



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**INDAPUR TALUKA SHIKSHAN PRASARAK MANDAL'S  
ARTS, SCIENCE AND COMMERCE COLLEGE**

**OFF NATIONAL HIGHWAY NO. 65, OPPOSITE TO INDAPUR MUNICIPALITY,  
INDAPUR, TALUKA INDAPUR DIST. PUNE**

**413106**

**asccindapur.com**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Arts, Science, and Commerce College, Indapur, a prestigious institution under the Indapur Taluka Shikshan Prasarak Mandal, was founded in 1938. Located in the southeastern part of Pune district, Indapur is a historic town on National Highway 65, approximately 135 kilometers from Pune city. The college's roots run deep, intertwined with the legacy of Malojiraje Bhosale, the grandfather of Chhatrapati Shivaji Maharaj. This historical significance, coupled with its proximity to the Ujjani Dam on the Bhima River, adds a unique dimension to the college's identity.

Despite being situated in a region affected by dam construction, the college has flourished. Since its establishment in 1972, it has earned recognition for academic excellence, producing outstanding alumni who now contribute to various sectors. The college's commitment to "Vidya Param Daivatam" (Knowledge is the Supreme Divinity) drives its mission to foster global competence and prepare students for the challenges of the future. Arts, Science, and Commerce College, Indapur, a comprehensive educational institution, oversees a vast network of schools and colleges. With a strong commitment to academic excellence and holistic development, the institute offers a wide range of programs from pre-primary to postgraduate levels.

The sprawling campus, spanning 13.72 acres, provides a serene and inspiring learning environment. The well-maintained grounds, garden, and playground offer students a refreshing break from their academic pursuits. The institute's impressive infrastructure, including a built-up area of 1,88,712 sq.ft., houses state-of-the-art facilities to support teaching, learning, and research. The college offers diverse academic programs in Arts, Commerce, Science, Computer Science, and Vocational fields. With 16 undergraduate, 9 postgraduate, 1 postgraduate diploma, and 3 PhD research programs, the institute caters to a wide spectrum of student interests and aspirations. Affiliated with Savitribai Phule Pune University and recognized by the University Grants Commission, the college ensures adherence to high academic standards.

Since its inception, Arts, Science, and Commerce College, Indapur has been dedicated to providing quality education to students from diverse backgrounds, particularly those from rural and urban underserved communities. The institute's unique strength lies in the strong bond between faculty and students, fostering a supportive and nurturing learning environment. Beyond academics, the institute actively promotes sports, co-curricular, and extracurricular activities, encouraging students to develop their talents and interests. The college's commitment to Outcome-Based Education (OBE) ensures that students acquire the necessary skills and knowledge to succeed in their chosen careers. With a strong emphasis on academic excellence, holistic development, and social responsibility, Arts, Science, and Commerce College, Indapur continues to be a beacon of hope and opportunity for aspiring students. The institute's dedicated faculty, modern infrastructure, and innovative teaching methodologies create an ideal platform for students to achieve their full potential.

### Vision

**“Vidya Param Daivatam”**

Our college is dedicated to cultivating brilliant minds and nurturing future leaders. We strive to instill academic excellence and global competence, empowering our students to overcome challenges and make significant contributions to society. We believe that knowledge is the ultimate power, capable of dispelling ignorance and driving progress. By imparting skill-oriented education, we aim to transform our students into well-rounded individuals who possess the knowledge, skills, and character to shape a better future.

## **Mission**

To empower rural youth and bridge the educational gap by providing access to quality higher education. We aim to cultivate a generation of skilled, knowledgeable, and confident individuals who can contribute to the prosperity of rural India.

- Uplift rural youth, particularly young women, fostering their potential in all dimensions.
- Equip rural youth with the latest knowledge and skills to succeed in the 21st century.
- Expand higher education opportunities for the general public, with a special focus on the residents of Indapur taluka.
- Promote gender equality by encouraging and supporting the participation of young women in higher education.

## **Execution of Mission**

Mission College is dedicated to nurturing well-rounded individuals. To achieve this, the college offers a variety of programs and initiatives:

- Through workshops and training sessions, students develop crucial soft skills to succeed in academic and professional endeavors.
- Opportunities for personality development help students build self-confidence, leadership skills, and a positive mindset.
- Certificate courses provide students with specialized knowledge and practical skills to enter the workforce.
- A balanced curriculum, combined with extracurricular activities, fosters intellectual, social, and emotional growth.
- The Earn and Learn Scheme empowers students to gain practical experience and earn income, promoting self-reliance and entrepreneurship.
- The Competitive Guidance Cell assists students in preparing for competitive exams, providing them with expert guidance and resources.
- The college adheres to a well-structured academic calendar to ensure a seamless and effective learning experience.

Mission College is committed to equipping students with the tools and knowledge they need to thrive in the 21st century.

### **Attainment of the mission**

To empower students and faculty through innovative learning, skill development, and community engagement, fostering global citizenship and social responsibility.

### **Key Initiatives:**

- Providing platforms for student and faculty growth
- Offering skill-based support for continuous improvement
- Cultivating global awareness and understanding
- Promoting self-employment opportunities
- Fostering a sense of Institutional Social Responsibility (ISR)
- Providing quality higher education to economically disadvantaged students
- Organizing community engagement programs like CCT, PAANI Foundation initiatives, and environmental rallies
- Conducting workshops, seminars, and conferences
- Operating a dynamic placement cell
- Maintaining well-equipped libraries and laboratories
- Offering scholarships to students from disadvantaged backgrounds

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional Strengths**

1. Infrastructural facilities: Separate buildings for each faculty, well-equipped research laboratories, spacious playground, ICT-based classrooms, seminar halls, sport complex, ladies' hostel, and central library.
2. Efficient online admission system.
3. ICT-based teaching and learning process.
4. Eleven Postgraduate (PG) Centres.
5. Ph.D. research Centre in Physics.
6. Outstanding student performance in sports activities.
7. NCC Units for Boys and Girls.
8. Earn and Learn Scheme for economically backward students.
9. Impressive academic results.
10. Adequate teaching and non-teaching staff.
11. Recipient of Best College and Best Principal Award by S.P. Pune University.
12. Winner of Best NSS Unit Award.

13. Strategically located on National Highway No. 65.

14. Recognized under 2(f) and 12(B).

### **Institutional Opportunities**

1. Establishing additional Ph.D. centres.

2. Introducing NET/SLET Guidance Centre.

3. Strengthening research projects from various agencies.

4. Offering diploma courses.

5. Enhancing community engagement programs.

6. Introducing job-oriented courses.

7. Leveraging alumni support.

8. Implementing Result-Based Pedagogy and Training (RBPT).

9. Constructing a boys' hostel.

10. Pursuing autonomy.

### **Institutional Challenges**

1. Recruiting teaching and non-teaching staff.
2. Ensuring effective placements.
3. Enhancing academic performance.
4. Maintaining quality and excellence in higher education.
5. Improving academic standards.
6. Strengthening industry collaborations.
7. Providing industrial training to students.
8. Encouraging students for competitive examinations.
9. Generating revenue from diverse sources.
10. Securing grants from funding agencies.
11. Introducing skill-oriented courses.

### **Institutional Weakness**

#### **Institutional Weaknesses**

1. Location in a dam-affected rural area.
2. High teacher-student ratio.
3. Temporary teaching and non-teaching staff.
4. Students from economically disadvantaged backgrounds.
5. Lack of boys' hostel facilities.
6. Limited revenue generation from consultancy.
7. Limited Ph.D. centres.

## **Institutional Opportunity**

### **Institutional Opportunities**

1. Establishing additional Ph.D. centres.
2. Introducing NET/SLET Guidance Centre.
3. Strengthening research projects from various agencies.
4. Offering diploma courses.
5. Enhancing community engagement programs.
6. Introducing job-oriented courses.
7. Leveraging alumni support.
8. Implementing Result-Based Pedagogy and Training (RBPT).
9. Constructing a boys' hostel.
10. Pursuing autonomy.

## **Institutional Challenge**

### **Institutional Challenges**

1. Recruiting teaching and non-teaching staff.
2. Ensuring effective placements.
3. Enhancing academic performance.
4. Maintaining quality and excellence in higher education.
5. Improving academic standards.
6. Strengthening industry collaborations.
7. Providing industrial training to students.
8. Encouraging students for competitive examinations.

9. Generating revenue from diverse sources.

10. Securing grants from funding agencies.

11. Introducing skill-oriented courses.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Arts, Science and Commerce College, Indapur, is dedicated to providing quality education that empowers students to excel in their chosen fields and become responsible global citizens. The college's supportive infrastructure, well-resourced library, modern laboratories, and ICT-enabled classrooms create an intellectually stimulating learning environment.

The college's curriculum is designed to foster both academic and personal growth. The IQAC plays a crucial role in developing the academic calendar, setting learning objectives, and ensuring a smooth learning process. The college offers a variety of teaching methods, including lectures, practicals, and experiential learning opportunities like internships, projects, and field visits. To cater to diverse learning styles, the college provides remedial support for slower learners and additional guidance for advanced students.

Continuous assessment is a cornerstone of the college's evaluation system. Students are assessed through a combination of internal tests, orals, assignments, tutorials, projects, and other activities. Practical courses are evaluated through regular practical sessions and evaluation sheets. The college also emphasizes the importance of faculty development, encouraging teachers to participate in research, seminars, conferences, and training programs.

The college is committed to fostering social responsibility and environmental awareness. The curriculum includes courses on gender sensitization, sustainability, and environmental issues. Students are encouraged to engage in research and projects related to environmental challenges. The college also offers value education courses to instill strong moral values and ethical principles.

To ensure continuous improvement, the college actively seeks feedback from students, teachers, alumni, and employers. This feedback is analyzed to identify areas for improvement and implement necessary changes.

By providing a holistic education that balances academic excellence with social responsibility, Arts, Science and Commerce College, Indapur, is shaping the future of its students and contributing to the betterment of society.

### Teaching-learning and Evaluation

The college successfully admitted 67.23% of students during the assessment period, while also ensuring inclusivity by filling 82.01% of seats under reserved categories, in compliance with state regulations. To enhance the learning experience, faculty members incorporated use experiential learning like study tours, field visit & industrial visit, participatory teaching methods such as group discussions, seminars, "Avishkar" competitions, and co-curricular activities. Problem solving methods like projects, value added courses,



certificate course and assignments. Additionally, they utilized ICT resources and LMS to support the teaching and learning process. Faculties used ICT tools and e-sources extensively. Teachers and students can search over 3500 online journals by visiting the following URL: [www.nlist.inflibnet.ac.in](http://www.nlist.inflibnet.ac.in). The College has ICT enabled classrooms, smart classroom-10 and Physics, Chemistry, Botany, Zoology, microbiology, computer application laboratories are fully equipped with LCD projectors, Computers and Smartboards. The college boasts a student-teacher ratio of 27:1, with a dedicated faculty of 92 members for academic year 2022-23, out of that 27 faculty members having Ph.D. degree qualification. 96 teaching post sanctioned (Government and management sanctioned post) for A.Y. 2022-23 out of that 92 post are filled by institution. To maintain transparency, the college adheres to SPPU guidelines for examinations and evaluations, including the implementation of a Continuous Internal Evaluation (CIE) system with a 30% weightage. Exam-related grievances are settled by the University Level Committee and the Examination Grievance Committee. To align with outcome-based education, the college focuses on Program Outcomes (POs) and Course Outcomes (COs), which are readily accessible and discussed with students. These COs and POs are precisely designed using Bloom's Taxonomy, ensuring a well-rounded educational experience that encompasses knowledge remembering, understanding, application, analysis, evaluation, and create. The institute's website and notice boards all have well-framed copies of the COs and POs. The college effectively monitors student progress towards achieving these learning outcomes through CO-PO mapping and attainment. The institution assesses student's achievement of the learning outcomes using both direct and indirect methods. The average student passing percentage over the last five years stands at 74.02%.

## **Research, Innovations and Extension**

### **Research, Innovations, and Extension**

Our college integrates research, innovations, and extension into the holistic development of our students. To foster a research-oriented mindset, we organize workshops, seminars, conferences, and science exhibitions. Students engage in extension activities benefiting society, and we have functional MoUs for collaborative academic work.

#### **Research**

Research is integral to higher education. Our institute emphasizes research, encouraging students and teachers to engage in research-oriented activities. Our library provides access to research-oriented books and periodicals. We have 20 Ph.D.-qualified teachers, 7 registered for Ph.D. research, and 10 recognized guides. Our teachers have completed 5 minor research projects and published 149 research papers.

#### **Innovations**

In response to COVID-19, we leveraged LMS and ICT tools for teaching, learning, and evaluations. Our annual 'I'-College Research Exhibition encourages students to engage in research and fosters innovation. Students have excelled in college-level and university-level competitions. We provide incentives and support for research endeavors and have established an incubation center.

#### **Extension**

We conduct extension and outreach programs through NSS, NCC, and SDC, collaborating with industry and community partners. Notable programs include blood donation camps, voter awareness programs, and financial

literacy programs. We have conducted over 100 extension and outreach programs, focusing on inclusive development.

