



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VIDYA AMRUT DNYAN PRATISHTHAN, SHIRSONDI
SANCHALIT ARTS, SCIENCE AND COMMERCE
COLLEGE, SHIRSONDI, TAL- MALEGAON, DIST-
NASHIK**

AT POST- SHIRSONDI, TAL- MALEGAON, DIST- NASHIK

423208

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya-Amrut Dnyan Pratishthan, Shirsondi, is a prestigious educational institution in the state of Maharashtra. The organization was established in 2013 on the ideas of Karmaveer Bhaurao Patil and the then-founders of Maratha Vidya Prasarak Samaj. The founding board of directors went to nearby natives to emphasize the importance of education and also visited village to village and door to door to gather members. With this effect, local people voluntarily took an interest in membership and gathered funds for the development of the institution. The institution has been running with the motif of “**Democracy and Transparency**”. Today, more than 1500 members are the family of this organisation. The main objective of this institution is to "provide high-quality educational facilities and all-round development to students of all levels in the surrounding villages."

Vidya-Amrut Dnyan Pratishthan's, Arts, Commerce and Science College, Shirsondi, is one of the active educational institutes established in the rural area of Nashik district since 2018. It is affiliated to Savitribai Phule Pune University, Pune. The main objective after the establishment of the college is to integrate the students from rural areas who are promising but, due to economic conditions or some other unavoidable reason, drop out of the stream of education after 12th standard, and motivate them for higher education. Because there are a lot of uneducated parents in the villages around the college, and those parents do not know much about education or have no interest, so the college organised parent meetings to convince those parents of the importance of education and to make them interested in education. The college is renowned for offering several co-curricular and extracurricular activities for pupils in addition to its lesson plan offerings. The college's NSS unit regularly participates in a number of outreach and extension initiatives. The college has a qualified and experienced faculty, computer labs, wide reading halls, a lovely campus, and playgrounds. The college ensures an excellent academic record to fulfil the need for competitive efficiency in students and enrich their all-round personality development in a techno-savvy world.

Vision

"To elevate all social classes, especially those who are socially and economically underprivileged, by providing a comprehensive education."

Mission

1. To integrate, students and staff will work as a team to infuse values of discipline, hard work, team spirit, and scientific temper and therefore develop critical thinkers.
2. To create a suitable environment in the college for the holistic development of the students.
3. To foster creativity, entrepreneurship, social service, and a sense of knowledge in the students.
4. To implant in the minds of the pupils a sense of gratitude, honesty, and gratitude.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Management that devotes itself to the holistic development of rural youngsters.
2. A responsible principal, cooperative staff members and well-disciplined pupils
3. Faculty that is disciplined and committed.
4. Campus with Wi-Fi facility
5. CCTV monitoring for security and efficient administration
6. Advice for recruiting college students in the military and other government sectors.
7. Reliable and dedicated alumni
8. Addressing the needs of the region's socioeconomically underprivileged areas
9. Providing education for the holistic development of students.

Institutional Weakness

1. No PG programs
2. The scope of the curriculum revisions and updates at the institute level is limited.
3. There is limited flexibility for developing degree programmes in entrepreneurship.
4. There are fewer industries because of the rural and tribal geographic location, which results in fewer employment prospects.
5. Activities involving collaboration must be enhanced.
6. A lack of research funding and facilities.

Institutional Opportunity

1. To improve partnerships and memorandums of understanding with higher education institutions and business organisations
2. Prepare to begin additional courses that are career-oriented.
3. Expand UG and PG programmes
4. Put interdisciplinary programmes into practice.
5. Explore enrollment in MOOCs and NPTEL.
6. There is a lot of potential to start a new innovation and incubation center.

