Use of ICT:

The college is equipped to facilitate the ICT-based teaching and learning process to its fullest potential. College facilities provide 100mbps Wi-Fi, and departments and classrooms have laptops, computers, and LCD projectors. The teachers employ PowerPoint presentations and other audiovisual aids. While virtual labs and tools like Maxima, LaTeX, Origin, Verilog, Dev C++, and Arduino are utilized to conduct practicals online via simulations, blended learning platforms such as Google Classrooms and What Sapp are used to disseminate crucial news and notes. Websites like Google Meet and Zoom were employed. The video recordings of the teachers on various subjects are posted on the college's own YouTube account. The interactive library at the college makes use of Libreria and Inflibnet resources like the N-

list. On the MOOCs portal, students were urged to sign up for online courses. Some educators communicate with students using blogs and podcasts. Internal evaluations are carried out via Rayat ERP software.

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: 85.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	89	97	91	90

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 56.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	37	47	43	56

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has appointed College Examination Officer (CEO) and prepares the examination policies for conducting internal examinations as per the rules and regulations of the Savitribai Phule Pune University. Earlier, the institute has faculty-wise internal examination committees which were actively involved in the CIE process. Since, 2020-21 the college has adopted a centralized Continuous Internal Evaluation (CIE) system to assess students' performance which is transparent and robust. For the Continuous Internal Evaluation (CIE), the college conducts unit tests and mid-term examinations. Question papers are prepared by the respective faculty members as per the university rules. Online internal exams were conducted via the Rayat ERP platform. Besides, the department conducts various other graded and non-graded methods of assessment such as student seminars, quizzes, group discussions, class tests, and home assignments at regular intervals. The rubrics for these graded and non-graded assessments were prepared and communicated to students in advance. Students are informed about the conduction of Continuous Internal Examinations well in time. To maintain transparency, the tentative schedule for the graded internal examinations is mentioned in the academic calendar and displayed on the website. Moreover, the exact dates are notified to students well in advance on the college website, WhatsApp, and by displaying them on the notice board. The transparency of the continuous internal evaluation is maintained by the college examination committee throughout the year. A new practice of Internal Examination Audit of departments is adopted by the college where a committee has been created under the guidance of Hon. Prinicipal, to assess the data, transparency and best/ innovative practices carried out during CIE. Moreover, to maintain transparency departments conduct open days for the students, and teachers give

feedback on their performance in each subject. After the assessment, the internal marks are uploaded on the SPPU portal as per the SOP.

External examinations are conducted by SPPU. The timetable is published on the SPPU website. It is also notified to students via the college examination committee.

The college has framed an efficient mechanism to address the grievances related to the internal examination which is transparent, time-bound, and efficient. The faculty assesses answer sheets at the scheduled time given by the internal examination committee after the conduction of the test according to the model answers. The faculty evaluates the answer sheets within a week of the conduction of the test. The evaluated papers are shown to the students in class and the faculty accepts individual grievances from students if required. Their doubts and queries regarding the evaluation are also resolved at the earliest. The most complicated and technical grievance, if any, is referred to the examination committee and the Principal through the Head of the Department. Re-examinations have also been conducted at the departmental level for the students after receiving grievances on medical grounds, sports, camps, or any other genuine reason, as per the university guidelines. The grievances regarding the internal examination marks in the university results have also been immediately resolved by the examination committee through the subject teacher.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The vision of the college is to produce competent graduates by imparting quality education, hence, the college believes in outcome-based learning rather than input-based learning. Since the college is affiliated to Savitribai Phule Pune University, the syllabi designed by the university are followed. The syllabi of every course are designed and approved by the Board of Studies members of respective subjects of Savitribai Phule Pune University, Pune. After approval, district-level workshops are organized in the affiliated college by the University for stating the PO, PSO, and CO to teachers. PO, PSO, and CO are published on the university website and made available to all stakeholders.

In the making of Programme Outcomes (POs), and Course Outcomes (COs) for all Programmes following objectives are considered

- The program outcomes that must be met within the allotted period are prepared by the course coordinator.
- These outcomes focus on the general and subject-specific abilities that will be obtained.
- The information and skills of a student will gain through theoretical and applied knowledge learned from a particular subject are the focus of these outcomes.
- The corresponding course teachers who teach the course to the students are responsible for creating the course outcomes.

A hard copy of the syllabus of each year specifying the programs and course outcomes is present in respective departments. It is also displayed on the college website so that teachers, students, and other stakeholders can access PO, PSO, and CO from the college website. The PO, PSO, and CO are conveyed to first-year students during the orientation program. Further, faculty members also shed light on PO, PSO, and CO during interaction with students in the class to make them aware of the graduate attributes. Before teaching the topic directly in class, teachers share the contents and learning outcomes of that lecture. Students are made aware of the correlation between syllabus and PO, PSO, and CO. These outcomes are also communicated to the stakeholders during Parent-Teacher meetings.

After the revision of syllabi, a workshop is also conducted by all the departments to discuss the syllabi and PO, PSO, and CO. Experts from respective fields are invited to have an interactive session on syllabi and PO, PSO, CO. The PO, PSO, and CO are redefined every time the syllabi are revised.

Evaluation of Cos and POs is done in the following manner;

- Attainment is calculated as 40% of CIE and 60% of Semester End Examination of the average of COs and POs.
- The calculation's average is changed to a percentage.
- HODs inform the program attainment of the batch to the IQAC after the analysis.
- To develop teaching-learning strategies for further advancement, the previous batch's performance is compared to the current batch's performance.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Since the college believes in outcome-based learning rather than input-based learning, the college has devised a mechanism to assess the level of attainment of course outcomes. Regarding the method of measuring attainment of POs, PSOs and COs; the institution apply multiple evaluation tools and methods.

The course outcomes are evaluated based on the various criteria. The course outcomes are monitored through the performance in internal and semester end examinations. The performance of the students in CIE as well as SEE are discussed and analysed during departmental meetings. Subsequently, course outcomes are evaluated indirectly during other activities such as quiz, student seminars, peer teaching, assignments, projects, surveys. Answer key and rubrics are designed by the teachers which are regularly revised in accordance with the teaching methods. These provide the meticulous measurement of course outcomes.

Course outcomes are competencies that are structured based on action such as cognitive process (remember, understand, evaluate, etc.) and knowledge (factual, conceptual, metacognitive, procedural, etc.). The competencies are demonstrated by the students throughout the learning process. The question papers set during both CIE and SEE are in accordance with the CO intended. The questions in CIE, both in graded and non-graded methods, are mapped with the CO intended and assessed accordingly. Interactions of the teachers with students in class as well as laboratory sessions as well as mentee with mentors are also considered for the attainments. Students are also encouraged to participate in various co-curricular and extra-curricular activities and these are reflected in their mark-sheets.

Head of the department assess the course outcomes as per the scheme provided. For net CO attainment, 40% weightage for CIE and 60% weightage for SEE is considered. There are three attainment levels namely Level 1, Level 2 and Level 3. Further a target score has been set to decide the level of attainment. The attainment levels and target score have been set by each stream depending upon the syllabi.

For PO attainment, CO are mapped with the PO intended and then assessed.

Indirect method, student and alumni feedback is also used for course outcome assessment. Student progression and placement is also one of the factors considered for PO attainment.

Since COs are mapped with PSO and PO, the PSO, PO attainments are evaluated proportionately.