### **Awards and Recognition:**

Our college has received several awards and recognitions, including:

- First prize in Flamingo Periodical from Savitribai Phule Pune University (SPPU), Pune
- Best college in CCT, Pune, awarded by SPPU, Pune
- Best college in implementation of various schemes, awarded by SPPU
- First prize for cultural programs at the university level
- Recognized as a Mahatma Gandhi National Council of Rural Education (MGNCRE) SAP-II, COVID-19 institution by the Ministry of Education, Government of India
- Our faculty members have received awards and recognition from various government and non-government bodies.

### **Infrastructure and Learning Resources**

#### **Infrastructure Statement**

Our college is committed to providing a state-of-the-art learning environment that fosters academic excellence. We have meticulously designed our infrastructure to cater to the diverse needs of our students and faculty.

#### **Academic Facilities:**

- **Dedicated Buildings:** Our campus is divided into three distinct buildings for Arts, Science, and Commerce faculties, ensuring optimal utilization of space and specialized facilities.
- **Modern Classrooms:** Our classrooms are equipped with modern amenities like LCD projectors, interactive boards, and high-speed internet, facilitating effective teaching and learning.
- **Well-Equipped Laboratories:** Our laboratories are stocked with cutting-edge equipment to provide hands-on learning experiences. The Research Instrumentation Laboratory is specifically designed to support student research.

#### **Student Support Services:**

- **Library:** Our well-stocked library offers a vast collection of books, journals, and digital resources, accessible to students and faculty.
- **Computer Lab:** The computer lab, open from 9 AM to 5 PM, provides students with access to modern computing facilities for academic work and research.
- **Sports Complex:** Our spacious sports complex offers a range of indoor and outdoor facilities to promote physical fitness and mental well-being.
- **Hostel Accommodation:** The college provides comfortable hostel facilities for students, ensuring a

conducive living environment.

- **Canteen:** A well-maintained canteen offers nutritious and affordable meals to students and staff.

### Technology Integration:

- **ICT-Enabled Classrooms:** Over 55% of our classrooms and seminar halls are equipped with ICT facilities, including projectors and internet connectivity.
- **Digital Tools:** We utilize digital tools like GPS, pH meters, and maps to enhance practical learning experiences.
- **Research Instruments:** Our research exhibitions showcase the use of advanced research instruments.

### Student Support and Progression

The institution demonstrates a strong commitment to fostering student growth and success. This commitment is evident in the wide range of support services offered, including financial aid, skill development programs, career counseling, and extracurricular activities. Over the past five years, a significant number of students have benefited from scholarships and freeships, and participation in skill-building workshops and career counseling sessions has steadily increased.

The institution's focus on holistic development is reflected in its emphasis on both academic and extracurricular pursuits. Students have achieved notable success in various competitions, including state, national, and international levels. Additionally, the active alumni association plays a crucial role in supporting current students through mentorship, donations, and resource sharing.

The institution's data-driven approach to student support is commendable. Detailed records are maintained to track the number of students receiving financial aid, participating in skill-building programs, and availing career counseling services. This data provides valuable insights into the effectiveness of these initiatives and enables the institution to make informed decisions for future improvements.

While the institution has made significant strides in student support, there are areas for improvement. More consistent data collection and analysis would provide a clearer picture of program effectiveness. Incorporating qualitative feedback from students and alumni would offer valuable insights into their experiences. Furthermore, strengthening alumni engagement through mentorship programs and networking opportunities could enhance the overall student experience.

By addressing these areas, the institution can further elevate its student support initiatives, leading to improved student outcomes and a stronger institutional reputation.

Specifically, the institution could consider the following recommendations:

#### 1. Enhance Data Collection and Analysis:

- Implement a robust data management system to track student progress and outcomes consistently.
- Collect both quantitative and qualitative data tunderstanding of the impact of support services.

- Utilize data analytics to identify trends and inform decision-making.

## **2. Strengthen Alumni Engagement:**

- Organize regular alumni events and networking opportunities.
- Establish mentorship programs to connect alumni with current students.
- Encourage alumni donations and involvement in institutional initiatives.

## **3. Prioritize Student Feedback:**

- Conduct regular surveys and feedback sessions to gauge student satisfaction with support services.
- Incorporate student feedback into the planning and implementation of future initiatives.

## **Governance, Leadership and Management**

The institution's success is underpinned by its unwavering commitment to academic excellence and a student-centric approach. With a strong emphasis on innovative teaching-learning methodologies, the institution empowers students to reach their full potential. The dedicated faculty, equipped with cutting-edge knowledge and skills, inspire and guide students towards academic and personal growth.

A robust infrastructure, coupled with state-of-the-art facilities, provides an ideal learning environment. The institution's focus on research and innovation fosters a culture of inquiry and critical thinking. By encouraging faculty and students to engage in research projects, the institution contributes to the advancement of knowledge and societal progress.

The institution's commitment to holistic development is evident in its various extracurricular activities and co-curricular programs. These initiatives provide students with opportunities to explore their interests, develop leadership skills, and build lifelong friendships. The vibrant campus life, characterized by cultural events, sports competitions, and social activities, enriches the overall student experience.

The institution's strong industry linkages facilitate practical learning experiences and enhance student employability. Through internships, industry visits, and guest lectures, students gain exposure to real-world challenges and develop the skills necessary to succeed in their chosen careers.

The institution's unwavering dedication to quality assurance is reflected in its rigorous evaluation processes and continuous improvement initiatives. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring and enhancing the quality of education and research.

Furthermore, the institution prioritizes the well-being of its students and staff. Counseling services, medical facilities, and recreational amenities are available to support the holistic development of the campus community.

By fostering a supportive and inclusive learning environment, the institution empowers students to become confident, competent, and compassionate individuals. The institution's commitment to academic excellence,

research innovation, and holistic development positions it as a leading institution in higher education.

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

The college stands as a beacon of discipline, sustainability, and innovative pedagogy. A rigorous code of conduct, enforced by a vigilant security team, ensures a secure and orderly campus environment. The absence of ragging and sexual harassment incidents is a testament to the institution's unwavering commitment to student well-being.

Beyond maintaining a disciplined atmosphere, the college actively promotes environmental consciousness. A comprehensive waste management system, efficient rainwater harvesting, and a thriving green campus exemplify its dedication to sustainability. The Geo-garden and Cactus Garden, developed by the Geography department, not only beautify the campus but also serve as living laboratories for students.

The college's impact extends beyond its boundaries. By distributing saplings to the community, it encourages environmental stewardship and fosters a greener future. This commitment to social responsibility aligns with the institution's mission to create a positive impact on society.

In addition to academic excellence, the college prioritizes innovative teaching methodologies. The implementation of cooperative learning has revolutionized the classroom experience. By fostering collaboration and critical thinking, this approach empowers students to become active learners. Faculty members, equipped with training in human values and professional ethics, guide students towards holistic development.

The college's success story is a result of a collective effort involving students, faculty, and staff. It serves as an inspiration for other educational institutions, demonstrating that a strong emphasis on discipline, sustainability, and innovative pedagogy can create a truly transformative learning environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDAPUR TALUKA SHIKSHAN PRASARAK MANDAL'S ARTS, SCIENCE AND COMMERCE COLLEGE
Address	Off National Highway No. 65, Opposite to Indapur Municipality, Indapur, Taluka Indapur Dist. Pune
City	INADPUR
State	Maharashtra
Pin	413106
Website	<a href="http://asccindapur.com">asccindapur.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jiwan Pandurang Sarwade	02111-223102	9423250917	-	j.sarwade@rediffmail.com
IQAC / CIQA coordinator	Shivaji Shamrao Veer	02111-255002	9404734868	-	san22683@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State		University name		Document
Maharashtra		Savitribai Phule Pune University		<a href="#">View Document</a>
Details of UGC recognition				
Under Section		Date	View Document	
2f of UGC		11-04-2013	<a href="#">View Document</a>	
12B of UGC		11-04-2013	<a href="#">View Document</a>	
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	Off National Highway No. 65, Opposite to Indapur Municipality, Indapur, Taluka Indapur Dist. Pune	Rural	13.71	11977.81

## 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,Social Science,Com English Political Science economics History Geography Marathi Hindi Psychology add English	36	XII	Marathi	600	344
UG	BCom,Commerce,English Marathi Acc Bus Eco Bank and Fina Off Management Maths and stat Mark and Salesmanship Geo.	36	XII	Marathi	360	191
UG	BSc,Science, Physics Chemistry Zoology Mathematics Botany Geography Marathi English Psychology	36	XII	English	360	163
UG	BBA,Management,Computer Application	36	XII	English	80	26
UG	BVoc,Vocation,Aromatic Plant	36	XII	English	60	0



	Nursary Mgmt Dairy Technology Food Pro and Post Harvest Tech Fish Farming and mgmt					
PG	MA,Social Science,Hindi	24	B.A	Hindi	60	7
PG	MA,Social S cience,Marat hi	24	B. A.	Marathi	60	16
PG	MA,Social S cience,Geogr aphy	24	B. A.	English,Mara thi	24	7
PG	MA,Social S cience,Histor y	24	B.A.	Marathi	60	22
PG	MA,Social S cience,Econo mics	24	B.A.	Marathi	60	38
PG	MA,Social S cience,Politic al Science	24	B.A.	Marathi	60	12
PG	MCom,Com merce,	24	B. Com.	English,Mara thi	60	60
PG	MSc,Science, Organic Chemistry	24	B.Sc.	English	48	34
PG	MSc,Science, Zoology	24	B.Sc.	English	24	2
PG	MSc,Science, Inorganic Chemistry	24	B.Sc.	English	24	0
PG	MSc,Science, Physics	24	B.Sc.	English	24	7
PG	MSc,Science, Microbiology	24	B.Sc.	English	24	14

**Self Study Report of INDAPUR TALUKA SHIKSHAN PRASARAK MANDAL'S ARTS, SCIENCE AND COMMERCE COLLEGE**

PG	MSc,Science, Analytical Chemistry	24	B.Sc.	English	48	26
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**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	3				12				59			
Recruited	2	1	0	3	11	1	0	12	27	11	0	38
Yet to Recruit	0				0				21			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	22	17	0	39
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	22	3	0	25
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	1	1	0	2
Yet to Recruit				3

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	9	0	0	11	3	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	11	1	0	11	2	0	28
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	22	17	0	39
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1

**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	764	0	0	0	764
	Female	782	0	0	0	782
	Others	0	0	0	0	0
PG	Male	146	0	0	0	146
	Female	247	0	0	0	247
	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	198	203	216	236
	Female	173	173	165	173
	Others	0	0	0	0
ST	Male	10	15	10	15
	Female	4	10	6	9
	Others	0	0	0	0
OBC	Male	621	743	721	678
	Female	384	618	592	640
	Others	0	0	0	0
General	Male	488	600	603	587
	Female	409	472	444	501
	Others	0	4	1	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2287	2838	2758	2839

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The institution has proactively embraced NEP 2020, implementing it in PG programs from 2023-24 and planning for UG programs in 2024-25, as per SPPU guidelines. This includes integrating diverse disciplines like Commerce, Humanities, and Science with STEM, aligning with the framework provided by SPPU for both UG and PG programs. To enrich the curriculum, the institution has incorporated Ability Enhancement Courses, Skill Enhancement Courses, Multidisciplinary Courses, and Value-Added Courses, as outlined by SPPU for UG programs. Furthermore, the institution offers OJT/Internship and Project opportunities for PG students, in line with NEP 2020 guidelines. The institution has introduced innovative, credit-based programs like B.Voc., which are flexible and focused on community engagement. In addition to regular CBCS courses, the institution offers extra-credit courses in areas such as Cyber Security, Human Rights, Value Education, Physical Education, and Democracy. To accommodate multiple entry and exit points in UG and PG programs, as per UGC regulations, the institution has made necessary academic and administrative reforms. This flexibility extends to B.Voc. and PG programs. The institution is committed to fostering innovation and addressing societal challenges. It is strengthening its Incubation Center and actively pursuing collaborations through MoUs to promote multidisciplinary research. The institution's regular practice of conducting village surveys involving students from various faculties (Arts, Science, Commerce) highlights its dedication to community engagement and scientific inquiry. Central research laboratories further support multidisciplinary research endeavors. In conclusion, the institution's implementation of NEP 2020 demonstrates a strong commitment to providing a comprehensive and flexible education that equips students with the necessary skills and knowledge to succeed in the 21st century.</p>
2. Academic bank of credits (ABC):	<p>Since 2022-23, SPPU has mandated ABC registration. The college has diligently registered 4500 students for the 2022-23 and 2023-24 academic years. Beginning in 2024-25, the institute will align with SPPU guidelines, offering multiple entry/exit programs and registering students accordingly. All students are now ABC-registered and eligible for</p>