Institutional Challenge

1. Increasing the quantity of skill-oriented programmes conducted
2. Integrating programmes and transforming curriculum to meet NEP 2020 goals
3. Fill the gap between academia, industry, and the business community.
4. To encourage students to pursue entrepreneurship.
5. Developing greater connections between various organisations.
6. Due to the rural environment, it is difficult to enhance soft skills in the pupils.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vidya-Amrut Dnyan Pratishthan's, Arts, Science and Commerce College, Shirsondi is affiliated with Savitribai Phule Pune University, Pune, and follows the CBCS curriculum from 2019 approved by the university. The vision and mission statements of the institute have been precisely established and are aligned with the current educational strategy. Teachers take part in seminars on syllabus reorganization, workshops, and special guidance on ICT-based teaching technology in order to improve their teaching methods. The academic calendar is prepared and closely adhered to at the start of the academic year. Each department creates a timetable and academic calendar that contains gaps for mandatory tasks, optional assignments, soft skills training, seminars, workshops, trips, and study tours, among other things.

1.2. Academic Flexibility:

The College offers 03 UG programs. The college offered short term courses focusing on the employability and skill development of the students in the last academic year. Academic flexibility is provided through elective CBCS courses in all programmes.

1.3. Curriculum enrichment:

The student-centric mechanism is developed and utilised to promote collaborative, practical, and participatory learning through tasks, internships, company visits, surveys, educational trips, demonstrations, and ongoing evaluations through seminars, workshops, group discussions, class tests, homework assignments, tutorials, and practicals. Courses on topics including professional ethics, gender equality, human values, the environment, and sustainable development are included in the curriculum for UG programmes.

1. 4. Feedback system

The college has gathered feedback from stakeholders, including parents, professors, alumni, and students, both online and offline. Feedback is gathered on the curriculum, teaching and learning, support services, and infrastructure facilities in order to evaluate academic performance and learning experiences. The feedback reports that have been examined and actions taken are available on the college's official website. The college collects, analysis, and prepares a report on all stakeholder feedback and actions.

Teaching-learning and Evaluation

- Admission process is online through Vriddhi software, transparent, unbiased, and strictly follows the norms of eligibility criteria, statutory bodies, and reservation policy of government of Maharashtra and SPPU, Pune.
- Teacher-student ratio is well maintained, while 76.23% of faculties are recruited, and they adopt appropriate teaching pedagogies to address the experiential, participative, and problem-solving approaches using ICT integration to enhance the learning experiences through various activities. For effective curriculum delivery, teachers use ICT tools and online platforms like Zoom and Google meet, YouTube videos, and PPTs.
- College has implemented a mentoring system to develop healthy relationships between teachers and students. Mentor-mentee mechanism is in function.
- Bridge course or remedial course is designed for those students who have come from different disciplines and week in specific subjects.
- New teaching pedagogies are used to make teaching-learning effective and student-centric.
- Few tests enable the teachers to identify the advanced and slow learners. Subsequently advanced learners are encouraged to achieve some special goals and carriers and slow learners are given boost through remedial classes.
- Principal appoints College Examination Officer (CEO) and forms Examination Committee for smooth conduction of internal and external examinations.
- Various methods of assessment like seminars, projects, field visits, tutorials, assignments, group discussions etc. are used for internal assessment. Departments organize study tours, industrial visits, and industrial training programs to provide students with practical exposure and real world experiences.
- The institute follows a systematic planning process and adheres to the academic calendar.
- Examinations, curricular and co-curricular events, and teaching plans are scheduled and monitored through review meetings, and teaching plans.
- Barcode system is implemented by the University for hiding students' identity and to prevent malpractices during the assessment.
- Examination related grievances of students are recorded and help to pupils to solve their problems in transparent way, time-bound, and efficiently.
- Qualified Faculty is recruited; the institute has a team of 03 Ph.D. teachers, 05 teachers pursuing Ph. D, more than 12 teachers are qualified NET/SET.
- The average pass percentage during the assessment period is 94.80%.
- A grievance redressal cell is established to ensure fair and transparent processes.