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

2.6.3

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

Response: 82.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
569	638	493	375	391

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

2021-22	2020-21	2019-20	2018-19	2017-18
647	692	561	505	567

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.66

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	0.00	0.00	0.00	0.00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

3.2.1

Our college has Innovation & Intellectual Property Rights Cell to inculcate the research and innovative mindsets of the faculty and the students. IQAC Cell and Research Cell have prepared Research Policy Document. The College also allocates the budget for Research projects and publications to motivate budding research scholars. In the policy document, the provision for the incentivization is given to publish their research papers in UGC CARE and other reputed journal having good impact factors. Research ideas through projects are invited from the faculty and reviewed by the experts and incentives are given to the researchers to carry out their research projects which are governed by the research cell of the college.

Allocation of financial assistance for projects

Year	2017-18	2018-19	2019-20	2020-21	2021-22
Amount in Rs.	12,58,300	60000	115320	857011	793720

219 quality research papers are published in the UGC CARE list & journal having a good impact factor, 93 books/chapters and proceeding papers in the last five years. The college has 3 research centers in Chemistry, Botany, and Economics respectively and the 09 research supervisors from the institute and 10 associate research supervisors from the nearby institutes are guiding to 31 research scholars of Ph.D. in the college out of which 1 Ph.D. research scholar is awarded a Ph.D. Recently the college also got approval for the research centers in Commerce and Management. The institutional research quality is imparted and reflected in its citation index of more than 1700. With institutional citation four patents have been published and 1 patent is recently filed for a further grant.

Patents Granted/Published / Filed

S.No	Name of the Faculty	Patent Title	Status
1	Ms. Mahakal Shraddha Mr. Sudarshan Padwal (TYBSc Student)	Writing implementation with ink controller & a method for detection of ink level	Granted
2	Mr. Bhor Abhishek Ms. Dange Afroz Mr. Sanjaykumar Pokale	1. IOT-based lung cancer detection using artificial intelligence	Published
	Mr. Bhor Abhishek	2. Cloud & IOT based Decease prediction & diagnosis- system for health care using fudgy neutral classifier	Published
3	Dr. Vijay Nikam	A system for evaluating the impact of marketing strategies for small business sustainability & method thereof	Published
4	Dr.Santosh Shinde	The novelty resides in the shape & the configuration of (the food processing machine)	Filed

The IPR & Research Cell has taken the initiative to collect ideas from the students by motivating them through an idea to patent seminars organized by the IPR Cell of the college. The College has collected a number of ideas through the IPR cell as a result of this one idea of Sudarshan Padwal (TYBSc- Physics Student) is published and received a grant which is mentioned in the above table. Also, Akshay Gawade & Digambar Tawarehas developed a Petrol and diesel measuring device that is under the process of patent filling. The institution is having 33 functional MoUs with national and international organizations. The college organizes AVISHKAR Competition every year to motivate budding researchers.

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: 49

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
21	12	07	07	02

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: 0.74

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
26	08	19	45	23

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

3.3.2

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

Response: 0.31

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
28	05	01	07	09

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

3.4 Extension Activities

3.4.1

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

Response:

The college hosts a series of outreach events to promote college and neighborhood community partnerships to sensitize students to community needs and bring about community change in surrounding rural communities.

Impact of extension activities in the neighborhood communities:

The institution effectively runs National Service Scheme (NSS) with a unit of 300 volunteers through which extension activities are conducted in the neighborhood communities. Each year, the college selects a neighboring village, organizes winter camp there for seven days, and carries out society-centric activities such as cleanup, village inspection and development works. These camps were organized in the village Kurwandi (for 2 years) and Thapling (for 2 years). Several notable activities carried out by NSS volunteers in the past five years include tree plantation, digging of contour trenches to save water, cleaning villages, digging pits for village toilets, building roads, making paths and roads, making and distributing masks and groceries to labors in the Corona pandemic situation, and making and distribution of seed balls in the society. The college has also organized several awareness programs like AIDS awareness, blood donation camps, Covid-19 Lockdown awareness programme, preparation and distribution of masks, and Covid survey of society. The society-centric activities resulted in new green coverage in the villages; increase in groundwater level, cleaner roads and surroundings and importantly villagers learned the technique of rainwater harvesting and became aware of the diseases like AIDS and Corona.

Impact of extension activities in sensitizing students to social issues and holistic development:

The College is fully aware of its responsibility to turn students into responsible citizens of the nation by making them aware of social issues. One of the main objectives of the faculty is the integral development

of the personality of the students. The institution instructs students and villagers on the importance of removing superstitions, saving water, Swachh Bharat Abhiyan, personal health and hygiene, cleanliness, road safety, AIDS, CORONA, decrease in environmental pollution, and other social issues by organizing lectures of eminent personalities in the college and at the NSS camps.

The college has also organized several social activities during the last five years such as Tree Plantation, Nirbhay Kanya Abhiyan, Gram Swachhata Abhiyan, Farmers Meet, *Jagar Janivancha*, Cardiac Arrest- Remedies, HB campaign, Health Checkup Camp for Villagers, and Blood Donation camps.

The college also organized Health awareness camps, Environment awareness camps, water and soil conservation camps, and programs to increase literacy in society. The college organized awareness programs on Road safety, human rights, cybercrime and cyber security, programme on voter awareness, minority rights, Black magic awareness, and awareness programs on food adulteration activities, GST and demonetization.

The college is running “Earn and Learn Scheme” for needy students for their financial support which also boosts self-reliance and work dignity in the students. All these activities also helped students understand real-life issues and the dignity of work, and inculcated teamwork and self-confidence in them. The activities also sensitize students to various social issues and make them aware of their social responsibilities, social environment, etc.

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

3.4.2

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

Response:

The college takes pride in mentioning that the college has carried out various extension activities under NSS, NCC, Sports to benefit society and the vicinity. Various programs/activities were organized and conducted successfully in last five years. These activities and programs were conducted by respective committees with the help of neighboring communities and the students. As a result of this, the college received appreciation in the form of various prestigious awards /recognitions from stakeholders and government-recognized bodies.