	<p>credit transfers. The college faculty has developed and approved the B.Voc. curriculum, as well as the curriculum for certificate courses. Additionally, faculty members have authored textbooks, created reading materials, and designed assignments. A mentor-mentee system has accelerated the ABC registration process.</p>
3. Skill development:	<p>The institution is dedicated to providing a comprehensive education that seamlessly integrates academic knowledge with practical skills and holistic development. B.Voc courses, These courses, alongside degree programs, incorporate a variety of soft skill courses, certificate programs, and add-on courses to equip students with essential life skills and enhance their employability. The institute has cultivated a robust curriculum that fosters self-awareness, effective communication, strong interpersonal relationships, conflict resolution abilities, and time management skills. B.Voc programs in fields like Tourism and Service Industry, Business Administration (BBA), Business Administration (International Business), Business Administration (Chartered Accountancy), and Software Development, coupled with professional courses in Computer Applications (BCA), offer diverse avenues for student growth. Beyond theoretical learning, the institution actively promotes experiential learning through hands-on workshops. These workshops empower students to take initiative and apply their knowledge to real-world situations. The Placement Cell plays a pivotal role in nurturing students' life skills and preparing them for successful careers. The institution's commitment to holistic development extends to fostering cultural and constitutional values. The celebration of national and regional festivals, along with the organization of debates, essay writing competitions, elocution contests, drama performances, and dance recitals, cultivates a sense of community and social responsibility. Themes centered around communal harmony and human rights encourage students to develop humanitarian values. Furthermore, the institution promotes sustainable practices by organizing activities related to cleanliness, hygiene, and environmental conservation. The use of eco-friendly materials for creating cloth or paper bags exemplifies this commitment. Spiritual lectures and</p>

	<p>talks are also conducted to enhance students' spiritual well-being. In alignment with the New Education Policy (NEP) 2020, the institution has implemented several initiatives. Every student is required to complete at least one skill-based course per year. The flexible credit structure of NEP 2020-FYUG programs allows students to pursue at least one vocational course before graduation. The institution actively collaborates with industry professionals to provide valuable insights and guidance. B.Voc programs have expanded internship opportunities through partnerships with local craftsmen, artisans, and professionals, in addition to industries. The institution is actively working towards implementing NEP 2020-compliant educational programs. Necessary applications are being submitted to regulatory bodies to obtain approval for offering courses in various modes, including Open and Distance Learning (ODL), blended learning, and on-campus modular programs. MoUs are being signed with Skill Sector Councils to facilitate the delivery of vocational education. The Learning Management System (LMS) is an integral part of the institution's digital infrastructure and will be further integrated to support NEP 2020 initiatives. Looking ahead, the institution plans to offer vocational degree courses in line with NEP 2020 guidelines and the syllabus framework developed by Savitribai Phule Pune University (SPPU). To ensure students excel in soft skills, research, and development, the institution has conducted national-level workshops on NEP implementation and incorporated skill development courses as electives and add-on courses into its curriculum.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institute's cultural committee organizes various programs to immerse students in Indian culture and tradition. These programs include cultural events and competitions like mythological character portrayals, Indian carnivals, classical music and dance performances, rangoli, paper bag making, and clay modeling. Additionally, various departments conduct workshops to teach students traditional crafts. The institute is committed to fostering both linguistic and cultural diversity. To this end, faculty members are regularly provided with language training in English and Marathi. Many faculty members are also proficient in local vernacular languages, particularly</p>



	<p>Hindi, and are capable of bilingual instruction. To enhance comprehension, faculty members are encouraged to explain concepts in local languages during classroom sessions. All undergraduate programs in Arts, Commerce, and Environmental Awareness are conducted in both Marathi and English. Additionally, Marathi and Hindi language courses are offered at both undergraduate and postgraduate levels. The institute actively promotes Indian culture and heritage through various initiatives. These include workshops on the Modi script to preserve and promote its usage, cultural programs organized by the Department of Culture, and study tours conducted by the Department of Geography to explore India's ancient traditions and knowledge systems. Furthermore, students are educated about the significance of India's rich cultural heritage, with a particular focus on traditional and tribal art forms. The Department of Culture organizes annual traditional days to celebrate and promote Indian culture and traditions. The institute leverages technology to enhance learning and cultural immersion. Study materials, including lecture notes, presentations, audio, and video content, are made available on a Learning Management System (LMS). Some lectures are conducted bilingually, and artifacts and relics are translated into English, Hindi, and Marathi as needed.</p>
5. Focus on Outcome based education (OBE):	<p>The institute is committed to aligning its educational practices with its core values and mission. To achieve this, faculty members have received comprehensive training in Outcome-Based Education (OBE) principles and syllabus design from both internal and external experts. In 2019, OBE was fully integrated into the curriculum, with all departments developing Course Outcomes (COs) for their respective programs and mapping them to Program Outcomes (POs). To further enhance the implementation of OBE, the Institute's Quality Assurance Cell (IQAC) has organized workshops to train faculty on CO, PO, and Program Specific Outcomes (PSO) mapping and attainment. These workshops have empowered faculty to design question papers that assess students at various cognitive levels, including remembering, understanding, applying, analyzing, evaluating, and creating. The institute prioritizes student engagement and understanding of the OBE framework.</p>

	<p>Orientation programs are conducted to introduce students to COs and POs, and question papers are designed to align with these outcomes. Additionally, information about COs and POs is disseminated through various channels, including the institute's website, notice boards, and induction programs. To monitor student progress and identify areas for improvement, the IQAC provides faculty with attainment sheets in Excel format. These sheets enable faculty to track student performance, identify slow learners, average learners, and advanced learners, and implement targeted interventions. Remedial coaching is offered to slow learners to help them bridge knowledge gaps, while advanced learners are encouraged to participate in research activities like the Avishkar competition. Through these comprehensive strategies, the institute has successfully integrated OBE into its academic processes, fostering a student-centric approach that promotes critical thinking, problem-solving, and the development of essential skills.</p>
6. Distance education/online education:	<p>1. During the COVID-19 pandemic, the institute transitioned entirely to online learning. Faculty members were trained to deliver interactive lessons using digital tools like PowerPoint presentations, audio, video, and other online resources. These digital learning materials were accessible to students via platforms such as Learning Management Systems (LMS), Google Classroom, and other online portals. To facilitate interactive learning, teachers adopted tools like Google Forms, OBS Studio, Google Workspace, online whiteboards, and YouTube. 2. The Institute's Quality Assurance Cell (IQAC) conducted workshops to train faculty members in using LMS, Google Forms, and Google Classroom. Additionally, training programs were organized to effectively utilize online teaching platforms like Zoom and Google Meet. To diversify its course offerings, the institute introduced skill-based vocational courses and short-term programs. The institution successfully implemented online internal exams through the LMS platform. Students were encouraged to explore additional learning opportunities by enrolling in courses on platforms like Swayam and NPTEL. 3. The institute plans to adopt a blended learning approach, combining online and in-person instruction. To enhance self-paced</p>

	learning, recorded lectures will be uploaded to the institute's website. To support e-content development, the institute invested in 10 smart digital boards. This investment will enable the delivery of various online programs to stakeholders. Furthermore, faculty members are actively using their personal YouTube channels to share their expertise and engage with students online.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club, established to foster active student participation in the electoral process, has been formed under the guidance of Principal Prof. Dr. Jiwan Sarwade. This club aims to engage students through interactive activities and real-world experiences, promoting a deeper understanding of electoral literacy. The club operates through an executive committee elected annually, representing each class. With a membership of 38 dedicated students, this initiative seeks to empower the next generation of voters and cultivate informed civic engagement.
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?	ACS College has taken a proactive step towards empowering its students by establishing the Electoral Literacy Club (ELC). This initiative aims to cultivate informed and engaged citizens by promoting electoral awareness and participation. To kickstart the club, faculty members were appointed to oversee its activities. An open invitation was extended to students from all classes to join the ELC. A total of 22 enthusiastic students accepted the invitation, becoming active members of the club. The members, through a democratic process, elected a coordinator to lead the club's endeavors. To provide guidance and direction, an orientation meeting was organized under the expert mentorship of Mr. Tejas Gujrathi, a prominent figure in the field of electoral literacy. Mr. Gujrathi emphasized the critical role of the ELC in shaping future leaders and highlighted the significance of active civic participation. A key focus of the club is to organize a series of events and programs throughout the year. The ELC committee, comprising the coordinator, assistant coordinator, and club members, has meticulously crafted an annual

	<p>calendar of activities. These events are designed to educate students about the electoral process, voter registration procedures, and the importance of casting informed votes. The ELC is committed to fostering a sense of inclusivity and representation. By drawing members from all classes, the club ensures a diverse range of perspectives and experiences. This diversity enriches the club's discussions, debates, and initiatives, fostering a vibrant and dynamic learning environment. Beyond theoretical knowledge, the ELC aims to empower students to take concrete actions. The club will actively facilitate voter registration for eligible students who have not yet registered. Additionally, the club will generate resources, such as informative materials and online platforms, to further enhance electoral literacy among students and the broader community. By promoting electoral literacy and encouraging active participation, the ELC aspires to cultivate a generation of informed and responsible citizens. The club's initiatives will empower students to make informed choices and contribute meaningfully to the democratic process.</p>
<p>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.</p>	<p>ASC college has been actively promoting civic engagement and electoral literacy. As part of this initiative, the institution organized various activities under the guidance of the Election Literacy Club (ELC). A virtual orientation session was conducted with Shri Tejas Gujrathi, who shared valuable insights on the establishment of the ELC. Nayab Tahsildar Shri Rajesh Kanaskar enlightened students about the significance of elections in a democracy and the role of students in awareness campaigns. The institution organized an Electro Literacy Awareness rally in Ketkavale village to educate the community. A Memorandum of Understanding (MoU) was signed with the District Election Office Pune and Worship Earth Foundation to further strengthen these efforts. National Voter Day was celebrated with an oath-taking ceremony and the creation of an Electoral Awareness Wall. Additionally, six students and one teacher from the institution participated in a two-day workshop on the role of transgenders in the election process, organized by the District Election Office. The institution's dedication to electoral literacy was recognized with the 'ELC Best Unit' award, and student Vijay Yadav was honored as the 'ELC Best</p>

	Volunteer' by the District Election Office Pune.
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.	To promote electoral literacy, ASC college has undertaken several initiatives. These include competitions in poster-making, slogan writing, essay writing, and street plays. The most talented students were recognized and awarded by renowned celebrities. On National Voter Day (January 25, 2023), the institute organized a pledge ceremony for new voters. In collaboration with Shri Surendra ku, the ELC committee created a "Voter Awareness Wall" featuring informative materials like slogans, photographs, and posters.
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.	To encourage student voter registration, we organized various awareness campaigns, including lectures, street plays, and slogan contests. A Google Form was created by mentors to collect information from eligible voters. In collaboration with the Hadapsar Constituency, we conducted frequent voter registration drives on campus. As a result, 934 students have successfully registered to date. To streamline the online registration process, we trained volunteers to assist fellow students.

# Extended Profile

## 1 Students

### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2505	2906	2824	2899	2991
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

Response: 149

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	75	82	85	102

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
97.45	82.76	61.71	391.52	232.94

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

**Response:**

**Planning:**

- College is **affiliated to Savitribai Phule Pune University, Pune**, and it follows the prescribed syllabus, designed and approved by the **Board of Studies** of the university. The college ensures effective curriculum delivery and implementation through planning and documentation.
- At the beginning of academic year, colleges organize **the faculty meeting for academic planning and effective implementation of the curriculum**. IQAC plays an important role in planning of curriculum delivery and its effective implementation.
- The Principal of our college conducts **induction programs** for first year students and gives information about institute, government and institutional scholarships and other support services.
- Departmental activity inputs help to prepare the Academic and Activity Calendar of the college. A master Time-Table is prepared by the committee; which considers the optimum use of the infrastructure for effective implementation of academic plans.
- For overall improvement of students; faculty designs certificate, diploma, add-on and valueadded courses.
- The Principal, Vice-Principals, the IQAC, Heads of Departments and the Chairman of Time-Table Committee, keep vigil on curriculum delivery; this adherence helps the administration to reassure effectiveness.

**Delivery:**

- **IQAC prepares Academic Calendar** based on the University Calendar and sets learning objectives. It is **displayed on the institute website and notice boards**. Academic Calendar mentions available dates for notable activities to ensure suitable teaching and learning transactions and continuous assessment.
- The **Head of departments conducts faculty meeting** in their respective departments to discuss the syllabus and allotment of courses according to their expertise and specialization.
- For the proper implementation of the curriculum, Semester-wise Teaching Plans are made according to the curriculum as also available periods and academic calendar.
- Departmental time table committee prepares **time table** as per the academic calendar to conduct lectures, practical and certificate/add on courses.



- The teaching plans and its execution are regularly monitored by concern authority.
- Learning experience of students is enriched through ICT tools, besides the use of conventional methods, various recent online teaching methods like zoom meetings and Google meet etc. are adopted.
- Experiential learning for the students through internships, projects, and field visits is specifically facilitated
- Some departments have developed **Practical Handbooks, Protocols** etc. for performing the experiments..
- **Remedial teaching** is arranged for **slow learners** while further guidance is provided to **advance learners**.
- The dates and the mode of evaluation are communicated to the students through various modes in advance.
- CIA is performed through **internal tests, orals, assignments, tutorials, projects, numerical problem solving, term end examinations, viva, seminars, group discussions, presentations, study tour**, etc. **CIA of practical course** is done consistently during regular conduction of practical for which evaluation sheets are prepared.
- At the end of semester, **Syllabus Completion Reports** are received from teachers.
- Students' feedback on curriculum is taken and action taken according to the suggestions received.