Research, Innovations and Extension

- A research committee is formulated to co-ordinate, monitor and promote the research activities of the institution.
- The faculty of institute involved in research activities.
- To promote the research facility to teachers and students Academic Research Cell is established in college. The main objective of the Academic Research Cell is to inculcate the spirit of innovation and entrepreneurship among the students and Staff.
- College has strengthened its research capacity and increased the research output substantially during the last academic year.
- Incubation and Start-Up Centre are established to support and nurture innovative ideas in young minds.
- College promotes students for Innovation competitions such as AVISHKAR to express their creative ideas.
- Faculties filed and published **01** patent.
- Faculties published 08 research papers.
- Number of Research Methodology, IPR, and entrepreneurship workshops conducted.
- Few Certificate Courses started for the entrepreneurship and skills development.
- Project work is imparted to develop scientific temper among the student.
- College has signed MoU in the last five years.
- For the pupils to grow as individuals and to make them aware of their social responsibility, the institute arranges a variety of extension activities in the surrounding region. The majority of extension and outreach campaigns are focused on issues like cleanliness, Swachh Bharat, sanitation and hygiene, blood donations, AIDS awareness, Beti Bachao Beti Padhao, disaster management, Yoga Day, pollution control day, e- waste awareness camp, Constitution Day, Voters Day, Science Day, women's empowerment, gender equity, tree plantation, awareness about the environment, Nirbhaya Kanya Abhiyan, soft-skills initiatives, etc. By enhancing their confidence in themselves, all of these events contributed to promoting awareness among pupils.

Infrastructure and Learning Resources

The teaching-learning process is supported by adequate physical infrastructure that the college established. The facilities are kept up to policy to provide effective, long-lasting services that assist the teaching-learning process.

- Uninterrupted power supply with inverters UPS backup systems
- Outdoor Sports facilities, a 200 Meter track a multipurpose Indoor Stadium and a fitness center, and Yoga Practice spaces.
- Separate Administrative Office and Examination office with VRIDDHI ERP software, Record Room
- CCTV Surveillance system with 24 cameras.
- RO Drinking water facility.
- The institution has a policy for the maintenance of infrastructural and physical facilities.
- The Library has reading rooms.
- There are enough classrooms that have been upgraded with Wi-Fi.
- A spacious recreation hall is used for extracurricular activities.
- Events like commemorating International Yoga Day and cultural programs are held on the Open stage.

Student Support and Progression

The institute has a clearly defined system in place for supporting and encouraging students. A clearly defined mentor-mentee framework is in place to support students. In addition, numerous committees and cells successfully maintain academic, physical, economic, and social wellbeing. For the benefit of students obtaining scholarships and free travel, the college has developed rules and regulations. According to government regulations, financial aid can be provided to students in the form of various scholarships. A total of **Rs. 2829632** has been distributed over the past five years under various scholarships and free ships (Mahadbt).

Students are mentored in significant part for their entire growth. During the last five academic years, many students have qualified for Government examinations. Many students are admitted to PG as well as higher education. One student is admitting a degree from Yuan Ze University, Taoyuan City, Taiwan. Over the past five years, some students have made unique achievements. Numerous guest lectures by illustrious individuals on topics like soft skills, personality growth, health and cleanliness, self-defense, Nirbhay Kanya Abhiyan, disaster management programs, etc. are regularly organized for the students' overall growth. The purpose of the professional counseling cell is to offer the ideal setting for greater professional chances. In order to look into student complaints, the college maintains a women's welfare committee, a grievance resolution cell, and an anti-ragging committee. The problems of pupils are promptly addressed. A good platform for ambitious future leaders and employees in various industries is offered through the college's Training & Placement section. There were not any complaints of racial or sexual harassment during this period. There is a Student Council in place, and it has been given important duties.

Governance, Leadership and Management

Vidya-Amrut Dnyan Pratishthan, Shirsondi, is the parent body of the college. The vision and mission statement of the college is devoted to catering to the needs of society through the holistic development of students. The college website, college prospectus, alumni events, and meetings of the college development committee all serve to effectively convey the college's vision and goals to its many stakeholders. The management permits academic leadership and freedom to the Principal as well as the appointing authority of the vice principals. By giving the professors complete flexibility as well as financial support, it encourages them to fulfill their responsibilities. According to the Maharashtra Public University Act, 2016, the Maharashtra government, the UGC and NAAC, the college's governing body, the CDC, and the IQAC are regularly changed, and the institution adheres to the service guidelines established. Management, CDC, and IQAC design and implement a perspective plan that prioritizes the institute's vision and mission statements. The CDC makes sure that administrative and academic policies are carried out effectively. In terms of the college's overall academic and infrastructure development, the IQAC plays a major role in the institutionalization of quality assurance.