Details of Awards and Recognitions

1. Maharashtra Rajya Vanshree Puraskar
2. Best College Award from SPPU, Pune

3. Kavi Anant Fandi Literature Award (Dr. Santosh Pawar) 2017
4. Gyan Lakshmi Vidya Gaurav Award (Prof. Vaishali Supekar) 2017
5. Smt. Neelimatai Pawar Suvarna Padak 2017 from SPPU, Pune (Sheikh Tanjila Khalil, T. Y. Biotech student)
6. A.P.J. Abdul Kalam Life Time Achievement National Award 2018-19 (Prin. Dr. Gaikwad N. S.)
7. University Level -Second Prize for "Shivneri Magazine 2017-18"
8. University Level -Third Prize for "Shivneri Magazine 2018-19"
9. Kavita Sangrah, Kavyagraha Puraskar 2018 (Prof. Santosh Pawar)
10. Kavita Sangrah, Bhujang Meshram Kavya Puraskar (Prof. Santosh Pawar)
11. Best Creativity Prize 2018 (Itkar Satyaheet)
12. Third Prize for Inspire high school competition 2018 (Sudharshan Padwal)
13. Third Prize in Avishkar Senior College Teacher Competition 2018 (Prof. Madhuri Ekshinge)
14. First Prize in Avishkar project-based learning competition 2018 (Ms. Hinge Vidya)
15. First Rank in state-level exhibition & competition 2018 (Prof. Madhuri Ekshinge)
16. Third Rank in state-level exhibition & competition 2018 (Kanade S. B.)
17. Third Rank in State-level Exhibition & Competition 2018 (Thorat R. S.)
18. First Rank in state-level exhibition & competition 2018 (Mavkar Rutuja)
19. Gold Medal for Best Ph.D. thesis from SPPU, Pune (Dr. Umesh Sirsat)
20. Yuva Pratap Rajya Stariy Krushi va Samajik Puraskar 2019-2020
21. Upakramashil Pracharya Puraskar (Prin. Dr. N. S. Gaikwad)
22. Aadarsh Shikshak Puraskar 2019-20 (Prof. Vilas B. Fasale)
23. Bhimashankar Karandak-2020, and General Championship (The college)
24. Outstanding Volunteer Award 2019-20 (Mr. Adesh Bheke) from SPPU, Pune
25. Young Researcher Award for Paper Publication in InSc. (Prof. Suse Sachin Namdeo)
26. Dr. Santosh Pawas a member of Maharashtra State Marathi Vishwakosh Nirmitti Mandal from the Maharashtra State Marathi Encyclopedia Production Board
27. Fellow Maharashtra Academy of Science 2019 (Dr. K. G. Kanade)
28. Life Fellow Award- Indian Chemical Society 2022 (Dr. K. G. Kanade)
29. Recognition as a Joint secretary in Sports from SPPU, Pune (Dr. S. P. Pansare)
30. Best Teacher Award from Rotary International Club 2022 (Dr. Ughade S. S.)
31. Bronze Medal- 2nd Khelo India University game of All India University (Ms. Padwal Nikita)
32. Bandhuta Guntant Shikshak Puraskar 2022 (Prof. Fasale V. B.)
33. Bandhuta Guntant Shikshak Puraskar 2022 (Prof. Pokale S. T.)
34. Bandhuta Guntant Karmachari Puraskar 2022 (Mr. Mahesh Bhor)
35. Best Oral Paper Presentation- Second Prize 2022 (Prof. Abhishek Bhor)
36. Voice of BT Award for Intercollegiate Public Speaking Contest 2021 (Sofia Baba Shaikh)
37. Outstanding Sports Organizing College Award from SPPU, Pune
38. Outstanding Work Certificate for NSS from Nagapur Grampanchayat
39. Outstanding work Certificate for NSS from Thapling Devasthan Trust
40. First Rank in Rithepani Indoor Taekwondo Championship- 2022 (Chikhale Asmita)
41. Guinness World Record best contribution certification-2019 from SPPU, Pune (Prof. Sanjaykumar Pokale)

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

3.4.3

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

Response: 114

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	13	29	29	16

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

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: 29

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has obtained permission for non-agricultural use of 30 acres out of 105 total lands for educational purposes from the Collector of Pune. At present, the college has 8832.756 sq. mts built up area. The campus has five main buildings namely the administrative building, Science building, Commerce building, Library building (Knowledge Resource Centre) and Extension building, and other buildings such as the Women's hostel, Rector's Residence & Boys Hostel, Guest house, Recreation hall (Aniket Hall), Physical Education building with gymnasium and a canteen.

The college has 38 well-equipped classrooms out of which 22 classrooms are having ICT facilities, 2 classrooms with recording facilities, 3 classrooms with smart boards, and 15 advanced science and computer laboratories.

The Department of Chemistry has a Physical Chemistry laboratory, Organic Chemistry laboratory, and Inorganic Chemistry laboratory, and also a separate research laboratory for research scholars. The Department of Physics & Electronics has separate well-equipped laboratories for U.G. Students. Department of Botany has a Botanical laboratory for U.G. and P.G. students, it also has a separate Tissue Culture laboratory and Research laboratory for Ph.D. students and research scholars. Department of Zoology has a laboratory for U.G. students. The Department of Food Technology has a laboratory for food processing for a Bachelor of Vocation. Department of Biotechnology and Environmental Science has a research Centre with an advanced laboratory. The Department of English is having Functional English Language laboratory with 20 student consoles of English language learning software. Department of Commerce has a computer lab with Tally software for U.G. and P.G. as well as B.Voc. in Account and Taxation. The Department of BCA, Physics, and Electronics has computer labs. To facilitate digital learning college has set up a well-equipped recording studio.

A separate hall with essential amenities is provided for practicing cultural activities. For annual cultural events and functions open an auditorium and an art stage are arranged in the open space of the college for organizing the annual award ceremony and cultural program. To inculcate cultural ethics among the students as well as for better utilization of cultural resources of our institute, the college organizes elocution competitions, singing competitions, poetry reading and poetry writing competitions, essay writing, drawing, and video clipping, painting competitions, and other competitions throughout the year to give scope to the cultural talents of the students.

The college is having spacious sports ground for sportspersons to practice in various sports activities and it also has a standard 400-meter running track, football, and a cricket ground. The college has an indoor hall for indoor games such as table tennis, carrom, chess, badminton, etc. There is a separate well equipped gymnasium for the physical fitness of the sports persons. The college has kabaddi, kho-kho, handball, volleyball, basketball, and other sports playgrounds. College hosts inter-university level sports events in response to the university and sports organizations. Lectures and training are conducted by imparting training to the students mainly for police and army recruitments. College celebrates National Yoga Day on the 21st of June every year.

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

4.1.2

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

Response: 13.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.76	17.49	12.52	10.51	9.39

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Annasaheb Awate College library (Knowledge Resource Centre) was established in the year 1966 with a collection of meager 700 books in two cupboards and two racks with five periodicals in a very small room. Presently the library has developed and expanded into a Knowledge Resource Centre with a separate Ground floor compassing a total area of 12500 sq. ft. The library is divided into various sections like issuing counters along with an area for differently abled students, a separate stacking area for every subject domain along with reference sections, textbooks sections, a periodical section, an encyclopedia section, a reprography section, a newspaper section, and two separate reading rooms. The library has purchased around 5457 books in the last five years. At present, the library is having a collection of 77298 books. The library is partially automatized with the library software 'Libreria'. The library is having 13 computers with 100 mbps internet connectivity which is made available to the students, research scholars, and faculty members for their research endeavors and knowledge-building in various research areas. Each book in the library is bar-coded and a barcode reader is used for easy and quick access. The students can search the availability of the books through the OPAC system. The college has an active subscription to INFLIBNET-N-LIST Database, which provides access to more than 51000 e-resources. The Knowledge Resource Centre of the college is having its own webpage portal that makes e-books, pdf notes, and other e-content sources available to the students, faculty and to society.

<https://aacmanchar.edu.in/library/>

The library provides access to facilities like a Book bank, Internet access, a Reading room, reprography, and a Virtual Referencing service. The Digital Library Module is installed in the LAN which offers OPAC services like Cataloguing, Searching, Member / Patron Management, etc. The link to video lectures is also provided on the library website. The library has rich resources like Encyclopaedias, reference books, textbooks, manuscripts, and rare books of Karamveer Bhaurao Patil and bound volumes of government reports along with bound volumes of journals. It also includes Dictionaries, books on literature and language, Social Science, Science, marketing and banking, along with a collection of books for Competitive Exams. The college has defined certain parameters to identify 'Rare Books'. The books which are published 50 years ago and the reprints of the same books are not available in the market or with the book vendors that are considered as rare books. The students are directed to the manuscripts available on the Government portals and National Digital Library. Old Maps are also available in the DVD format for reference purposes. The archival of the old copies of the college's annual magazine 'Shivneri' is also considered as a rare document of the college.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College has excellent IT resources available for administration, teaching, and research. To ensure improved learning experiences in keeping with the vision and purpose statement, the college regularly upgraded its IT facilities, including software, hardware, internet/Wi-Fi access, backup, and associated IT facilities. In accordance with the perspective plan, IQAC has developed policies and processes for the creation, utilization, and upgrading of IT facilities. A rising number of computers, laptops, software, printers, scanners, LCD projectors, Xerox machines, digital cameras, webcams, smart boards, interactive boards, Audio-Aides, internet, etc. are purchased by the college each year using budgetary provisions that are established in accordance with processes. To improve the teaching-learning process, a cutting-edge modern language laboratory and virtual classroom have recently been constructed. For the smooth operation of academic and administrative tasks, such as admissions and administration, a committee has been established, and a technician has been selected. To promote efficiency and transparency, administrative functions, including the admissions process, are completely connected with IT resources

The college has been continuously and steadily upgrading its IT infrastructure so as to keep in line with current technological trends. All the classrooms and offices at this institute have upgraded computers. These computers are made available to the students and faculty. The college provides technology-based assistance in teaching, learning, and other processes in order to deliver the knowledge content in an effective and smooth manner. The college possesses 24 LCD projectors, 3 smart interactive boards, and TV sets which make teaching and learning effective through the use of ICT. The college purchased 26 computers in the last academic year. At present, the college has 201 numbers of advanced and upgraded computers. The college is having Wi-Fi campus providing free access to students and faculty. For better connectivity, the college has installed 14 routers on the campus which provide 100 Mbps connectivity. The college has purchased a licensed copy of Zoom software to prevent students from disrupting their studies during the Covid-19 pandemic.