For continuous development, teachers regularly update their knowledge through active involvement in Research, Seminars, Conferences and Faculty Development Programmes etc. Some Teachers are members of various bodies of the University contributing to curriculum reviews, assessment and evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 32

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

#### Other Upload Files

1 [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:** 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
1628	1472	78	1366	1530

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 integration of cross cutting issues into the curriculum is paramount for producing socially responsible professionals. The college is keen to impart and implement various cross cutting issues prescribed into curriculum by the Savitribai Phule Pune University. Institution consider it as its moral responsibility to teach our students professional Ethics, Gender equality and Human Values. Supplementary activities related to curriculum and Add on Courses are conducted. Environmental Science is a part of the S.Y.B.A/B Com/ B. Sc. Syllabus. Students are made aware of environmental issues and encouraged to take up small projects. Human Geography for Arts students covers issues related to population, demographics etc. T.Y.B.Sc. Chemistry, Botany and Physics students study analytical techniques for water analysis, plant conservation and biomedical techniques. Various undergraduate and postgraduate programs integrate topics such as workplace ethics, responsibility, and integrity. BCA students study professional ethics, cyber & constitution awareness and gender equality.

The institution recognizes its moral responsibility to teach students essential human values. Courses in BA History and Political Science include aspects of women movement, reforms etc. To make our students a better citizen of India institution strictly implement mandatory courses such as 'Democracy, Election and Governance' and 'Human Rights' in which the challenges of caste, gender, class, democracy and ethnicity are discussed. PG courses based on Human Rights and Introduction to Constitution covers important topics that have been designed to encourage students to acquaint themselves with their fundamental rights and of others.

To supplement the curriculum, the institution organizes various co-curricular and extracurricular activities that promote cross-cutting issues. Yoga Day is celebrated annually to promote physical and mental well-being. Special health camps are conducted for women to address their specific health needs. Eminent speakers are invited to discuss topics like ethical behavior, women's empowerment, and environmental conservation. Gender equality is a core value upheld by the institution. The curriculum includes topics and activities that promote awareness and sensitivity towards gender issues. Courses in BA History and Political Science address women's movements, social reforms, and the challenges faced by women in different historical and political contexts. In addition, the college organizes activities like Mahila Diwas and Savitribai Phule Jayanti to honor women leaders and raise awareness about gender equality. These events provide students with opportunities to reflect on the role of women in society and contribute to fostering a gender-sensitive environment. Students are involved in outreach programs, such as awareness campaigns on gender issues and environmental conservation drives.

The postgraduate curriculum further expands on these cross-cutting issues. Courses on Human Rights and Introduction to the Constitution are designed to deepen students' understanding of their fundamental rights and responsibilities. These courses prepare them to tackle challenges related to democracy, social justice, and human dignity in their personal and professional lives.

To inculcate human values among students institute celebrate Independence Day, Republic Day, Constitution Day, Environment Day, NCC, and NSS Days every year. Through the integration of these cross-cutting issues into its curriculum and activities, the institution aims to develop well-rounded individuals who are ethically grounded, socially conscious, and environmentally responsible, ensuring their contributions to a better society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 38.68

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

Response: 969

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** C. Feedback collected and analysed

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 67.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
1212	1363	1132	1393	1457

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

2022-23	2021-22	2020-21	2019-20	2018-19
1960	1996	1959	1953	1884

#### 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:** 82.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
816	855	738	900	850

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

2022-23	2021-22	2020-21	2019-20	2018-19
1020	1038	1019	1015	979

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 32.96

## 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:**

**Student centric methods used such as,**

1. Experimental learning –

- Field visits - Field trips are arranged for students at Botanical, Zoological, geographical, historical places.
- Industrial visits - Students from different departments visit industries such as sugar - Microbiology, chemical & milk-chemistry, Agriculture - Botany.
- Soil & Water Analysis organized by Chemistry departments.
- Guest lectures also organized by Statistics, Physics, Chemistry, History, Geography, Political science and Economics departments

1. Participated learning –

- Practical's in all individual/group work under the guidance of teacher are also conducted.
- Students were motivated to participate in the various competitions such as Avishkar, Elocution, poster presentation, Quizzes, competitive examination.
- Webinar's organized by each department (A.Y. 2021-22) to increase involvement of the student during COVID-19.

1. Problem solving methodology –

- Value added courses conducted by various department (Milk sampling and its analysis- Chemistry, R- programming-Statistics, Plant propagation & Mushroom cultivation – Botany, Basics of English grammar – English, Fermentation process and products & Isolation of Microorganism – Microbiology).
- Certificate course also design by the departments like Geographical information system (GIS) & Techniques of Surveying – Geography, Bird diversity & Blood group analysis – Zoology, Electric & Electronic courses – Physics, Modi script – History, Urdu lipi – Hindi, Microsoft office automation- BBA CA, Basics of market share – Commerce.
- Departments like Chemistry, Physics, Mathematics, Computer Applications, Economics, and Commerce imparts Problem solving skills.
- Project work – PG students in various departments are assigned mini-projects to complete under the supervision of faculty members (Commerce, Economics, Geography, Chemistry, Physics and BBA(CA)).

**Use of ICT -**

In addition to teaching with chalk and talk, faculty members expose students to advanced information and practical learning through the use of IT-enabled learning resources like PPT, video clips, audio systems social media like WhatsApp & Telegram. The labs are updated with new software like Microsoft Office, Excel utility. An internet-connected computer is available to promote independent learning. Physics, Chemistry, Botany, Zoology, Microbiology, Computer application laboratories and 10 classrooms are fully equipped with latest LCD projectors, Computers and Smartboards. Students have been provided access to internet through password protected Wi-Fi.



General ICT Tools being used by faculties are: Desktop and laptops, Projector, Digital cameras, Smartphones, Printer, Photocopier, tablets, Pen Drive, Scanners, Microphones, interactive white board, Mi board, DVDs/CDs etc. Seminar Room is provided with digital facilities, adequate Internet connections. The college has subscribed to the N-List under INFLIBNET (AHMEDABAD) for online journals. Teachers and students can search over 3500 online journals by visiting the following URL: [www.nlist.inflibnet.ac.in](http://www.nlist.inflibnet.ac.in). The students and teachers have provided username and password to access online resources. Under this facility C++ Program (Physics), Chemdraw software (Chemistry), ArcGIS (Geography), SPSS (Economics), R & Turbo C (Statistics), Python, (BBA CA) software available in respective department.

During the COVID-19 pandemic teaching, learning and evaluation was conducted through online mode by using various platforms like Learning Management System (LMS) developed by Savitribai Phule Pune University, Zoom, Google Meet etc. Use of PPT and ICT tools is very common practice for teaching. Students can get teaching materials, PPTs and Recorded video on LMS.

College website [www.asccindapur.com](http://www.asccindapur.com) is utilized for CO-PO display, academic notices, evaluation schedules, content delivery, teaching-learning feedback, grievances and display of internal and external marks and credits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 85.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	81	102	109	117

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 59.29

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
52	54	48	51	44

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Evaluation is an innate part of teaching and learning process. Continuous Internal Evaluation is a significant component of institutional quality delivery mechanism. Credit system has been implemented by the Savitribai Phule Pune University from the academic year 2019-20. Our college follows the modalities of conducting internal and external evaluations as prescribed by SPPU Pune. The institute adopted a very open approach to assess learners, taking into account the relevance of evaluation. In accordance with the policies of Savitribai Phule Pune University (SPPU), a College Examination Officer (CEO) has been appointed to facilitate efficient cooperation between the University and Institute. The College Examination Committee (CEC) and the Examination Grievance Committee (EGC) are dedicated to ensuring that both internal and external assessments run smoothly and efficiently. As being an affiliated college, all guidelines and procedure for internal assessment on the Commencement of new academic session have been followed.

Reforms in examination related student services: Student, being an important stakeholder of evaluation process, is entitled to better services and facilities. Following reforms have been carried out to provide better services to students:

- Provision of question bank.
- Display of evaluation norms and scheme of marking.
- Adequate time span between the declaration and conduct of examination Timely assessment and declaration of results.
- Re- examination for NCC, NSS, Sports students who could not appeared for scheduled dates.
- Grievance redressal mechanism is also communicated to the students in advance.

Faculty members of the relevant subjects create the question papers for internal evaluation, following the rules set forth by the SPPU. Through the department heads, question papers are submitted to the Internal Examination Committee. The college initiates all necessary measures to ensure that the internal evaluation system is effective, efficient, transparent and reliable. Internal evaluators have a stipulated time for submitting their evaluation reports. In the academic year 2020-21 with COVID-19 pandemic Online LMS platforms, google forms, google meet, zoom are used for conducting CIE.

CEO updating of different notifications and circulars of SPPU about examinations was done to the teachers and as well as students. External Assessment has done by the process of University.

#### **Methodology applied to resolve exam related grievances:**

1. Students are shown their answer sheets that have been evaluated in class and displaying their performance on the response page, students can clearly voice their complaints about their assessments.
2. Students are able to communicate with teachers to discuss any issues they may have with internal assessments; the concerned teacher satisfactorily responds and resolve the issue. The Head of the Department refers any unresolved grievances to the Principal.
3. Complaints about errors in personal details of the student, subject chosen etc. as they appear in the University documents are resolved by taking them up with the university after verifying the details and providing supporting documents.

4. In terms of evaluation at the university level, students who receive lower than expected marks can request a revaluation of their response answer sheet by paying the required cost.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 college, adhering to the University Grants Commission's guidelines, has implemented an Learning Outcomes-Based Curriculum system across all undergraduate and postgraduate programs since 2019. This innovative approach prioritizes measurable student course outcomes to enhance the overall quality of teaching and learning.

The core of the Learning Outcomes-Based Curriculum framework are Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). POs outline broad capabilities students should acquire upon program completion, while PSOs delve into specific skills and knowledge relevant to each department. COs, on the other hand, are granular learning objectives for individual courses.

Evaluation Reforms in Higher Educational Institutions in India and the curriculum under Choice Based Credit System (CBCS) given by respective Board of Studies of SPPU. With the implementation of OBE, the CBCS pattern curriculum has been reinforced and the teaching-learning process is now course outcome-focused. The relevant subject's Board of Studies has implemented CO-POs in addition to the curricular requirements for the program and its courses.

The affiliated University's prescribed COs and POs are **reformed at the college level to align with the graduate attributes and learning outcomes, the Institute vision and goals**. These COs and POs are precisely designed using Bloom's Taxonomy, ensuring a well-rounded educational experience that encompasses knowledge acquisition, comprehension, application, analysis, synthesis, and evaluation.

POs are developed through collaborative efforts involving faculty, and alumni. PSOs are formulated by individual departments to address their unique needs and goals. COs are designed to be clear, specific, and measurable, often framed using Bloom's Taxonomy to encompass various cognitive levels. **The IQAC receives these POs and COs for additional approval. The Institute has also accommodated the Assessment System to measure students' performance in a given course in relation to the intended course objectives. Students received advice from their subject teacher regarding their**

## course's learning objectives and COs.

The college has integrated Learning Outcomes-Based Curriculum into its academic processes in several ways. The POs, PSOs, and COs are prominently displayed on the college website, ensuring transparency and accessibility for students. Faculty members are encouraged to align their teaching methodologies and assessment strategies with these course outcomes

To further reinforce the Outcomes-Based approach, the college conducts orientation programs for new students, introducing them to the concept of Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) and the specific outcomes expected of them. Faculty members also actively disseminate information about COs and POs to their students at the beginning of each semester.

By adopting an OBE approach, the college aims to create a student-centered learning environment focused on developing the knowledge, skills, and competencies necessary for academic and professional success. Through the integration of Bloom's Taxonomy in developing these outcomes, the college fosters a holistic educational environment focused on fostering critical thinking, application, and mastery of knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

### Response:

The institute strictly follows the curriculum developed by the affiliated university for all its programs and courses. Each course is designed with specific learning objectives and associated evaluation criteria. To quantitatively assess the extent to which program outcomes are achieved, Course Outcomes (COs) are systematically mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs). In accordance with college policy, each department must demonstrate the attainment of COs at the end of each semester.

The evaluation of student achievement in COs, POs, and PSOs is a crucial element of the academic assessment process. This evaluation aligns with the institutional goals and the broader framework established by Savitribai Phule Pune University (SPPU). A well-defined framework, reflective of course objectives, guides this evaluation. During Concurrent Evaluations and Semester-end Assessments, each activity and question is mapped to COs while considering the levels of Bloom's Taxonomy, ensuring that COs are also represented in question papers.

### Attainment of Outcomes:

1. Curriculum Implementation: POs and PSOs are achieved through a structured curriculum.
2. Mapping COs to POs and PSOs: Each course has clearly defined COs that correspond to the POs and PSOs.
3. Performance Evaluation Criteria: A robust set of criteria is utilized for the quantitative assessment of COs.
4. Evidence of Attainment: The attainment of COs provides substantial evidence for the achievement of POs and PSOs.