The implementation of the institute in the areas of administration, finance and accounting, student admission, and examination provides accountability and transparency. For the benefit of the teaching and non-teaching staff, the institution offers both legally required and optional welfare programs. Financial funding is used to encourage teaching faculty members to take part in various seminars and conferences. For non-teaching faculty Member College conducts training programs. The organization supports and sponsors academic members' publication of research papers and their attendance at seminars, workshops, and conferences. With the assistance of the registered alumni association, the college has made significant financial gains. Regular financial audits are performed on both internal and external levels.

Institutional Values and Best Practices

The institute is mainly focused on the education and safety of girls coming from the nearby villages. Around 40% of the enrolled students are girls at the institute. The college organised special programmes like gender equity, self-defence training, gender sensitization, Nirbhay Kanya Abhiyan, and bachat gat for girl students. Statutory committees like the Anti-Ragging Committee, Sexual Harassment Committee, Internal Compliance Committee, Grievance Redressal Cell, and Women Empowerment Cell are functional on the college premises. Digital Literacy for Women, Entrepreneurship Development Programme, Personality and Skill Development, Self-employment, and Competitive Examinations are examples of initiatives taken by the institute for students. A Campus Development Committee has been established by the college to formulate a code of conduct for students, non-teaching personnel, and teaching faculty. Environmental awareness concerns both on and off campus are handled by this committee. Plantations, the management of hazardous waste, and the management of e-waste are a few initiatives taken by students to make the campus environmentally friendly. The institute also celebrates national and international days and festivals that contribute to the holistic development of students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | VIDYA AMRUT DNYAN PRATISHTHAN, SHIRSONDI SANCHALIT ARTS, SCIENCE AND COMMERCE COLLEGE, SHIRSONDI, TAL- MALEGAON, DIST- NASHIK |
| Address | At Post- Shirsondi, Tal- Malegaon, Dist- Nashik |
| City | Malegaon |
| State | Maharashtra |
| Pin | 423208 |
| Website | www.vadpasc.co.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|-----|----------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | R. B. Dhande | 025-123123 | 8149301190 | - | va.srcollege.shirsondi@gmail.com |
| IQAC / CIQA coordinator | Tupe Umesh Jagannath | 025-123456 | 8149301190 | - | umeshtupe14@gmail.com |

| Status of the Institution | |
|---------------------------|---------|
| Institution Status | Private |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| State | University name | Document |
|-------------|----------------------------------|-------------------------------|
| Maharashtra | Savitribai Phule Pune University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| 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 | At Post- Shirsondi, Tal- Malegaon, Dist- Nashik | Rural | 3.65 | 14771 |

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 | BSc,Chemistry, | 36 | HSC | English | 120 | 120 |
| UG | BCom,Commerce, | 36 | HSC | English,Marathi | 120 | 79 |
| UG | BA,English, | 36 | HSC | English,Marathi | 120 | 120 |

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 | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 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 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 10 | 0 | 32 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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 | 612 | 0 | 0 | 0 | 612 |
| | Female | 228 | 0 | 0 | 0 | 228 |
| | 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 | 43 | 71 | 66 | 93 |
| | Female | 12 | 13 | 14 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 5 | 4 | 14 |
| | Female | 1 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 205 | 294 | 295 | 281 |
| | Female | 83 | 102 | 93 | 79 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 97 | 142 | 117 | 155 |
| | Female | 33 | 51 | 51 | 42 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 39 | 49 | 44 | 78 |
| | Female | 8 | 14 | 17 | 22 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 524 | 742 | 701 | 782 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The National Education Policy (NEP) has to be put into practice with an ambitious goal in order to provide excellent learning as well as promote and incorporate important, skill-based education across India for the growth of HEI as a whole. During the academic year 2022–2023, ASC College Shirsondi held a workshop and a program for faculty development on national education policy. The function of the college itself is multidisciplinary. It was founded with the goal of enabling prosperity by delivering high-quality education in developing disciplines and creating skilled, educated human resources for the elevation of impoverished rural communities that contribute to the growth of national</p> |
|--|--|