All the departments and labs are connected with 100 Mbps bandwidth. The teaching and learning process is enhanced by including ICT tools, Video lectures, and e-resources. The students, teachers, and non-teaching staff are also encouraged to use various software such as Tally, ERP-9, ISM- V6, Python, SQL, Matlab, and ETHDC. The college uses web-based college ERP software for effective teaching, learning and evaluation as well as other academic activities. The software is developed and maintained by KBP College of Engineering, Satara of our sister concern. The college website is dynamic and its maintenance and up-gradation are done regularly at intervals.

During the Covid-19 pandemic situation, the college adopted online learning system for an effective online teaching-learning process. Utmost care is taken so that no students remain inaccessible to the

teaching, learning and evaluation process even in adverse situations like pandemics and lockdowns. The college has set up an advanced recording studio through which all the faculty members record their lectures and broadcast them on a virtual platform on the YouTube channel of the college.

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: 10.66

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

Response: 204

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 36.9

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
20.34	17.92	21.81	27.54	76.21

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
1078	1093	1270	1452	1481

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

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: 32.08

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
434	138	876	760	1090

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 42.7

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
305	230	210	174	134

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
569	638	493	375	391

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

5.2.2

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

Response: 1.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	8	5	5

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

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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
5	0	0	7	3

File Description

Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: 10.6

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
12	02	13	15	11

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The institute has registered an alumni association since 2004 named Annasaheb Awate College Maji Vidyarthi Sangh (Alumni Association) in later years it changed to Annasaheb Awate, Hutatma Babu Genu, Kusumben Shah College Maji Vidyarthi Sangh. The Alumni Association of our college was registered on 10th February 2004 under Maharashtra Society Registration Act 1860 wide no. Maha. 29547, Pune Our Institute is one of the few Institutes with a registered alumni association. The institution collaborates with the alumni through the alumni association... The list of office bearers upto 2022-2027 is given below:

Sr. No.	Name of Student	Designation
1	Mr. Madhukar Balawant Wagh	Founder President
2	Mr. Suresh Lakshaman Bhor	Executive President
3	Mr. Kailas Baban Erande	Secretary
4	Mr. Balawant Shivram Date	Treasurer
5	Dr. Pralhad Baban Kale	Member
6	Mr. Hansaraj Devram Thorat	Member
7	Mr. Dilip Kashinath Walsepatil	Member
8	Mr. Balasaheb Wagh	Member (Advisor)
9	Smt. Smita Dnyaneshwar Dhumal	Member
10	Smt. Vijaya Kadam	Member
11	Principal , A.A.College, Manchar	Member

Alumni Association has been providing active support and cooperation in the development of the institute through creating infrastructure, and financial and non-financial means. Alumni are invited on Independence Day and Republic Day. Some alumni, especially from NSS and the cultural unit of the college, extend their support to the organization of camps and youth festivals.

Some past students have donated a sizable amount to the college for infrastructure development. Alumni have also supported the college to raise funds from various social organizations like Rotary Club, Inner Wheel Club, and others. The R.O. plant of Rs.2,50000/- is also donated and installed by the alumni on the campus The alumni gave four water coolers worth Rs. 1, 42, 500 /-. The alumni also organized a one-day career guidance lecture on competitive exams and the talk was delivered by eminent personality Mr Bharat Andhale. Dr. H. D. Thorat, Prof. S.R.Gujrathi, Principal Dr. K.G. Kanade, Late. Santaji Ramji Thorat & many others have donated funds of Rs. 2, 95013/- to encourage the students by giving them academic awards each year in the form of scholarships. The alumni also supported 16 needy students to

come to college on bicycles by donating worth Rs. 80000/- Alumni also donated valuable reference books of Chemistry to the college library. The association responds positively to the appeal made by the college from time to time. The significant contribution Alumni Association is the construction of the Gymkhana Building through their valuable donation. Recently the alumni also donated a Swaraj Tractor of 24 HP of Rs. 535000/- to replace the old Massy Fergusson (The tractor donated by the Government of Canada in 1982) to maintain the Social Forestry land which is known as Oxygen Hub in the vicinity. In this cycle, more than 10 Lac amount has been donated by the alumni of the college.

The college conducts meetings with alumni and involves them in the planning, execution, and review of academic and developmental activities. Alumni also help economically weaker students and organize seminars of eminent personalities.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To work for fostering cultural consciousness, holistic development of students for desirable social change and eradication of social evils. We strive to nurture and challenge students to develop socially, emotionally and intellectually to their highest potential for nation-building and fulfilling the need of global development.

Mission:

Social reformer Padmabhushn Dr. Karmaveer Bhaurao Patil laid the foundation of The Rayat Shikshan Sanstha in 1919. In his view, education is the means to empower the masses to enjoy the fruits of freedom and to emancipate them from social, economic and cultural slavery. The mission of our institute is translating vision into actions through-

1. Inculcating innovative teaching and learning pedagogy for better understanding.
2. Imparting educational advancements and value education in addition to the present syllabus
3. Cultivating young minds and stimulating the critical thinking process of the students
4. Imbibing the scientific temperament
5. Character building of the students
6. Embracing the diversity of the students and generating equal opportunities for all categories of students
7. Skill development of the students
8. Inculcating social responsibilities and cultural consciousness in students
9. Mass educating the stakeholders
10. Training faculty members for recent advancements and using innovative methods of teaching
11. Enhancing the leadership qualities of the teachers as well as students
12. Demonstrating the ethical principles in teaching

Nature of Governance:

The institution has established a College Development Committee, those functions constantly to look into the developmental aspects of the college. The policies that are discussed in the meetings are implemented in policy with the help of the Principal of the college. The Principal shares it with the different levels of functionaries in the college with the help of IQAC. The College Development Committee in view of IQAC's strategic planning constantly pursues different matters related to the overall development of the institution. The Internal Quality Assurance Cell, all the Heads of various departments and the Chairmen of various committees along with the staff representatives play a pivotal

role in determining the institutional development policies and implementing the same through proper planning.

Participation of Teachers in Decision-Making:

Since its establishment, the institute has adopted the policy of decentralization for the smooth conduct of management and functioning of the college activities. The Rayat Shikshan Sanstha provides complete freedom and at the same time, shoulders responsibilities given to the staff of the college. The action plans are made jointly by the leadership team that includes the top management, the Principal, the Vice-Principals, IQAC and Heads of the departments. Inputs are accepted by the faculty members and students. IQAC formulates and constitutes the various committees for the management of academic and administrative work. These are chaired by faculty members and supported by a team of another teaching, non-teaching staff and students and other stakeholders. The departments are given functional autonomy to conduct curricular and co-curricular activities in view of the perspective and strategic planning of the IQAC. The institution also believes in and endorses teamwork and promotes participative management for decision-making and implementation of plans and policies planned prior to each academic year.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The quality policy is laid down by the IQAC under the guidance of top leadership and approved to ensure self-assessment and improvement. Similarly, a perspective plan for future development is also formulated inculcating the various aspects such as strengthening as well as starting the programs, promoting research activities, organizing skill-based programs, establishing teaching-learning process, monitoring, augmentation of infrastructure, creating environment consciousness and sensitizing students about cultural and social responsibilities. The IQAC formulates the scope, roles and responsibilities of the committees.