Assessment Methods for POs and PSOs:

#### 1. Direct Assessment Method (80%):

- University Examinations
- Internal Examinations
- Practical Examinations
- Assignments/Seminars/Projects

Levels	Percentage of marks
1 (Low)	Below 60%
2 (Moderate)	61– 80%
3 (High)	81– 100%

#### 2. Indirect Assessment Method (20%):

Levels	Placement & Progression
Level - 1 ( Low )	Below - 20% Placement & Progression
Level - 2 ( Moderate )	20 - 40% Placement & Progression
Level - 3 ( High )	Above - 40% Placement & Progression

### CO-PO-PSO Mapping:

The mapping of COs to POs and PSOs is DIRECTED to calculate the attainment for each course. The levels of PO/PSO attainment are defined as follows:

Sr. No.	Level	
1.	1 ( Low )	Slight (Low) Correlation
2.	2 ( Moderate )	Moderate (Medium) Correlation
3.	3 ( High )	Substantial (High) Correlation

### Calculation of PO/PSO Attainment:

The attainment for POs and PSOs is calculated using the CO-PO mapping formula:

$$\text{PO /PSO Attainment} = \frac{\text{Level of mapping PO/PSO with CO} \times (\text{overall CO attainment} \times \text{PO/PSO Level})}{\text{Level of mapping PO/PSO with CO}}$$

Level of mapping PO/PSO with CO

Following the calculation, the course coordinator assesses each CO's level of achievement against predetermined targets. If the targets are not met, faculty members propose modifications to enhance attainment levels. A CO-PO matrix is utilized in the direct measurement of POs.

The institute emphasizes Outcome-Based Education (OBE), ensuring that all components of the educational system are aligned with defined outcomes. The CO-PO Committee formulates guidelines for both direct and indirect assessment tools, facilitating the measurement of CO and PO attainment. This CO-PO mapping is instrumental in calculating the achievement of program outcomes, reinforcing the focus on measurable educational goals embedded in Bloom's Taxonomy.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 74.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	659	713	628	393

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

2022-23	2021-22	2020-21	2019-20	2018-19
607	872	832	776	727

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1</b>  <b>Online student satisfaction survey regarding teaching learning process</b>  <b>Response: 3.87</b>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## 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:** 11.15

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	0	11.15

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

Our institution is dedicated to cultivating an environment that encourages intellectual growth, innovation, and the dissemination of knowledge. We strive to empower both faculty and students to engage in cutting-edge research, practical projects, and community engagement.

**Incubation and Innovation:**

Our state-of-the-art incubation center serves as a catalyst for innovation and entrepreneurship. Through a series of workshops, seminars, and competitions, we inspire students to explore novel ideas and develop innovative solutions to real-world problems. By providing access to resources, mentorship, and technical expertise, we nurture a thriving startup ecosystem.

**Research and Academic Excellence:**

We foster a culture of research excellence by encouraging faculty members to delve into groundbreaking research areas. Additionally, we equip graduate and postgraduate students with the necessary skills and knowledge to conduct rigorous research through mentorship programs and collaborative opportunities.

### Community Engagement and Social Impact:

Our institution is committed to making a positive impact on society. We actively engage with the local community through various initiatives, including:

- **Community-Based Research Projects:** Students and faculty collaborate on projects that address local challenges, such as water conservation, sustainable agriculture, and healthcare.
- **Skill Development Programs:** We offer training programs in various skills, including technical skills, soft skills, and entrepreneurial skills, to enhance the employability of our students.
- **Cultural Heritage Preservation:** We promote the preservation of India's rich cultural heritage through workshops, seminars, and cultural events.

### International Collaboration:

We believe in the power of international collaboration to advance knowledge and innovation. By forging partnerships with universities and research institutions worldwide, we facilitate student and faculty exchange programs, joint research projects, and international conferences.

### The Future of Knowledge Creation and Transfer:

As we look to the future, we remain committed to our mission of fostering innovation, promoting research excellence, and serving the community. By embracing emerging technologies, adapting to changing societal needs, and fostering a culture of lifelong learning, we aim to position our institution as a global leader in knowledge creation and transfer.

Through our unwavering dedication to these principles, we are confident in our ability to shape a brighter future for our students, faculty, and the communities we serve.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 21**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
00	12	03	04	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: 0.88**

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	45	23	26	8

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

### 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:** 0.05

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	01	02	00

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

## 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 arranged several creative extension activities in priority areas to encourage students to strive toward social change in the fields of education, awareness, women's empowerment, and other social issues for an inclusive society. In terms of extension initiatives through community empowerment and involvement, the National Service Scheme, Board of Student Development, NCC, and committees were leaders, concentrating on topics like gender, public health, the environment, and other developmental programs. Through street plays, road safety drives, disaster management workshops, helmet awareness, and road safety lectures, activities were developed to educate pupils about road safety and safety precautions. Students took part in street plays, rallies, and awareness drives as part of voter registration and voting awareness campaigns. Rallies and talks were organized to raise awareness of environmental degradation, hygiene, Harit Dindi, tree planting, biodiversity conservation, and other global issues. Students were also given the opportunity to receive guidance from experts in their disciplines.

To put these ideas into practice, the college's NSS, NCC, and SDC units plan a variety of activities. The following programs were organized by the previous five-year college:

**Awareness programs:**

Voter Registration Program

Gender sensitization

Road Safety Program

Spit Free Campus

Plastic Ban Awareness program

Program of Swachata Hi Seva

Soil & water analysis

Program of Environment Conservation

Program of Water Conservation

**Awareness campaigns:**

Energy Conservation Awareness Campaign

Health checkup Camp

Covid-19 vaccination

Corona Awareness Campaign

Blood Pressure and BMI Checking Camp

**Awareness Rallies:**

Sanvidhan din Rally

Anti-Ragging Rally

Fit India Movement campaign and Cycle Rally

Environment Awareness Rally

AIDS awareness

Cracker free Diwali

**Surveys:**

Covid-19 survey

Survey on plants

Swaccha Survesxhan Abhiyan

Village Survey

**Social welfare activities:**

Distribution of Snakes and Breakfast to Pilgrims

Financial assistance to mentally retarded students

Program of Tree plantation

Distribution of mask and Sanitizer in village collaboration with Grampanchayt and Nagarpalika

Program of CCT [Continues Contour Trench]

**Celebration of Days:**

- International Yoga Day
- World Environment Day
- World Wetland Day
- International Women's Day

- Social justice day
- Constitution day
- Shivswarajya Day,
- Earth day,
- Geography Day
- Reading Inspiration Day etc.
- Ozone Day
- Science Day
- NCC Day
- NSS Day
- Ekata Din
- Kranti Din
- Kargil Day
- Maharashtra Day
- Republic Day
- Traditional Day
- Marathi Bhasha Din

Rather than it we celebrating birth ceremony and Death Anniversary of the all national leaders

**Special village camps:** At Nimgaon Ketki and Bijwadi

The importance of a clean environment, neighbourhood sanitation, garbage disposal, and raising awareness of these important concerns among the public is demonstrated by all these extension initiatives. The overall development of the participants' personalities has greatly benefited from all these initiatives.

#### **Impact on Students:**

To foster empathy and understanding in the kids and support the well-rounded development of their personalities, the activities serve as indicators of many health, social, and environmental issues. Students' empathy and compassion are strengthened by these extension programs, which have also enhanced their literacy, hygienic surroundings, and environmental awareness. The development of ideal individuals with high moral standards and civic responsibility would be aided by it.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **3.4.2**

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

#### Response:

The Institute of Technology & Science - ITSPM, a prominent educational institution, is deeply committed to fostering a strong bond with the local community. Through a wide array of extension activities, ITSPM strives to make a positive impact on society.

#### Key Extension Activities:

- **Community Awareness:** The institute organizes various awareness campaigns, rallies, health checkups, and online quizzes to educate the public about pressing social issues.
- **Wildlife Conservation:** In collaboration with Dr. Rajendra Salunkhe, trained students actively participate in snake rescue operations, ensuring the safety of both humans and reptiles.
- **Social Welfare Initiatives:** ITSPM promotes social welfare through activities like the "Avishkar Competitions," which encourage innovation and problem-solving.
- **Community Engagement:** Faculty and students engage with neighboring schools and rural communities, fostering a sense of belonging and responsibility.
- **Program Implementation:** The institute organizes diverse programs through the NSS, NCC, and various departmental initiatives. These programs address critical issues like cleanliness, disaster management, gender equality, and environmental conservation.

#### Recognition and Accolades:

ITSPM's dedication to community service has been recognized with several awards and accolades:

#### Awards for the College:

- **Swachh Sarvekshan Spardha-2022:** Acknowledged by the Nagarparishad Indapur for cleanliness initiatives.
- **Best College Pune Rural:** Recognized by Savitribai Phule University Pune for overall excellence.
- **Reorganization as Mahatma Gandhi SAPI COVID-19:** Honored by the Ministry of Education, Government of India, for COVID-19 response efforts.

#### Awards for Faculty:

- **Swatantraveer Smruti Antarrastriya Hindi Gaurao Sanman 2024:** Awarded to a faculty member by the Maharashtra Mandal Andaman Aur Goa Hindi Akadami Ayojit Sahitya Sammelan.
- **Best NSS Programme Officer:** Recognized by Savitribai Phule University Pune for outstanding contribution to NSS activities.

ITSPM's commitment to societal development is evident in its multifaceted approach to extension activities. By empowering students to become active citizens, the institute is shaping a brighter future for the community and the nation.



Sr.No	Award For College	Name of Awarding Agency	Year of award
1	Swachha Sarvekshan Spardha-2022	Nagarparishad Indapur	2022
2	Letter of Appreciation for Library	Ratnaprabhadevi Mahavidhyalaya Bawada	2022
3	Best College Pune Rural Certificate	Savitribai Phule University Pune	2019-20
4	Best College Pune Rural Sanmanchinha	Savitribai Phule University Pune	2019-20
5	Best college district level CCT Certificate	Savitribai Phule University Pune	2019-20
6	Best college district level CCT Sanmanchinha	Savitribai Phule University Pune	2019-20
7	Reorganization as Mahatma Gandhi SAPI COVID-19	Mahatma Gandhi National Council of Rural Education , Department of Higher Education, Ministry of Education, Govt. Of India.	2019-20
8	Best Implimentation SDC, Schemes Pune Rural	SDC, SPPU, Pune	201920
9	First Prize for Flemingo Periodical, Pune Gramin	SPPU, Pune	2019-0

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 32

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	03	08	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 32

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

## 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 institute ensures optimum utilization and continuous up gradation of its infrastructure to realize its vision of providing high-quality education. Spread across 13.7 acres, the college has a built-up area of 10,634.82 sq. meters, designed to support teaching-learning, cultural, yoga, and sports activities efficiently.

The campus features state-of-the-art infrastructure and modern amenities, including classrooms, laboratories, seminar halls, an auditorium, research laboratories, a skills training centre, library, reading halls, gymkhana, playground, hostels, canteen, health centre, NSS and NCC offices, student welfare centre, parking, student facilitation centre, and Karmyogi Competitive Exam centre. These facilities are distributed across 15 buildings and blocks:

1. Arts and Administrative
2. Science (UG)
3. Science (PG)
4. Commerce
5. Library
6. Sports
7. Girls' Hostel
8. Boys' Hostel
9. Guest House
10. Principal's Residence
11. Sanstha Office

12. Sanitary Block

13. NCC Office

14. Student Facilitation Centre

15. Canteen

### **Arts and Administrative Building**

This two-floor building includes 10 classrooms equipped with ICT facilities for curriculum delivery. The ground floor houses the principal's office, a visitor's room, a gallery for mementos, a well-furnished Dyanvardhini meeting hall, the student welfare office, exam department, and CAP centre. The administrative office comprises cubicles for accounts, scholarships, property, and other sections integrated with Vridhhi ERP software. The first floor features separate staff rooms for men and women, the NAAC office, a girls' common room, and a seminar hall. The terrace includes the English department with a language lab, an AC multi-purpose seminar hall, solar panels, and sanitary blocks for boys.

### **Science Buildings**

The two science buildings consist of three and four floors, respectively. Together, they house all science departments, 11 classrooms, and 10 laboratories equipped with modern instruments, internet, and ICT facilities, including LCD projectors for research and teaching.

### **Commerce Building**

The commerce building has three floors with eight classrooms, two computer labs with ICT facilities, and departments for Economics, Politics, History, YCMOU, and SPPU Distance Education. It also includes a staff room and boys' common room.

### **Library and Sports Facilities**

The library spans four floors with a built-up area of 374.938 sq. meters. The ground floor includes household sections, while the first floor has a spacious reading room. Upper floors house classrooms and a commerce staff room. The sports and gymkhana facility spans 864 sq. meters, with equipment for indoor and outdoor games, adjoining boys' common room, and playground.

### **Hostels and Residential Facilities**

The girls' and boys' hostels accommodate 250 and 60 students respectively. They are equipped with solar water heaters, purified drinking water, and off-grid solar systems, with a combined built-up area of 2,300 sq. meters. Other residential facilities include the principal's residence (77 sq. meters), healthcare centre (137 sq. meters), guest house (167.22 sq. meters), a Sanstha office (35 sq. meters), sanitary blocks (195 sq. meters), an NCC office (148.64 sq. meters), a student facilitation centre (22.11 sq. meters), and a canteen (80 sq. meters).