| | |
|---|---|
| | <p>development. The college adheres to the recommended curriculum of SPPU University. The university has covered subjects like democracy, the constitution, and cyber security. Languages are an elective subject for science students. Many undergraduate students must take at least one multidisciplinary course in order to graduate. Through its numerous departments, the college encourages interdisciplinary learning among its students. The college offers several kinds of multidisciplinary credentials, add-on courses, and value-based courses. Our college offers multidisciplinary education and engages in research activities with the support of the Arts, Commerce, and Science streams to meet the present need and NEP criteria in order to accomplish these goals.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>The college has made the effort to open Academic Bank of Credit accounts for each and every UG student. The Academic Bank of Credit will be opened and maintained through staff and student orientation programmes offered by the college. According to UGC and SPPU Pune rules, the choice-based credit system (CBCS) is fully implemented for all programmes commencing in the 2019–20 academic year. In accordance with the curriculum, the college already provides credit-based courses and activities. In order to complete programme requirements, it also organises community service and engagement events. Regarding credit transfers, the college abides by the university's policies. After completing the course and passing the examinations, students will receive credits. In accordance with the CBCS system, UG students must complete 132 compulsory credits from the syllabus along with an extra 8 credits from extracurricular activities, study tours, field trips, seminars, conferences, and AVISHKAR competitions. With the enactment of the New Education Policy, students can benefit from a smooth academic bank of credit process for the courses provided at the college. A suitable technological support system will be developed for ABC monitoring.</p> |
| <p>3. Skill development:</p> | <p>A few skill development courses are offered by the college to increase employment prospects among pupils. The Skill Development Center has been developed by the college. Certificate programme are currently offered by the college. According to NEP,</p> |

| | |
|---|---|
| | <p>in order to add to and enhance students' co-curricular learning, our faculties have created three short-term certificate programmes, taking into consideration the skills that pupils will need to learn in their degree programmes as well as the demands of the local community. These certificate programmes have been approved by the IQAC of the college and then forwarded to the affiliated university's for final approval. More certificate programmes that collaborate with companies and industries will be added to the college in the coming days in order to effectively implement the New Education Policy. Through experiential learning, practical skills are ingrained throughout laboratory sessions. Project work, internships, and skill development programmes are provided by the college. The Innovation and Startup Centre was developed by the college to foster entrepreneurship development via courses for fostering concepts. The Career Guidance and Placement Cell provide courses to help individuals develop the skills needed for a variety of organisations and industries, as well as to prepare them for a range of competitive exams and employment opportunities. Industry professionals are invited to provide orientation training and guidance sessions, which improve placements and help employees internalise the skills. The National Service Scheme teaches pupils life skills and societal awareness in a rational way. One of the institution's best practices is to mentor students, giving them the opportunity to explore career options and personal growth in the direction of establishing a nation.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Since 2018, our college has provided facilities to the community through a variety of arts, science and commerce programmes. The institute adheres to the curriculum set forth by the affiliated university. In addition to traditional core disciplines, university curricula include required courses like Modern Indian languages (MIL) and allow students the opportunity to earn extra credits through Skill Enhancement Courses. The language of instruction for the faculties of commerce and arts is Marathi. Both English and Marathi are accessible for the faculty of commerce. Our rural pupils speak Marathi as their mother tongue, and we communicate with them in Marathi. The college is spearheading the Marathi capabilities, enhancement, and effort exercises in collaboration</p> |