The parent institution and CDC play a crucial role in encouraging and helping the institute mainly by giving autonomy for internal work and providing financial or other support. The quality policy laid down by the IQAC and top leadership is translated via various programs. The Principal of the college is the overall head and Implementation of academic as well as administrative sections. IQAC functions for quality initiatives. The Principal has the final authority of decision-making in most of matters. The Vice Principals and IQAC assist the Principal in smooth functioning. The academic section is led by heads of

departments and team members assist them. While the administrative section is led by the office superintendent to look into matters of admissions, accounts, examinations, documentation and communication with the University, UGC etc

Service Rules: Rayat Shikshan Sanstha, Satara follows the Service rules and regulations of Affiliated University, State Government of Maharashtra, and UGC. For the Principal, the age of superannuation is 65 years in rural areas and 62 years in urban areas. For the teaching staff, the age of retirement is 60 years. The retirement age of class four is 60 years and for clerical staff is 58 years.

Procedures for Recruitment: Rayat Shikshan Sanstha shoulders the entire responsibility of the recruitment procedure. The college communicates the vacant post to the head office. This information is scrutinized by the Sanstha and by taking the permission of the State Govt. of Maharashtra; the advertisement is given in the national and local newspapers of the vacant posts.

Promotional policies: Promotional policy of the college is transparent and in accordance with rules and regulations. Performance of faculties is evaluated through Academic Performance Indicators and the Performance Based Appraisal System mechanism.

Strategic/Perspective Plan for the Academic Year 2017-18 to 2021-22

1. To organize Workshops / Seminars/ Lectures / Webinars/Discussions program/Symposia hands-on training for Teaching and Non-Teaching students.
2. To organize FDP Workshops on restructured Syllabi of T.Y.B.A./B.Com./B.Sci/Biotech/BBA CBCS-2019 Pattern in collaboration with IQAC for all departments.
3. To take the initiative to make the stakeholders aware of the significance of conserving nature through the nature club and its activities.
4. To promote research culture for research and development amongst the faculty members by providing FIP/ seed money for undertaking research projects.
5. To organize the bridge courses for students admitted at the first-year level to help them to connect their previous knowledge to present syllabi/ Curricula.
6. To organize College level Avishkar Competition to provide an opportunity for students to share their research project works/research ideas.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

developed by UGC. The Academic Performance Indicator [API] format developed by the university is followed. IQAC handles the entire process of the appraisal system of staff with a well-defined procedure for collection, evaluation and maintenance. The permanent faculty members submit the final API forms through the Head to the IQAC.

The following are the criteria used for the assessment of the faculty members by the Head of the Department:

1. Teaching and Learning
2. Co-curricular activities
3. Research contribution
4. Extension activities

The academic diaries of the faculty members are also accessed by the IQAC. IQAC evaluates the relevance of the information and appropriateness of the scores while the Principal finally endorses the evaluation. These scores are presented to the university during CAS. The management-appointed faculties are also evaluated on the basis of their performance. Student feedback is also taken into consideration for the same.

Existing welfare measures for teaching and non-teaching staff are itemized below:

Teaching	<ol style="list-style-type: none"> 1. The Rayat Sevak Cooperative Bank: offers Ordinary Loan, Emergency Loan Festival Loan Educational Loan, Housing Loan, Vehicles Loan Gold, Mortgage Loans Computers Loan 2. Duty Leave for Participation in Seminars, Conferences, and Workshops 3. Medical Leave 4. Maternity Leave and Paternity Leave 5. Employee Provident Fund Scheme 6. Seed Money for research projects 7. Residential Quarters on the campus 8. Gymnasium and Sports 9. Lectures organized under Staff Academy 10. Sevak Welfare Fund 11. Mayat Sabhasad Nidhi 12. Karmaveer Paritoshik 13. Best Teacher Award 14. Internet and free Wi-Fi facilities are also available on campus for staff
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	<p>15. Automation of attendance and leave using a biometric system.</p> <p>16. Superannuation</p> <p>17. Financial Support</p> <p>18. FIP</p> <p>19. Insurance</p> <p>20. Fress Organic Foods & Product in College Agreculture Product</p>
<p>Non- Teaching</p>	<p>1. The Rayat Sevak Cooperative Bank: offers Ordinary Loan, Emergency Loan Festival Loan, Educational Loans, Housing Loan, Vehicle Loan, Gold</p> <p>2. Mortgage Loan, Computer Loan</p> <p>3. Duty Leave for Participation in the Training Program</p> <p>3. Medical Leave</p> <p>4. Maternity Leave and Paternity Leave</p> <p>5. Appreciation of staff's distinct achievements and felicitation of them in the annual general meeting of the college.</p> <p>6. Promotions</p> <p>7. Internet and free Wi-Fi facilities are also available on campus for staff</p> <p>8. Automation of attendance and leave using a biometric system.</p> <p>9. Superannuation</p> <p>10. Financial Support</p> <p>11. Non-Teaching Best Award</p> <p>12. Insurance</p> <p>13. Sevak Welfare Fund</p>

14. Mayat Sabhasad Nidhi

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: 12.07

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
03	0	21	05	17

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

6.3.3

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

Response: 73.28

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development

Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
89	172	35	75	02

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
49	23	27	29	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

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:

Institute maintains and follows a well-planned process for the mobilization of funds and resources. Institute maintains finance and accounts systematically. The budget is prepared at the beginning of every financial year. This budget is then sent to the Parent organization for final approval. Parent Institute, Rayat Shikshan Sanstha, Satara scrutinizes the financial plan and presents it to Life Member Board and Managing Council. Subsequent to getting approved from the parent organization, College Development Committee prepares a road map for optimum utilization of resources and mobilization of available funds received through different plans and schemes of Government and Non-Government agencies. A special committee is constituted to monitor the optimum utilization of funds. The quotations are procured before

the final purchase of the recurring and non-recurring items. These are scrutinized by the purchase committee. It is ensured that the expenditure is within the allotted budget.

Management takes periodic reviews of the financial position of the organization. The college conducts internal and external financial audits regularly. The college has a three-tier financial audit system as follows:

1. Internal Audit: It is conducted by the audit department of the parent institute twice a year. All the accounts are checked and verified.
2. External Audit: This audit is conducted by M/S. Kirtane and Pandit, C.A.Pune. The external audit is conducted after the end of the accounting period.
3. Government audit: It is conducted by the Administrative Officer, Senior Auditor (Higher Education Pune Region, Pune), and Accountant General, Mumbai.

Audit reports and audited statements of accounts are submitted to the parent institute. Further, the parent institute sends this report to the college for compliance. This report is then discussed in the College Development Committee and compliances are communicated to the Governing Council of the parent institute via the principal.

Annual salary and non-salary audits are carried out by Joint Director while verified and approved by the Senior Auditor of Higher Education, Pune. Their compliance report is also completed by the college. No major queries regarding the financial audit have been observed to date. Minor queries and suggestions are resolved satisfactorily.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC is a very important component of our college. The quality policy, perspective plan, etc. is laid down by the IQAC under the guidance of top leadership and approved to ensure self-assessment and improvement. The IQAC has been actively functioning to contribute to quality assurance strategies and

processes. The college has entrusted the responsibility of planning, monitoring and executing different activities to the IQAC for quality assurance.