## Safety and Surveillance

The campus is equipped with 187 CCTV cameras, a fencing wall, and 24/7 security to ensure safety for all stakeholders.

This Comprehensive infrastructure reflects the college to providing a conducive environment for holistic learning and development.

<https://www.youtube.com/watch?v=HiFpseeelAg>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.1.2

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

**Response:** 57.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.77	37.00	6.75	331.49	91.82

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

#### Library Building

The library was initially founded with a small collection of books, and today it occupies two floors, the ground floor and the first floor, with a combined total area of having 24.57 M x 15.26 M. The first floor of the library serves as a reading room, and the ground floor is used for ordinary library operations, such as a stack room, issue/return counter, periodical section, reference section, librarian cabin, and other areas are located on the ground floor.

#### Library Committee

The library committee was established to ensure the library runs smoothly and efficiently. The college principal serves as the committee's chairman, the librarian serves as a member secretary, one member represents each faculty, an OS from the administrative office, and a student representative is a member. The committee convenes twice a year to strategize the budget, acquire books and references, assess the application of funds, and handle associated administrative issues to ensure seamless and efficient operations.

#### Software:

- Library software: **“VRIDDHI”**
- Version: **2.0 Build: 277.1 Full Version**
- Year of automation: **2011**
- Nature of automation: **Fully automated**

The library serves as a ‘knowledge information center’ and is fully automated owing to an Integrated Library Management System. Library Accession Master, Accession Register, Library Membership, Issue - Return Item, etc. are just a few of the functions available in the ILMS. This software offers the ability to create, browse, and print records of the following categories: attendance reports, circulation reports, supplier reports, department wise copy list, accession register report etc. The software provides the capability to create student and staff Identity cards from the records. The ILMS offers OPAC service for a book's status, including availability, issue, accession number, title, author, and publisher. Books are recorded according to category (Text, Reference, or Other), subject and accession number. The software used for book issue, renewal, and overdue notices.

#### Library website:

On the college website ([www.asccindapur.com](http://www.asccindapur.com)), a library portal has been created to serve as a one stop

solution for many services for users. On the portal, significant links are available for the SPPU Syllabus, SPPU-Question papers, INFLIBNET N-List, Shodhganga, Shodhsindhu, National Library, Open Access Journals etc.

### **Library Sections:**

- Acquisition / Processing section
- Circulation Section
- Periodical Section
- Reference Section
- ICT and Digital Section

### **Library Services:**

- Computerized Issue-return.
- Availability of print-online journals.
- Open access facility.
- Access to INFLIBNET-N-LIST for e-resources.
- Separate Reading room for Girls and Boys student and also for faculty
- Book Bank facility for Physical disabled students as per availability.
- Life Membership for talkative books for visual disabled students.
- Separate section for competitive exam book section.
- Separate section for literature books section.
- Availability of Newspaper in local and national language.

### **E-resources**

- UGC INFLIBNET N-List Membership e-books and e-journals
- e-shodhSindhu
- Shodhganga
- Open Access Database
- Remote Access to e-resources

### **Reading Room**

It has two distinct reading rooms with cubicle furniture on the first floor of the building for boys and girls students. The reading room can accommodate 76 students on each side. Staff and academic members have their own space as well.

### **Library Events**

- Wachan Prerana Din
- National Librarian Day
- Best Reader award

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

IT Facilities at Arts, Science, and Commerce College, Indapur

Arts, Science, and Commerce College, Indapur, boasts excellent IT facilities that support teaching, learning, research, and administration. The college continually reviews and upgrades its IT infrastructure, including software, hardware, internet/Wi-Fi connectivity, and backup systems, to provide a superior learning experience in alignment with its vision and mission.

The Internal Quality Assurance Cell (IQAC) has established policies and procedures for setting up, using, and upgrading IT facilities, as outlined in the institution's perspective plan. Annual budgets are allocated for acquiring computers, software, printers, scanners, LCD projectors, Xerox machines, webcams, smart boards, audio aids, and internet connectivity. Purchases are made following institutional procedures. Additionally, a virtual classroom has been established to strengthen the teaching-learning process (TLP).

A dedicated committee and a technician manage the maintenance and efficient functioning of IT systems, supporting both academic and administrative activities, including admissions and TLP. Administrative services, including the admission process, are fully integrated with IT facilities, ensuring efficiency and transparency.

The college provides high-speed internet connectivity of 100 Mbps and 350 Mbps, with bundled VPN broadband services from BSNL and other providers. A service agreement with Indapur Internet Network ensures uninterrupted internet access. All computers are connected via LAN or Wi-Fi, and academic departments and administrative sections are fully equipped with IT facilities. Biometric access control systems are in place for teaching and non-teaching staff.

A central server room facilitates seamless operations in the office, library, and computer science labs. Office administration uses ERP software VRIDDHI, which, along with the library software, is regularly updated to meet evolving needs. The library is fully automated with VRIDDHI 2.1 software, offering



access to e-books and e-journals through INFLIBNET. It also houses a digital repository for projects and MPhil/Ph.D. theses. Question papers and newspapers are accessible through the college website via dedicated links.

The institution has three computer labs for undergraduate and postgraduate students, an e-Library lab, and a virtual classroom to enhance TLP. Over the last five years, significant efforts to update IT infrastructure have resulted in notable improvements. The number of computers increased from 134 to 175, printers from 11 to 20, scanners from 3 to 6, and Xerox machines from 2 to 3. Additionally, 10 smart/interactive boards, a separate server room, licensed software, a digital notice board, and a virtual classroom have been introduced.

These facilities play a crucial role in the smooth operation of administrative, academic, and library services, including managing the college website and TLP. Investments in ICT-enabled classrooms and virtual classrooms have significantly enhanced the institution's educational environment.

During the COVID-19 pandemic, when education shifted from offline to online, the college swiftly adapted by reviewing and upgrading its IT infrastructure. In 2020-21, teaching, learning, and evaluation were conducted entirely online using platforms such as Google Classroom, G-Suite, Zoom, YouTube, and Google Quiz. ICT-enabled classrooms and IT labs supported this transition effectively.

To ensure data security, the college subscribes to antivirus packages (NPAV). These upgrades in IT facilities have strengthened TLP, enhanced administrative efficiency, and positioned the institution to meet modern educational demands.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 14.31

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

**Response:** 175

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

#### 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:** 4.8

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.70	4.52	2.08	21.23	7.04

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 69.15

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1549	1978	1969	1956	2315

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 44.69

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
2356	1075	350	1002	1530

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** B. 3 of the above

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

## 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:** 46.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
262	226	306	307	202

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	659	713	628	393

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
11	08	03	05	01

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

## 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:** 29

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	0	6	6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	2	8	6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:

**For over four decades, our Alumni Association has been a driving force behind our institution's growth.** Officially registered in 2021 (Registration No. MHA/895/2021 Pune, Date: 10/08/2021 Pune), this dedicated group of former students continues to make significant contributions through financial support and various support services.

**Guided by the principal, the Alumni Working Committee actively plans and coordinates a range of programs and activities.** The annual meetings of the Alumni Association and the Committee provide a platform for discussing the college's development and exploring ways to increase alumni engagement in academics, administration, and community outreach.

**Our alumni from each department play a vital role in the college's holistic development.** Beyond their financial contributions, their involvement in extracurricular and academic activities is instrumental in shaping the future of our institution.

#### Financial Contributions

Our alumni have generously contributed a total of Rs. 98,500/-. A significant portion of this amount, Rs. 98,500/-, was contributed by the esteemed alumnus, Hon. Harshavardhan Shahajirao Patil, towards a tree plantation initiative. Contribution by other support Services:

**Our alumni have consistently demonstrated their unwavering commitment to our institution.** Their generous contributions, both financial and in-kind, have significantly enriched our academic environment and inspired future generations.

#### Recent Acts of Generosity:

- **Enhancing Learning Spaces:**
  - o The Political Science Department was gifted a beautiful wall clock by **Miss. Shital Shinde and Miss. Shivani Shinde**, adding a touch of elegance to our classrooms.
  - o The Microbiology Department received a valuable donation of cleaning equipment from **Miss.**



**Snehal Bhong and Miss. Payal Bhong**, ensuring a hygienic and conducive learning environment.

- o **Mr. More Rohit, Mr. Bhoi Arjun, and Miss. Bande Reshma** enriched our library with a collection of books, expanding our students' knowledge horizons.

#### **Mentorship and Guidance:**

Our distinguished alumni have also dedicated their time and expertise to mentor and guide our current students. **Dr. Rajkumar B. Shelar and Prof. Sidharth B. Chitare** have provided invaluable insights into the evolving landscape of the Marathi language and its significance in today's world.

#### **Alumni Engagement and Cultural Exchange:**

The **Art, Science, and Commerce College, Indapur** organized a cultural visit program for alumni students, fostering a sense of community and nostalgia. The event featured a variety of cultural activities, including oratory and poetry competitions, with esteemed guests like **Dr. Jivan Sarwade, Dr. Bhimaji Bhor, and Dr. Shivaji Veer** gracing the occasion.

#### **Past Contributions:**

##### **· Enriching the Learning Experience:**

- o A generous donation of Indian Constitution books from **Miss. Namrata Nimbalkar** has been a valuable resource for Political Science students.
- o **Mr. Handale Bhushan and Mr. Kargal Ravindra** contributed computer speakers, enhancing the audio-visual learning experience for students.
- o **Mr. Vishal Chavan** donated a table fan to the History Department, ensuring a comfortable learning environment.
- o A group of alumni from the 2017-18 batch gifted Indian Constitution books to the Political Science Department, sharing their experiences and inspiring current students.

By sharing these stories of alumni impact, we hope to inspire future generations of students and encourage continued support from our alumni community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

The college was established in 1972 in the prime area *Indapur* town. The college is recognized as one of the best colleges in the University, not only in academics but also in the fields of sports, cultural, and extension activities. For 52 years, the College has been transformed into a premier institution for higher education in and around the area and it's due to team performance.

#### Vision

*"Vidya Param Daivatam"*

We believe knowledge as a great power with divine quality.

#### Mission

Our main goal is to serve the rural population and project every rural youth as the most competent individual with up-to-date knowledge.

Our dream is to uplift the rural youth in all respects.

Our prime objective is to impact higher educational facilities to the public in general and the residents of Indapur taluka in particular.

Our aim is to bring the girl students of this area into the mainstream of higher education.

The Governing Council is the apex body that plans policies and executes developmental activities of the institution by setting values and participative decision-making process to function in tune with the vision and mission of the institution. The Governing Council delegates authority to the Chairman, Secretary and Principal, Academics and Administration of the Sanstha. The strategy for the effective implementation of the plan and policies is decided by the College Development Committee (CDC) and IQAC of the institution.

Responsibilities are further delegated to the IQAC Coordinator, Heads of the Department, Chairmen of various Committees/Cells, Director of Physical Education, Librarian, Office Superintendent and Accountant. The student representation is ensured on various academic and administrative bodies like IQAC and student council to foster leadership qualities.

The institution strives to provide quality education to rural students through decentralized and all-inclusive administration. The IQAC prepares the perspective plan which is in accordance with vision and mission of the institution.

The perspective plan focusses upon matters like infrastructural development, introduction of new programs, enhancement of quality in teaching-learning

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

#### College Perspective Plan: A Comprehensive Approach

Indapur Taluka Shikshan Prasarak Mandal (ITSPM)-monitored and permanently affiliated with Savitribai Phule Pune University (SPPU); the college has devised a comprehensive five-year perspective plan (2018-2023). This strategic roadmap aims to enhance academic, administrative, research and infrastructure facilities, fostering a conducive environment for holistic student development.

#### Curriculum Enhancement

The college has introduced CBCS-2019 Pattern from academic year 2019-20. To align with evolving educational standards, the college is going to implement the National Education Policy (NEP) 2020 across undergraduate and graduate programs. This curriculum reform has modernized the learning process, emphasizing experiential learning and critical thinking.

#### Robust Policy Framework

Transparency and accountability underpin the college's operations. A robust policy framework, encompassing e-governance, admissions, research, quality assurance, green campus policy, code of conduct, and gender equality, ensures fair practices and ethical conduct. The governing board plays a pivotal role in approving and validating these policies.

#### Efficient Administrative Structure

A well-defined organizational structure, outlined in the college's Organogram, streamlines administrative processes. The College Development Committee (CDC) acts as a bridge between management, faculty, staff, and students, facilitating effective communication and collaboration.

The Internal Quality Assurance Committee (IQAC) oversees the institution's quality standards, ensuring adherence to best practices. The principal, supported by the faculty incharge, department heads, and faculty members, leads the academic and administrative functions. The office superintendent, assisted by administrative staff, manages the college's day-to-day operations.

### **Staff Recruitment and Development**

The college employs a transparent recruitment process, adhering to UGC, State Government, and University and Institution Management guidelines to select qualified teaching and non-teaching staff. Continuous professional development is prioritized through faculty development programs, workshops, and conferences.