| | |
|---|---|
| | <p>with stakeholders. The important skills to give pupils a sense of individuality, acceptance, and respect are social mindfulness and articulations in the mother tongue. Our college's history department conducts the Modilipi certificate course. As part of Indian culture, students also celebrate a variety of festivals. On campus, there are additional camps for yoga and meditation.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>A student-centred teaching and learning model termed "outcome-based education" (OBE) uses a course curriculum that is designed to help students attain specified objectives and outcomes. The evaluation of pupil performance, or outcomes at multiple levels, is the main focus of OBE. At the end of courses and programmes, these outcomes are estimated and mapped in terms of attainment levels. HEI uses the university's CBCS curriculum for a number of programmes that are based on documents from the UGC-LOCF. Programme and Programme Specific Outcomes (POs, PSOs) are more focused statements that specify the competencies that students must possess by the time they graduate. Course Outcomes (COs) are statements that, at the completion of a course, learners may consistently demonstrate that they have been learning something vital and important. In addition, the institute offers certificate programmes based on skills, the curriculum of which will be transformed in accordance with OBE. The school intends to provide Outcome Based Education orientation to both staff and students. To make teaching and learning more student-centric, faculty members across different streams employ a variety of pedagogical strategies, including ICT use, field trips, projects, internships, and so on. The institute has the necessary infrastructure available to maximize learning results. MoUs for student placement and training have been completed by the organisation with a number of other organisations and industries.</p> |
| <p>6. Distance education/online education:</p> | <p>The college has designed a very effective system for delivering the curriculum in the classroom using a student-centric method that ensures both teachers and students' full involvement. The resources needed to offer instruction in a classroom are sufficient for both offline and online learning. Additionally, the college is beginning to register teachers and students for SWAYAM, MOOC, and NPTEL online courses.</p> |

Since 2019–20, HEI has adhered to a CBCS with mandatory and elective credits applied by the affiliated university. Students must gain the additional credits from the various aspects mentioned within the permitted period. The faculty used a variety of technological tools, including Google Classroom, Zoom, and Google, to make learning easier for students. Other institutional initiatives towards integrating education included the use of videos as teaching and learning aids, interactions, assignments, and revisions. Online platforms can be established by colleges for conducting lectures online. Through college and university websites, all students can access the prepared e-content.

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, the college has established Electoral Literacy Club (ELC) |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes. The college formed the Electoral Literacy Cell (ELC) to include young people in events, educate them about their rights as voters, and acquaint them with the registration and voting process. Its goal is to foster a stronger culture of voting among the younger generation of voters. The faculty coordinator, members, and the student representative in the form of a student coordinator compose the members of the ELC that the college has formed. The college principal is in charge of ELC to foster a culture of political engagement, increase moral and educated voting, and adhere to the principles of "Every vote counts." A student can register at the start of the academic year in order to become a member of the ELC. ELC is a venue for educating village citizens, college students, and youngsters about their voting rights through engaging activities and practical experiences. It was established in all educational institutions at the request of the Election Commission of India (ECI) in order to raise awareness among young people and future voters, who are the cornerstones of Indian democracy, and to ensure their participation. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include | Every year, the college celebrates Voters' Day to raise awareness among the students and emphasise |

| | |
|---|---|
| <p>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>their role in promoting democratic principles, voting participation, etc. To encourage electoral literacy among the younger generation and the society of its students, the college has arranged a number of events and initiatives. Every year, Constitutional Day is celebrated to raise awareness among interested parties of the principles outlined in the document and their significance to Indian democracy. Every year, National Voters Day is observed with the goal of enhancing a genuinely participatory democracy by educating the public and interested parties about voting rights, obligations, and procedures. EVM and VVPAT machines are used in elections; EC authorities organised an awareness workshop to inform students and the community about this fact. Students and teachers of college run campaign on voter registration. Campaigns promoting voter awareness were held around Shirsondi village. Gramm Panchayat Shirsondi welcomes all of the efforts being made to raise awareness about elections, voter rights, and duties. The main objectives of ELC is to promote awareness of 'Right to vote' among students, faculty members and community at large. To enable critical thinking on issues related to election rights, democracies and its processes.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>On Voters Day, a rally was held to raise awareness among community members and stakeholders about the importance of using the electoral process to strengthen democracy. Banners and hoardings with event slogans were used to promote the rally. Students took the pledge with Hon. Principal Dr. R. B. Dhande and the ELC members, encouraging the young to engage in the election process with democratic principles and safety. The ELC is encouraging participants to take part in the quiz. In the college, expert discussions on constitutional values are organised. A voter registration campaign for students is carried out at a college.</p> |
| <p>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.</p> | <p>The college encourages registered students who are older than 18 to vote by raising their awareness of their democratic rights, including the ability to cast votes in elections. We conduct a number of events, such as street plays, voter registration camps, rallies, and voters' days, to educate the public about how elections work. The Institute also held a voter registration drive for students who are older than eighteen. The administration of the college kindly</p> |