The teaching-learning process works under the guidance and instructions of IQAC. IQAC instructs the Head of Departments to prepare departmental academic plans and teaching plans for the semester wise. The faculty members are instructed to follow the academic plan and teaching plan to conduct various activities related to academics and the teaching process. Faculty members are encouraged to write teaching diaries where a timely update of the teaching and learning process is recorded.

Implementation of new methodologies and processes:

Case 1: Student-Centred Teaching Program

The student-centered teaching program is implemented by the institute to facilitate participative and personalized learning. It engages students as leaders and teachers as a facilitator rather than just instructors. Various student-centered teaching and learning methods have been adopted such as group discussions, presentations/seminars by students, quizzes, brainstorming sessions, field/industrial visits, study tours, and scientific/social surveys. Teachers are encouraged to inculcate innovative teaching aids such as the Z-A approach, and mnemonics.

Case 2: Development and Use of ICT Infrastructure

Lecture recording studios have been developed for recording video lectures by faculty members and disseminating them to students. Teachers were encouraged to record their lecture via studio and share it with students via the YouTube channel of the institute entitled AAC MANCHAR. The use of ICT tools such as PowerPoint presentations, multimedia, google classrooms, and online exams via ERP software are inculcated in the teaching methodologies by teachers.

Learning outcomes (Outcome Measurement System)

The teaching plans and activities are planned taking the learning outcomes of the subject into consideration. Outcomes are measured by direct and indirect methods. Direct methods include the continuous internal evaluation and end-semester examination while indirect methods include the exit survey or feedback from students. The results of the final-year students are compared with the university results. Also, competencies for the subjects are designed which are further compared with the student's performance in the semester-end examination and CIE.

Due to the above practice, the college results are better than the university results. Some of the students are placed in various sectors whereas, the majority of the students are self-employed. This mechanism helps in the holistic development of the students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college has actively organized the following activities for the gender somatization among the students

a) Safety and Security:

The college premises is made safe and secure by wall compound and wire fencing A Security Agency is appointed for the security check at the entry point. The identity cards of the students are regularly checked to prevent the trespassers entering the college premises Dress code has been made compulsory for the sake of safety of girls. The surprise visits of the Damini Pathak (Special Police Squad) help to maintain the discipline and feel of security among the girl students.

The college has electronic surveillance facility with CCTV cameras which cover the whole campus Suggestion boxes are placed appropriately. Campus supervision is done so maintain discipline on the campus. Sexual Harassment Prevention Committee / Internal Compliance Committee, Vidyarthini Manch, and Anti-Ragging Committee are actively working in the college. These committees take initiatives in organizing gender sensitization programmes.

b) Counseling

The college has organized following gender equity promotion programmes and counselling sessions on various issues. The college has organized 05 activities in 2021-22. 02 activities in 2020-21, 05 activities in 2019-20, 04 activities in 2018-19 and 05 activities in 2017- 18 related to gender equity

The college has Mentor- Mentee Scheme to solve the academic and personal problems of the students. The staff members also personally provide counseling to students on their academic and personal issues.

c) Common Room

There is a provision of well facilitated Ladies Common Room including wending machine which provides privacy to the girl students. Garden area is reserved only for girl students. The girl students avail of this facility during leisure hours. A separate garden is also made available in the premises for other students during free hours.

The college celebrates birth and death anniversaries of revered national and international figures to pay

homage to their sacrifices in the nation and universe building.

Following is the list of such activities celebrated and organized by the college.

International days:

World Environment Day -5th June

International yoga Day 21st June

World AIDS Day-1st December

International Women's Day -8th March

National days:

Independence Day of India-15th August

Teacher's Day-5th September

Republic Day of India -26th January

National Science Day -28th February

Birth anniversaries of

Chhatrapati Rajarshi Shahu Maharaj -26th June

Annabhau Sathe - 1st August

Padmabhushana Dr. Karmveer Bhaurao Patil -22nd September

Mahatma Gandhi and Lal Bahaddur Shastri-2nd October

Dr. A. P. J. Abdul Kalam-15th October

Sardar Vallbhbhai Patel -31st October

Pandit Javaharlal Nehru -14th November

Savitribai Phule -3rd January

Rashtramata Jijau-12th January

Swami Vivekananda-12th January

Chhatrapati Shivaji Maharaj-19th February

Mahatma Jyotirao Phule-11th April

Dr. Babasaheb Ambedkar-14th April

Death anniversaries of

Late Sau. Laxmibai Bhaurao Patil -Day before Gudhipadva

Sent Gadge Baba Deth Anniversary – 20th December

Padmabhushana Dr. Karmveer Bhaurao Patil -9th May

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The college takes continuous efforts in providing an inclusive environment on campus. It strengthens the commitment of our parent institute towards ensuring education to downtrodden masses and extends support to all without any discrimination. The college is located in a rural, hilly area, the students from tribal, diverse socio-economic backgrounds seek admission under the transparent admission process where all norms of reservations are implemented strictly.

Most of the students enrolled are the wards of peasants and farmers from nearby tribal villages and industrial workers in the vicinity of Manchar. Many belong to socio-economic backward classes and are first and second-generation learners with different family backgrounds. They come from Marathi medium schools. Their range of perspectives, learning experience and level of competencies differ from one another. The parents and caretakers of many lack educational experience. Nevertheless, the staff of the college interacts with them amiably and helps them getting their problems related to education

solved.

The teachers in the college create a supportive environment in the classroom which is free from prejudice and discrimination. They use diverse teaching pedagogies to maintain the comfort level of the students and boost their confidence. For example, the English and Science teachers sometimes switch over to the regional language to explain certain terms or words so that students can comprehend them clearly.

The Anti-Ragging Committee and Internal Grievance Redressal Cell of the college takes care to make the students feel safe from harassment, abuse, ragging, and any type of unfair criticism. The teacher-mentors under the Mentor-Mentee

The committee of the college provides academic and personal counseling to students and tries to solve their problems. The students have representation in various committees of the college where they can voice their views. The Student's Council is another platform that provides them an opportunity to develop leadership qualities amongst them. The parents and alumni meetings are organized where they provide feedback to the college. The faculty assures the parents about the academic performance of their wards. Thus, due to an inclusive environment, the acceptance of diversity is normal and comfortable.

The institution imbibes nationalism and strict adherence to the principles of the Constitution of India among the students. These all efforts make students responsible citizens and tailor their personalities. The following programs/ activities are observed regularly in the institution.

Name of the activity

Tolerance and Harmony towards Cultural Activities

- 1 Yuva Tarang Festival
- 2 Cultural Activity
- 3 Teachers Day
- 4 Yoga Day

Tolerance and Harmony towards Regional

- 1 Enrolled Tribal students from different geographical and socio-economical locations.

Tolerance and Harmony Towards Linguistic Activity

- 1 Marathi Bhasha Gaurav Din
- 2 Vachan Prerana Din

Tolerance and Harmony towards communal Activity

- 1 Voters Day

- 2 Constitution Day
- 3 AIDS Day
- 4 Maharashtra Din
- 5 Independence day
- 6 Republic day

Tolerance and Harmony Towards Socioeconomic Activity

Tree Plantation

Free Vaccination Programme

Mahaavaydan Programme

Blood donation activity

The fund donated by faculty COVID-19

The fund donated by faculty Flood

The fund donated to Poor Students

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: - 1. Oxygen Hub on the College Campus

2. Objectives of the Practice:

The importance of oxygen is increased intensely during and after the COVID-19 pandemic. Students,

parents, and academicians are very much aware and serious about oxygen levels. Following are some of the objectives of the practice.