### **Strategic Plan Implementation**

The college has made significant strides in implementing its strategic plan. Key achievements include:

- **Curriculum Expansion:** Introduction of thirteen postgraduate programs aligned with NAAC recommendations and student feedback.
- **Research:** Establishment of ultra-modern research center in college premises to inculcate research culture.
- **Pedagogical Innovation:** Conduct of workshops to enhance teaching and learning methodologies.
- **Infrastructure Development:** Construction of new classrooms, laboratories, and improved facilities.
- **Industry-Academia Partnerships:** Establishment of MoUs with industries and NGOs to foster collaborative research and internships.
- **Quality Assurance:** Implementation of rigorous quality assurance measures, including internal and external audits.
- **Student Welfare:** Initiatives to promote student growth, well-being, and social responsibility.
- **Sports:** Introduction of sports complex and great promising playground for indoor and outdoor games to provide good facilities.

In conclusion, the college's perspective plan has provided a roadmap for its growth and development. By focusing on curriculum enhancement, policy implementation, administrative efficiency, and strategic initiatives, the college aims to create a vibrant and nurturing learning environment that empowers students to achieve their full potential.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

- The college has a system of performance appraisal for teaching and non-teaching staff. Every faculty member has to submit self-appraisal report at the end of every academic year. The report contains academic aspects such as subjects taught, teaching techniques used, qualification acquired, publication of papers /books, participation in seminars ,workshops and conferences ,

research projects, innovation /contribution in teaching, design of curriculum , laboratory experiments ,outreach contribution etc. It also covers participation in college development, contribution to NSS/NCC, participation in corporate life and memberships of subject associations.

- As per UGC guidelines, every faculty member submits API and PBAS in the stipulated format at the end of every academic year which is assessed by the principal and management.
- For non-teaching staff, self-appraisal report prevails as per rules and regulations of Government of Maharashtra which covers description of duties and responsibilities.

#### **Welfare measures provided by the Institution to teaching and non-teaching staff:**

- Indapur Taluka Shikshan Prasarak Mandal's Arts, science and commerce college Employees co-operative society provides loans upto 25 lakh for all members of society at moderate interest rate to construct own house , purchase vehicles and other personal needs .
- Medical reimbursement facility of Government of Maharashtra is available to faculty members and administrative staff.
- In case of emergency, advance is made available to faculty members and non-teaching staff of the college.
- Health check -up camp is organized for teaching and non –teaching staff.
- Faculty members and nonteaching staff are felicitated on special occasions.
- Staff welfare committee organizes expert lectures and faculty development programs.
- Provision of uniforms for teaching, non –teaching staff.
- Financial help to the family members of the staff affected by serious health problems.
- The Institute encourages faculty members to pursue Ph.D. and non-teaching staff for acquiring higher qualifications

#### **Career Development:**

- The college administration conducts regular camps under Career Advancement Scheme (CAS) for career development of faculty. Performance appraisal system is being practiced in our Institution for career advancement scheme for teachers. The API committee analyses the performance of the teaching staff required for the promotion according to prescribed format of UGC and Savitribai Phule Pune University, Pune (S.P.P.U.). The duly filled API forms are submitted with the necessary supporting documents to the university. The overall API score is evaluated by the experts appointed by the university, on the basis of documents submitted, API score is verified.
- College encourages teaching staff to participate in seminars, conferences and workshops with financial support by institution.
- Teachers are also motivated to participate in faculty development programs.
- The performance Appraisal of non-teaching staff is evaluated through their confidential report prepared by the head of the institution. On the basis of these reports, the non-teaching staff receives increments & promotions in their services as per government rules and regulations.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 4.29

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
08	06	02	01	01

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 51.3

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
84	89	5	51	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

The institute mobilizes funds for its regular activities and development from different agencies and individuals. The institute optimally uses the mobilized funds.

**Sources of funds:**

- Salary grants from the Government of Maharashtra.
- General development grants, additional assistance, and financial assistance for different schemes from UGC.

- Financial assistance from DST for the DST-FIST scheme.
- Financial assistance received from SPPU.
- Research Project grants from UGC and the Board of Development, SPPU.
- Fees collected from students in non-aided courses.
- The Parent Trust ITSPM also contributes major capital for construction purposes.

#### **Utilization:**

ITSPM, the parent trust of the college has well-formulated strategies for financial and infrastructural policy. The management of ITSPM ensures effective and efficient use of financial resources by its institutes and sets up a proper auditing mechanism. The budget is prepared every year by the institute and approved by the ITSPM.

The funds received from the institute are utilized properly. Financial assistance received under

UGC/DST/SPPU schemes utilized as per guidelines of UGC/DST/SPPU and audited utilizations are submitted to respective agencies. Fees received from students are used for the development of the institute, and non-grant faculty and staff salaries, and are properly audited. Library services and Sports services are strengthened. Laboratories are augmented and IT infrastructure is increased. Physical and Academic facilities are augmented for students. Maintenance of academic and physical facilities is carried out regularly.

#### **Institution conducts Internal & External Financial audits regularly.**

##### **1. Internal Financial Audits**

The college accounts are audited regularly at the end of every financial year. A continuous Internal Audit Process is followed which ensures transparency in the financial transactions. The receipts of the fees, funds collected and other receipts, Bank Statements are checked by accountant & internal auditor. The Payment Bills are entered in the tally system and vouchers are generated. The payment vouchers are then signed by the Accountant, Office Superintendent & finally by the Principal. These vouchers are checked by the Accountant & then Cheques / RTGS are issued to the concerned parties. College has following audit systems.

##### **1. External Financial Audits**

College has appointed C. A. D.V. Kothwal & Co. Shivajinagar, Pune (Membership No. 31389) as Statutory Auditor. After completion of financial year, Auditor verifies accounting and other financial records and submits audit report.

- Statutory audit of 2022-23 was completed on 8th August 2023.
- Statutory audit of 2021-22 was completed on 3rd October 2023.
- Statutory audit of 2020-21 was completed on 24th August 2021.
- Statutory audit of 2019-20 was completed on 9th January 2021.
- Statutory audit of 2018-19 was completed on 16th August 2019

Recommendations & suggestions given by External Auditor are corrected.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 Internal Quality Assurance Cell (IQAC) of the institution contributes significantly for institutionalizing the quality assurance by preparing the perspective /strategic plans. The IQAC conducts regular meetings and takes feedback from stakeholders for planning and implementation of various activities to be conducted during each academic year. It efficiently co-ordinates and monitors teaching, learning and evaluation process. It also plays an important role in persuading the faculty to attend the faculty development programs, orientation programs, seminars, conferences, workshops etc. for up gradation of knowledge. Various curricular, Co-curricular, extra-curricular activities are conducted in tune with strategic plan.

#### **Use of ICT in teaching learning and evaluation process:**

- The IQAC encourages offline and online teaching learning process for students using different pedagogical techniques. During pandemic situation, online teaching was conducted by using online platforms like Zoom, Google classroom, Google meet, Google forms, LMS etc. and also trained faculty members for the same. Workshop on E- content development and LMS was conducted.

The faculty has developed e-content material and made it available to students through website. The faculty members prepared question banks which were made available to students through website. Special sessions were engaged by the teaching staff for development of project based learning, improvement in creative and critical thinking, presentation skills and communication skills of students.

#### **Academic review through periodical meetings:**

- The IQAC conducts periodical meetings with departments, examination committee, heads of the departments, college development committee throughout the year. The faculty In-charge conducts an academic review of all departments based on activities such as completion of syllabus, unit tests, assignments, seminars, group discussion, quiz and education and industrial tours.

Important issues are discussed in the IQAC meetings and necessary action is taken accordingly. To achieve learning outcomes, IQAC periodically reviews teaching learning process and suggests gradual and regular expansion, upgradation and addition of requisite material, equipment, infrastructure etc.

#### **Implementation of outcome based education and attainment of learning outcomes:**

- To enhance teaching learning process and to keep a tab on the learning outcomes, IQAC implemented outcome-based education. Each department of college has prepared course

outcomes and program specific outcomes.

- The college has organized conferences and workshops for creating awareness about NEP-2020 among faculty members and students.

#### **IQAC Contribution:**

- IQAC encourages students to participate in inter-college, zonal, national level sports competitions, culture activities and got various prizes.
- IQAC ensures and instructs departments and staff members for strict follow up of continuous internal evaluation across all programs. It monitors the progress and submission of internal marks on university portal in stipulated time frame.
- IQAC promotes the culture of research amongst students through Avishkar competition.
- Departments are encouraged to organize conferences and seminars on themes relevant to educational needs and futuristic growth of students.
- IQAC encourages faculty members to Submit research proposals.
- IQAC prepares AQAR as per guidelines given by NAAC.

This results into successful review for improvement in teaching and learning process. Through this system of review, IQAC observes the continuous improvement in teaching learning- process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **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.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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 a co-education institute having nearly 50% girl students admitted to various programmes. The college is concerned towards gender equality of its students. The college has its Gender Equity policy. According to that policy college has taken Gender Audit.

Institution has Grievance committee, Discipline committee, Anti ragging Committee, Anti- Sexual harassment committee, which ensures the safety and security of the students. The college always makes available different facilities for the girls' students and faculty members. Concerns regarding security and safety are addressed by the college through different means on the campus.

**Protected Campus:** The college campus is fully protected by wall compound around the campus trespassers are not allowed without permission. Special 'Damini Pathak' formed by the dept. of police regularly visits the campus of the college.

**CCTV Surveillance:** The campus is under CCTV surveillance fixed at various locations and the complete area of college campus is covered. Total numbers of CCTV cameras are 180. The footage is monitored in the administrative section.

**Security Staff:** There is 24X7 hours' security in the college. This ensures the safety of the students specially girls and staff.

#### **Ladies Hostel**

Well-equipped and furnished Savitribai Phule Girls Hostel with 200 bed capacity is in the campus of the institution for the convenience of the girl's student entered for the education from the outside.

**Staff and Teacher:** College faculty members are helps students and create healthy relations with students and provide counseling regarding their queries. Special attention is given to the girl students as these students are from rural and semi-urban background.

**Counselling-** The counselling center is run by the dept. of Psychology. Teachers provide career and personal counseling to perform students better in their career as well as academics. The admission committee counselling to the freshers in the college regarding the selection of programme, courses, subjects, carrier guidance etc.

**NSS and NCC Participation** – The Girls Wing of the National Cadet Corps (NCC) participates in various training programs and organizes gender sensitization events in collaboration with NSS

**Girls Common Room-** The College has a girls' common room with the basic facilities such as chairs, toilet etc. We had a suggestion box in the girl's common rest room.

**Staff Room-** The college have separate common staff room with basic facility, like washroom, table, chairs and cabinet.

### **Nirbhay Kanya Abhiyan –**

This is a scheme introduced by the Savitribai Phule Pune University Pune to develop the confidence and personality of girl students. The college has *Nirbhay Kanya Committee*. The committee regularly organizes various programs for the girl's student. The lectures of lawyer, doctors, police officers were organized for the girl's student.

### **Leave Facility**

The College administration is sensitive towards the health concerns of the women employees. Maternity and Child Care Leave are sanctioned as per the norms of the Govt. of Maharashtra and Savitribai Phule Pune University.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

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

### 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 institution recognizes the value of diversity as a cornerstone of a rich and fulfilling educational experience. It embraces the principles of social cohesion, unity, and equity, fostering an environment of cultural acceptance and civic responsibility. The college is dedicated to creating a harmonious and well-informed community where all individuals feel valued and respected.

To achieve this, the institution provides an inclusive environment that respects and celebrates cultural, regional, linguistic, communal, socioeconomic, and other forms of diversity. It actively promotes inclusive practices and extends equitable access to education for students from disadvantaged backgrounds.

Initiatives aimed at fostering cultural and regional harmony include bringing together students from diverse backgrounds to participate in various activities. These activities promote self-esteem, a sense of belonging, and appreciation for different cultures. The Cultural Committee plays a vital role in organizing events like youth festivals, music programs, traditional celebrations, and dance competitions.

The institution also honors the legacy of freedom fighters by observing their birth and death anniversaries. By remembering the sacrifices of these leaders, the college aims to inspire students to uphold the values of freedom, justice, and equality.

To preserve linguistic heritage and promote regional languages, the college celebrates language-related days and organizes programs in various Indian languages. This initiative benefits students from diverse linguistic and regional backgrounds.

Furthermore, the institution actively promotes communal and socioeconomic harmony through various initiatives. The National Service Scheme (NSS) provides students with opportunities to connect with rural communities, develop empathy, and contribute to their development. Through projects and activities, students are encouraged to apply technological solutions to address rural challenges and foster a sense of social responsibility.

The National Cadet Corps (NCC) and NSS units organize activities like workshops, campaigns, and celebrations to sensitize students to socio-economic disparities and constitutional obligations. These initiatives aim to develop responsible citizens who are aware of their rights, duties, and responsibilities.

The college also focuses on extracurricular activities that contribute to holistic development. Events like literary competitions, workshops on financial literacy, and yoga sessions provide students with opportunities to explore their interests and talents.

By embracing diversity, promoting inclusivity, and fostering a sense of social responsibility, the institution strives to create a vibrant and enriching learning environment for all.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. Best practice

The Use of ICT to transform the college into digitally enhanced institution.