extends an invitation to all academic groups and colleges associated with Savitribai Phule Pune University, Pune, to register. The voter registration process has been made easier by the ELC of the college.

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 |
|---------|---------|---------|---------|---------|
| 782 | 701 | 742 | 524 | 264 |

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

2 Teachers

2.1

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

Response: 55

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 19 | 9 | 13 | 15 |

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 |
|---------|---------|---------|---------|---------|
| 47.96 | 29.57 | 25.80 | 18.72 | 11.57 |

Self Study Report of VIDYA AMRUT DNYAN PRATISHTHAN, SHIRSONDI SANCHALIT ARTS, SCIENCE AND
COMMERCE COLLEGE, SHIRSONDI, TAL- MALEGAON, DIST- NASHIK

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college is affiliated with Savitribai Phule University, Pune. Being an affiliated college, the college follows the university-prescribed curriculum. The academic plan is prepared by IQAC at the start of each academic year. Based on the university academic calendar, the college academic calendar and the departmental academic calendar are in synchronization. The college is prepared the academic calendar of the college includes co-curricular, extracurricular, and other activities. The principal conducts staff meetings at the commencement of each semester or term for effective planning and implementation of curriculum and activities. According to the guidelines of Principal, departments conduct meetings to distribute courses and workload, prepare timetables, and prepare curricular and extension activities in accordance with the learning goals. Each department of the college is published and implemented to ensure the smooth conduct of academic activities.

The feedback from alumni, students, teachers, and parents was collected for the overall functioning of the college. The college encourages faculty participation in programmes related to teacher training, induction, and orientation. The organisation offers students multidisciplinary certificate programmes that are skill-based and have value added in order to enhance and enrich their educational experiences. The CBCS pattern is implemented for all courses. The college also organized seminars and faculty development programs on NEP 2020, research methodology, and ICT-based training for staff for their overall development. Students and faculty are encouraged to register for online courses offered by NPTEL, SWAYAM, MOOCs, and other online educational platforms. Through remedial coaching, library resources, mentoring sessions, and bridge courses, both slow and advanced learners are offered opportunities to make progress.

The college incorporates activities such as assignments, tests, group discussions, seminars, quizzes, and demonstrations, along with PPTs, videos, and short films. It should also use models, specimens, charts, and graphs, as well as ICT-enabled platforms, short-term courses, field visits, industrial visits, village surveys, case studies, projects, and internships, to ensure an effective teaching-learning process. Students get the chance to engage with experts from academia and industry through expert talks. The evaluation process makes use of university exams and continuous internal assessment (CIE). University regulations stipulate that the college implement a CIE policy. The planning and smooth execution of the examination is the responsibilities of the examination cell. Evaluation of the outcomes is done for CO-PO mapping. Achievement levels are evaluated based on performance. Parent meetings are intended to provide parents with information regarding their ward's progress and to support them in making improvements.