- To spread awareness among the students for the importance of oxygen
- To enhance oxygen levels on college campus
- To provide fresh oxygen area around the campus
- To protect the next generation from oxygen deficiency
- To maintain oxygen levels on the campus for staff and students

3. The Context

The college is located near the Pune- Nashik highway the number of vehicles coming towards Manchar city is very large and it is the reason that the percentage of carbon emission in this area is very high. In order to overcome this problem, the college decided to set up an oxygen garden on the campus to provide fresh air to society. The college campus is full of a diversity of flora and fauna. This oxygen garden is definitely sufficient for our students, faculty, and surrounding community. The total types of trees on campus are 2,153 and the number of tree species is 117.

4. The Practice

The College has actively participated in the following activities to increase oxygen levels. Ozone day, tree plantation, Nala building, Seed ball, Playhouse, Social Forestry, Botanical Garden, Medicinal plants, Nature club, Flower Garden, and agricultural cultivation.

The college has a beautiful campus with lawns, a botanical garden, agricultural land, flora and fauna, and a separate garden for students.

5. Evidence of success

This best practice has been proven successful through the following activities: Planting trees has enriched the flora and fauna on campus, resulting in an eco-friendly campus. A plastic-free campus awareness campaign through signboards/ display boards has made the campus free from plastic. Nature club, Tree plantation activity continuously done by the college.

6. Problems Encountered and Resources Required

The college has encountered the following problems.

Green Campus initiatives are challenging and require determination and a long-term commitment from all stakeholders.

Green campus initiative is an expensive affair.

It requires expert advice and investment of resources.

7. Outcome of the Best Practice- Oxygen Hub

- The number of citizens from Manchar who come for jogging and morning walks to the campus

has increased noticeably.

- Due to the green campus and forestry, we conserve the biodiversity in the college premises, we published a book entitled Flora and Fauna in digital format by the Department of Botany and Zoology of the college.
- The students and the staff of the college enjoy the forest life in this scenic environment

Best Practices II

1. Title of the Practice: - Annasaheb Awate State Level Elocution Competition

2. Objectives of the Practice

- The college has been organizing the Annasaheb Awate Elocution Competition for the last 52 years.
- Hon. Annasaheb Awate was a Member of the Ambegaon Legislative Council who belonged to Manchar. It is his vision to arrange ample land for the establishment of this college. So, the college is named after the name of this great leader.
- Every year the college organizes this competition full of obligation towards our great leader.

3. The Context: -

Elocution plays a vital role in personality development in young students, along with effective communication skills, as it enables them to precisely voice themselves with good sentence structure, a defined thought process, and enunciation. The students of the college were given a wonderful opportunity to enhance this significant life skill by participating in the Elocution Competition- a virtual challenge.

4. The Practice

This competition is organized in the name of Hon. Annasaheb Awate, Ex. MLA and a Member of Z.P. Our college is established in 1965 and we started this best practice in 1970. This is the 52nd year of the organization of this competition in the Marathi language. The students make much of this opportunity and enhance their confidence and oratory skills through this practice.

The college, thus, provides the best platform to budding speakers and students from various corners of the state.

Rules: -

Every competition has rules in order to bring in control and regularity and the judgment can be fair to every student as it applies universally. Rules help in taking the participation more sincerely with respect.

4. Evidence of success

The college distributes cash prizes, certificates, and medals to our students every year. Availing the platform of this elocution competition, some of our students have joined print and electronic media as reporters. From senior college every year 3 winners we announced this competition was organized at the state level.

The practice makes the participants well readers and also demands some micro-skills such as speech modulation, speed and volume of the speech, postures, gestures, eye contact, etc.

5. Problems Encountered and Resources Required:

In the early stages of this practice, the number of participants was a problem, but we efficiently solved this problem. Many students lack the self-confidence to speak in front of an audience so they hesitate to participate in such activities which is another obstacle for the competition. It is solved by consulting students with our eminent faculty members.

Outcomes of Best Practices II- State Level Elocution Competition (Since 1971- Last 52 Years)

1. Students of local as well as surrounding districts of Maharashtra have gained stage courage through the elocution competition.
2. With the help of our elocution competition many Anchors, and Judges have got opportunities to express as well as employ themselves for professional events and programs.
3. By participating in our elocution competition the students from our institute as well as surrounding institutes have developed their skills.
4. Some of the students have been working in mass media.
5. Another expected outcome of this elocution competition is that many of our students have become role models for the teaching profession and got jobs in schools and colleges as teachers, lecturers and professors.

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:

7.3 Institutional Distinctiveness

Introduction:

Building a good nation is the universal objective of every higher educational institute. The college contributes to nation-building by struggling hard for the overall development of the students. Consequently, the students must get more space for self-development and career planning and development. Committed to the spirit of nation-building, Annasaheb Awate Arts, Commerce and Hutatma Babu Genu College, Manchar has visualized youths to take up national duties as responsible citizens of our country. The tribal, rural youth should be given the opportunity of service to the nation along with quality education. The youth of the local area is martially fit. They are eligible for nation-building and social construction. For making the students eligible for nation-building, our parent institute has formed the Rayat Military Academy under the support of the Physical Director.

A] Social forestry –

Bio-Diversity is a measure of the health of biological systems. Life on earth today consists of many millions of distinct biological species. Biodiversity is not consistent across the earth. It is consistently rich in the tropics and it is less rich in polar regions where there are hot spots in the earth with tremendous diversity in plants and animals.

Our institute is having 55 acres of social forestry land. It contains 188 species of plants and rare plants in this ecosystem. Other competitor colleges in this local area do not have this much area of forestry land. It is creating Oxygen for the students, teacher non-teaching staff of the college, and citizens of the surrounding area.

This social forestry is having 96 species of animal. Including 180 angiosperms, 7 gymnosperms, 1 pteridophyte, 45 Birds 12 Mammals, 22 Reptiles, and 15 types of Butterflies.

- **Oxygen Hub –**

Under this activity, we are not only generating oxygen in our social forestry and campus but we also organize Seed Ball activities in surrounding hilly areas. These hills are having the trees we planted and they are producing a good amount of oxygen on the NH 50 highway. Surrounding villages also benefited from our seed ball activity.

- **50 Acers of Big Campus for Students**

Playgrounds –

1. College Campus Ground 87 by 60 meters
2. Running/ Athletics Track 177 X 93 meters with eight lanes
3. Campus with ornamental plants on drip irrigation

A book is published in College “Social Forestry its Flora and Fauna”. In this book, we had given information about all floral plants, medicinal plants, Insects, and Species with HDR photos and their information

B] NCC Academy of 150 Students

The NCC Academy was started on the great occasion of Army Day on 15th January 1968 in the institute. The College has established a large campus covering 105 acres of land. Out of these premises, 25 acres of land is used for a college campus, 55 acres for Social forestry, and 25 acres for a fruit tree garden. All the staff members can get fresh fruits. Staff members, students, and the local public are getting the benefits of jogging in a fresh environment. The institute has a small mountain in social forestry. Different kinds of species have their existence in social forestry. Overall, biodiversity is well-maintained on the college campus.

• Goals:

It is globally assumed that colleges must play an important role in solving major sustainability trials by teaching future generations, undertaking sustainability research, and convincing representatives to adopt concepts of sustainability in the country's development programs. It is also expected globally that college campuses showcase themselves as an experimental model for sustainability. A green, clean and sustainable campus will provide a healthy and enjoyable campus environment for learners.