#### 2.Objectives of the practice

- To transform ASC college, Indapur into a digitally empowered institution and ICT equipped Knowledge center.
- To use ICT to enhance and enrich the efficiency of the works.
- To use ICT to save time and for qualitative data analysis.
- To implement ICT for systematic, cost-effective paperless documentation and maintenance of the administrative record.
- To use ICT for making teaching and learning process interactive, collaborative in addition to the traditional teaching-learning approach.
- To introduce digital way communication with the students through the use of social media platforms.

#### 3. The Context

The Digital India programme was launched by the government of India with the vision to transform India into digitally empowered society and to promote the e-governance. This Digital India Policy has great impact on the application of information and communication technology (ICT) in the Arts Science and Commerce college, Indapur. Under the spirit of Digital India programme, the college have implemented the process of digitalization. This digitalization promoted better administrative practices, efficient data analysis, well-being of students. In order to keep in pace with the rapidly growing digital world, the ICT has been greatly implemented in the college.

The Arts science and commerce college, Indapur holds high value for the environmental protection. The process of digitalization has helped to reduce the number of papers used for various purposes, thus contributing to save trees and the precious environment.

In addition to Digital India Programme, the global Covid-19 pandemic also have great effect on digital transformation occurred in the college.

#### **4. The Practice**

1. The administrative processes and accounting processes are greatly transformed into digital mode. The administrative offices have been highly computerized. The essential equipment like Scanners, printers, internet facilities and necessary digital software are provided to the administrative offices.
2. In addition to this, the examination process, all admission related processes, scholarship processes are carried out online digitally. This has helped to carry out all the work with much more efficiency and transparency.
3. The classrooms, Conference Hall and Seminar Hall are equipped with ICT enabled projectors and Smart Boards. These ICT equipped halls are being used by our faculties and students for collaborative and interactive teaching learning process.
4. The college library has been digitalized. This digitalization has made Transactions and issuing of books much easier for the students as well as library management system. The barcode system is effectively used in the library. Due to the digital technologies implemented in the library, the maintenance of record and documentation in library department has become paperless and much effective.
5. The CCTV cameras are installed at all the important locations in the campus including the classrooms. The installation and Maintenance of CCTV cameras have insured the proper surveillance in the college campus.
6. Digital ways of communication have been introduced for effective communication between college and the students. .

#### **5. Evidence of success**

1. Successful and effective conduction of online classes during Global pandemic of covid-19 with the help of digital tool, online materials etc.
2. Smooth conduct of all the administrative processes by digital methods.
3. Successful use of digitalized library by majority of students.
4. Accounting processes, Admission process, Scholarship processes, Examination processes are successfully conducted digitally.

#### **2 Best practices**

The Dnyanwardhini 90.4 FM Radio Station.

#### **2.Objectives of the practice**

1. To provide a stronger program for the people including youth in rural areas.
2. To promote education, health, hygiene, the environmental values and career opportunities within students and the community.
3. To motivates the students to become socially active.
4. To bring out their talents and to empower them with quality programs.
5. To motivate students to inculcate the social values to become good citizen.

#### **3.The Context**

The radio station is a significant medium for disseminating information in the local community. ?College

campuses are bustling hubs of learning, offering more than just a traditional academic education. Beyond the lecture halls, libraries filled with books, and the endless cycle of studying, assignments, and exams lies an often-overlooked resource – the college radio station.

College radio stations offer a dynamic, hands-on learning environment where students can acquire important practical skills. For many students, involvement in college radio opens the door to exploring career interests in journalism, broadcasting, digital media, and beyond. The hands-on experience gained through running shows, managing broadcasts, and producing content can serve as a significant advantage in the competitive job market.

#### **4.The Practice**

Indapur Taluka Shikshan Prasarak Mandal's Arts Science and Commerce college, Indapur operates the radio station "Dnyanwardhini 90.4 FM Radio" in 143 villages within Indapur Taluka. This includes areas in Baramati, Shirur, Daund, Indapur (Pune district), as well as areas outside Indapur Taluka like Karmala, Madha (Solapur district), Karjat, and Jamkhed (Ahmednagar district). ? The radio station has a listener base of over 500,000 people. ? ?

The Dnyanwardhini 90.4 FM collaborates with various local bodies such as Gram Panchayats, Taluka Panchayats, Panchayat Samitis, Agricultural Departments, Municipalities, Health Departments, Police Departments, schools, and colleges. ? These departments use the radio to communicate important information to the public.

The radio station broadcasts beneficial programs for the students including health program, career guidance programs, educational programs, entertainment programs, Inspirational and motivational programs etc. Our students also visit the radio station to understand the functioning and working of the radio station. This helps them to understand the basic skills required for smooth functioning of radio station.

The radio station also broadcasts a variety of programs, including agricultural and rural development , women's empowerment , health awareness , disaster management , and more. These programs aim to provide valuable information and support to the local community, making the radio station a crucial source of information and entertainment for the people in the region.

#### **5.Evidence of success**

- 1.High Quality programs are broadcasted on daily basis.
- 2.Agricultural and rural development programs which are beneficial to farmers are praised by the farmers.
- 3.Educational and entertainment programs are appreciated by the students.
- 4.Health awareness programs have been greatly helpful for the physical and mental health of the students.

#### **6.Problems encountered**

- 1.Student participation is bit lower than expected.
- 2.Sometimes technical issues like network connectivity are observed.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

#### **Distinctiveness of Indapur College**

Located in the rural area of Pune District, Indapur College stands out as a renowned co-educational institution catering to the educational and sporting needs of marginalized and underprivileged sections of society from Indapur and Daund Talukas in Pune District, and neighbouring Madha, Karmala and Malshiras Talukas from Solapur District and Dahiwadi Taluka from Satara District.

#### **Uniqueness:**

1. Rural Outreach: As one of the premier institutions in the rural area, we provide opportunities for first-generation learners from surrounding talukas.
2. Inclusive Sports Infrastructure: Our state-of-the-art sports facilities, including an indoor sports complex, 400m 8-lanes running track and several play fields for softball, baseball, kabaddi, kho-kho, volleyball and athletics events to promote holistic development of the students.
3. Community Engagement: Our grounds are accessible to students from 4:00 am to 9:00 pm, and we also host sports activities for nearby schools, fostering community bonding.
4. \*National and International Recognition\*: Our students have excelled in softball and baseball, winning medals at national and international levels, with notable alumni like Vijay Mahadik, a Police Sub-Inspector and international baseball player.

**\*Societal Impact: \***

1. **\*Empowerment through Education\*:** We provide opportunities for students from disadvantaged backgrounds to access quality education.
2. **\*Sports Excellence\*:** Our infrastructure and training facilities nurture talented athletes, contributing to the nation's sporting prowess.

**\*Best Practices: \***

1. **\*Collaborative Partnerships\*:** We partner with nearby schools, promoting sports development and community engagement.
2. **\*Alumni Initiatives\*:** Our alumni-established Deva Sports Club organizes annual state-level baseball tournaments, fostering a legacy of sporting excellence.

Indapur College's distinctiveness lies in its commitment to empowering rural youth through education and sports, fostering inclusive growth, and contributing to the nation's social and sporting fabric.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Indapur, Maharashtra's Arts, Science, and Commerce College (ASCC), founded in 1972, is a well-known educational establishment connected to Savitribai Phule Pune University. Located close to the tranquil Bhima River and the ancient Ujjani Dam, ASCC has spent decades educating young people. A dedication to high-quality education A wide variety of undergraduate and graduate programs in the arts, sciences, and commerce are available at ASCC. The institution is dedicated to provide high-quality instruction and cultivates a lively learning atmosphere by: Skilled Faculty: A group of very talented and committed academics. Cutting-edge facilities include state-of-the-art classrooms, fully furnished labs, and an extensive library. Research Opportunities: A physics PhD research center promotes scholarly inquiry. Focusing on the overall growth of students through extracurricular activities such as NSS, NCC, and the Students.

The college is dedicated to providing top-notch instruction and encouraging all-around growth. Through specialized committees, we carry out strategic strategies and policy objectives in order to accomplish this. Among our main projects are: Improving Academic Excellence: Creating chances for teachers and students to advance. Fostering Innovation and Skill Development: Giving kids real-world skills they can use to succeed in the future.

Promoting Global Citizenship: Developing an international perspective and cross-cultural awareness. Promoting Entrepreneurship: Encouraging students to start their own businesses. Encouraging Social Responsibility: Fostering a sense of civic responsibility and involvement in the community. Increasing Educational Access: Giving students from all backgrounds access to reasonably priced education. We hope to establish a dynamic learning environment that equips students to handle the challenges of the twenty-first century by concentrating on these areas.

### Concluding Remarks :

In this Self-Study Report (SSR), the Arts, Science, and Commerce College (ASCC) in Indapur, Maharashtra, has been thoroughly examined. We have outlined the college's advantages, such as its sophisticated facilities, wide range of academic offerings, and dedication to social responsibility. We do accept several shortcomings, too, such as the high student-teacher ratio and the dearth of Ph.D. chances.

Toward the Future:

Extending Research: ASCC intends to enhance research partnerships with outside organizations and launch more Ph.D. programs.

Improving Skill Development: To better prepare students for the changing labor market, the institution will implement career-focused courses and possibly diploma programs.

Community Engagement:

In order to promote social responsibility and improve its ties with the local populace, ASCC works to expand its community engagement initiatives.



**Student Success:** To guarantee student success, the college is dedicated to raising student placement rates, promoting competitive exam participation, and tackling excessive mobile phone use.

**Overcoming Obstacles:**

**Faculty Hiring:** In order to sustain high standards of instruction, ASCC understands the necessity of hiring more permanent teaching and non-teaching personnel.

**Financial Sustainability:** The college will look into ways to make more money, such applying for grants and getting help from former students.

**Sustaining Excellence:** In spite of the difficulties following the pandemic, ASCC is dedicated to preserving and growing student enrollment and guaranteeing academic excellence.

**Industry Collaboration:** Increasing industry collaboration will guarantee that the curriculum meets the demands of the modern industry and offer internship placement chances.

By tackling these issues and leveraging its current advantages, ASCC hopes to establish itself as a preeminent establishment in the area, enabling students to develop into well-rounded people ready for a worldwide society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1795</td><td>1625</td><td>78</td><td>1494</td><td>1940</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1628</td><td>1472</td><td>78</td><td>1366</td><td>1530</td></tr></table> <p>Remark : As per the clarification received from the HEI number of students enrolled should be considered , not the students those who have completed the course , thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1795	1625	78	1494	1940	2022-23	2021-22	2020-21	2019-20	2018-19	1628	1472	78	1366	1530
2022-23	2021-22	2020-21	2019-20	2018-19																	
1795	1625	78	1494	1940																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1628	1472	78	1366	1530																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1775</p> <p>Answer after DVV Verification: 969</p> <p>Remark : As per the clarification received from the HEI, thus DVV input is recommended.</p>																				
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp;</p>																				

communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	122	124	138

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	81	102	109	117

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

#### 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)

##### 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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	56	50	53	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
52	54	48	51	44

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
4	28	3	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	12	03	04	02

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	63	35	30	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	45	23	26	8

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	3	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	01	02	00

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV

input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	05	15	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	03	08	06

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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 :32

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
31.10024	37.25302	5.17584	269.44294	84.34014

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27.77	37.00	6.75	331.49	91.82

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV

input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.14644	4.90254	2.40003	23.82141	15.34046

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.70	4.52	2.08	21.23	7.04

Remark : As per the heads in the audited statement provided by HEI, based on that DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1686	2048	2033	2149	2475

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1549	1978	1969	1956	2315

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

#### 4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the clarification received from the HEI, Thus DVV Input is recommended.

#### 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:

2022-23	2021-22	2020-21	2019-20	2018-19
262	226	306	307	202

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
262	226	306	307	202

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
674	970	937	795	774

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
430	659	713	628	393

Remark : As per clarification received from HEI , THUS DVV input is recommended.

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

##### 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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	47	87	63	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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11	08	03	05	01
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Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	00	20	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	0	6	6

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
56	41	02	56	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	2	8	6

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	08	02	01	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	06	02	01	01

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
84	189	5	51	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	89	5	51	48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	39	0	36	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus initiatives</li> <li>4. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>
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## 2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 158 Answer after DVV Verification : 149																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>92</td><td>90</td><td>99</td><td>102</td><td>117</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>76</td><td>75</td><td>82</td><td>85</td><td>102</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	92	90	99	102	117	2022-23	2021-22	2020-21	2019-20	2018-19	76	75	82	85	102
2022-23	2021-22	2020-21	2019-20	2018-19																	
92	90	99	102	117																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
76	75	82	85	102																	
2.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>325.578111</td><td>466.76598</td><td>140.01083</td><td>599.43721</td><td>454.92633</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>97.45</td><td>82.76</td><td>61.71</td><td>391.52</td><td>232.94</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	325.578111	466.76598	140.01083	599.43721	454.92633	2022-23	2021-22	2020-21	2019-20	2018-19	97.45	82.76	61.71	391.52	232.94
2022-23	2021-22	2020-21	2019-20	2018-19																	
325.578111	466.76598	140.01083	599.43721	454.92633																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
97.45	82.76	61.71	391.52	232.94																	