- To provide an environmentally friendly campus for students and faculty members
- Taking care of student's health
- To train students physically and mentally
- To motivate students for tree plantation and environmental sustainability

• Priority in Mission:

- Inculcate environment-friendly thoughts in the minds of the students
- Create a suitable environment for motivating college students to make a career in Para-Military and Armed Forces
- Provide an ideal platform for the youth to showcase their potential in green campus initiative

• Selection of thrust area:

- Army (Defense services)
- Women Army
- Police
- G.D.
- BSF / CRPF
- Other organizations
- Environment pollution control board jobs
- Wild Photography

• Workout on the thrust area:

- Tree plantation Rally
- Care for nature and students visit in social forestry
- The physical training and guidance lectures on the environment
- Drip irrigation and water management for plants

• **Physical Facilities:**

- NCC 150 candidates- Office/ Parade Ground
- Aniket Hall is reserved for NSS Activities only
- Girls Hostel
- Separate garden for Girls
- Gymkhana facility
- Jogging track for the public from localities
- Social forestry over 50 acres of land
- Athletic Ground, 6-track Running Ground
- Fresh Air with good Oxygen percentage,
- Changing Room for girls
- Fruit tree Garden (Tamarind, Guava, Custard Apple, Mango, Amla, Banana, Papaya, Chiku trees)

• **Core Activities/ Programs:**

- Army Recruitment Training Centre
- Police Recruitment Training Centre
- Yoga Training Centre
- NCC- B, C Certificate Courses

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

5. CONCLUSION

Additional Information :

Our Mother Institute at a Glance:

Rayat Shikshan Sanstha, Satara is a premier educational institution acknowledged globally for its variety of impetus. It has invited the attention of the international educational fraternity towards its recognition as the biggest educational institution in Asia both in quality and quantity parameters. The institution itself is regarded as a noble mission, a noble cause, so earnestly and so endearingly pursued by its founder- father Late Padmabhushan Dr. Karmaveer Bhaurao Patil, the educator of the educators and his legendary wife Sou. Laxmibai Patil with her exemplary sacrifices made to turn the mission into a reality. Dr. Karmaveer Bhaurao Patil had an incisive understanding of the social ills that beset his times and fully realized the dire need for the spread of education. He believed that education alone could correct social ills such as caste hierarchy, money-lending, illiteracy, untouchability, superstitions, and social and economic inequality. It is this firm belief that eventually actualized the establishment of the Rayat Shikshan Sanstha by opening a free Residential Boarding House at Satara in 1919. The value of its contribution to education in general is enormously great as it has, from the very beginning, tried all its best to lay emphasis on the education of the downtrodden, the poor, and the ignorant who really form the major bulk of the society.

Today, Sanstha runs 42 Senior Colleges, a newly added 1 research institute, 438 secondary schools, 8 training colleges, 42 primary schools (English medium- 20), 31 pre-primary schools (English medium- 18), 80 cosmopolitan hostels (29 for Girls), 7 administrative offices, 8 Ashramshalas, and 57 ancillary Branches. It is spread in 15 districts of Maharashtra and 1 district of Karnataka with 14627 (female 3717) employees belonging to different 170 castes and communities and 4 lakh 54 thousand 165 students.

The college is ready for the implementation of a multidisciplinary approach to the university. Moreover, the courses like Food Processing and Quality Management, Account and Taxation, Tally, Yoga, Religious Studies, Cyber Security, Information Technology, Artificial Intelligence, Dairy Science, Health Science, and Agricultural Science are in the vision document of the college.

Concluding Remarks :

Conclusion:

The gist of the SSR :

Sr.No.	Criterion	Particulars
1	Curricular Aspects	<ul style="list-style-type: none">• 20 UG, 09 PG and 4 PhD Research Programs• 54 Short Term Courses / COCs structured by the faculty• effective CBCS Pattern• Multidisciplinary approach in teaching

		<ul style="list-style-type: none"> • Effective implementation of University Curricula
2	Teaching Learning & Evaluation	<ul style="list-style-type: none"> • Multidisciplinary approach in teaching • Functional CIE • Use of different Pedagogies in Teaching Learning • ICT based Teaching Learning • Conduction of online exams • On the job training
3	Research Innovation & Extension	<ul style="list-style-type: none"> • 31 MOUs with the industry and academician • Collaborations with industry. • 3 Published and filed patents • Introduction of Idea to Patent • 126 published research papers in UGC CARE list journals • 1600 + citation index • 30 Minor and 1 Major Research projects
4	Infrastructure and Learning Recourses	<ul style="list-style-type: none"> • 106 acres of Campus, 30 acres of NA land, and 50 Acres reserved for social forestry • 38 classrooms 22 classrooms with ICT facilities • 2 Recording Classrooms • 2 Interactive Boards • 245 computers • 6 computer & 9 Science labs • Digitized Library • Gymkhana & sports facilities
5	Student Support and Progression	<ul style="list-style-type: none"> • Distribution of scholarship to 6374 students • Functional parent Teacher Association • Functional Career Counselling and Competitive Examination Cell. Guided 3298 students • Good number of Placement

		<p>and progression to higher Education -1053</p> <ul style="list-style-type: none"> • Functional Alumni donated Rs. 1327000
6	Governance, Leadership and Management	<ul style="list-style-type: none"> • e- governance and Healthy management practices • Active governance and leadership • Welfare of teaching and non-teaching faculty by the management by the introduction of various Welfare Schemes. • Financial assistance to the staff in the form Rayat Sevak Co.Op. Bank • Provision of various leaves
7	Institutional Values and Best Practices	<ul style="list-style-type: none"> • College – Oxygen Hub • Ample Flora and Fauna • No plastic zone • Organization of Two state level Elocution competitions • Water Conservation • Waste management system

To conclude, we would like to submit this SSR with the hope that we could better serve the needs of the needy students who are the backbone of college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :70 Remark : DVV has made changes as per the report shared by HEI</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the 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>74</td> <td>82</td> <td>99</td> <td>94</td> <td>92</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>77</td> <td>89</td> <td>97</td> <td>91</td> <td>90</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	74	82	99	94	92	2021-22	2020-21	2019-20	2018-19	2017-18	77	89	97	91	90
2021-22	2020-21	2019-20	2018-19	2017-18																	
74	82	99	94	92																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	89	97	91	90																	
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) 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>7.93</td> <td>8.57</td> <td>1.15</td> <td>0.6</td> <td>12.58</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>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	7.93	8.57	1.15	0.6	12.58	2021-22	2020-21	2019-20	2018-19	2017-18	0.00	0.00	0.00	0.00	0.00
2021-22	2020-21	2019-20	2018-19	2017-18																	
7.93	8.57	1.15	0.6	12.58																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.00	0.00	0.00	0.00	0.00																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p>																				

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
31	09	05	18	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	05	01	07	09

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	22	36	43	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	13	29	29	16

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification :

Answer After DVV Verification :29

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
16.71	44.78	48.16	44.30	26.98

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.76	17.49	12.52	10.51	9.39

Remark : DVV has made changes as per the report shared by HEI

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
305	230	210	174	134

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
305	230	210	174	134

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
608	573	441	388	399

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
569	638	493	375	391

Remark : DVV has made changes as per the report shared by HEI

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
5	0	0	14	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	7	3

Remark : DVV has made changes as per the report shared by HEI

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
31	02	36	58	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	02	13	15	11

Remark : DVV has made changes as per the report shared by HEI

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
03	0	23	05	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	0	21	05	17

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
126	172	37	75	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
89	172	35	75	02

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
49	23	27	29	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	23	27	29	0

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 164 Answer after DVV Verification : 163</p>																				
1.2	<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>71</td> <td>79</td> <td>87</td> <td>74</td> <td>75</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>70</td> <td>78</td> <td>86</td> <td>73</td> <td>74</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	71	79	87	74	75	2021-22	2020-21	2019-20	2018-19	2017-18	70	78	86	73	74
2021-22	2020-21	2019-20	2018-19	2017-18																	
71	79	87	74	75																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
70	78	86	73	74																	