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

1.2 Academic Flexibility

| <p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 18</p> | |
|--|-------------------------------|
| File Description | Document |
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

| |
|--|
| <p>1.2.2</p> <p><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></p> <p>Response: 17.76</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> |

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 336 | 199 | 00 | 00 | 00 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Programs offered by colleges include one or more cross-cutting issues related to the curriculum. The college provided essential credit courses for the UG programme, including Introduction to the Indian Constitution, Human Rights, Introduction to Cyber Security/Information Security, Democracy, Elections and Governance, and Environmental Awareness, in accordance with UGC guidelines. When implementing the curriculum, colleges make a sincere effort to resolve these challenges. Students are urged to select a theme for their activities that is pertinent to cross-cutting issues. A considerable number of certificate courses were started to develop guidelines for cross-cutting concerns. The college has started taking steps to include these intersecting topics within TLP by offering a wide range of co-curricular and extracurricular activities. The Women Empowerment Cell tries to provide an atmosphere of support and promote gender equality, empowerment, and sensitization. It encourages involvement in programmes including literacy in computers, skill development, cyber security, self-defence training, PoSH Act awareness, Protect Girl Child, Hygiene and Cleanliness Campaign, and Nirbhay Kanya Abhiyan.

Festivals and events are occasions to celebrate and foster ethical behaviour in the workplace and in society. Respect, values, integrity, honesty, morality, and appreciation for the institute's work are all maintained by the code of conduct for stakeholders. A lot of the work that goes into raising awareness among learners of these issues is done through events including webinars, seminars, expert lectures, guidance talks, and workshops. Perspectives and recommendations for enhancing the curriculum with cross-cutting concerns are provided by the feedback of students, alumni, teachers, and parents. For the benefit of the locals in the villages, the institute arranged events pertaining to water conservation, the environment, and culture. Activities including blood donation camps, clean-up campaigns, rallies, plastic-free camps, and sociological surveys are all carried out by NSS volunteers, students, and staff members. Activities are held to support the teaching of caste and gender issues. The college often encourages teachers and students to plant trees. In the college's environmental awareness programme, the departments of chemistry and electronics offered certificate courses on chemical and electronic waste management, respectively.

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

1.3.2

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

Response: 10.23

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

Response: 80

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.11

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 |
|---------|---------|---------|---------|---------|
| 295 | 283 | 288 | 294 | 264 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 360 | 360 | 360 | 360 |

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: 64.72

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 |
| 393 | 335 | 342 | 226 | 102 |

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 |
| 540 | 540 | 540 | 360 | 180 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 37.24

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:

Faculty members that are particularly concerned with imparting their knowledge to students utilise a variety of pedagogies in order to improve the quality of teaching and learning and make it more student-centric. The faculties heavily utilise student-centric teaching-learning approaches, such as problem-solving, experiential learning, and doubt-solving sessions, in addition to traditional classroom lectures. It mostly includes active engagement in both curricular and extracurricular activities, on-site experiences, and laboratory investigations constructed around theoretical principles. College departments organised field trips, educational tours, environmental study tours, field visits, and study tours to various locations and industries for experiential and hands-on learning. Because of this, in addition to the standard laboratory coursework, the departments provide a variety of practical experimental events, such as exhibitions that feature demonstrations and instruction using advanced equipment. For an efficient TLP, some departments additionally used pedagogical techniques based on research. Through collaborative problem-solving and idea- and information-sharing, students are encouraged to think critically and learn from one another. These techniques improve students' experiences and skills for learning. Group projects, mentorship programmes, group conversations, and student-led academic event planning are some of the initiatives the college uses to encourage involvement in learning in light of this. Additional instances include employing PowerPoint presentations in student seminars, coding, web portal design, poster presentations, guiding talks, and poster presentations. These activities all add excitement and improve the learning experience. One way to encourage active engagement from slow learners during lectures is to have a conversation about a particular topic. The ability to solve problems based on investigation is developed and demonstrated through the Avishkar and Innovation competitions. Certain subjects in the final-year undergraduate curriculum need projects. Students are assisted in determining and choosing the project's problem. Following the literature study, the student drafts project reports, which their supervisor then approves. Virtual classrooms or platforms such as Google Meet and Zoom were used for teaching and learning during the COVID-19 epidemic. The college was limited as a result of the national and state-wide shutdown. The electronic resources are available to teachers and students. In order to improve students' learning experiences, faculties also offer remedial and bridging courses. Language lab facilities are available through the department of languages, allowing students to learn for themselves and hone their pronunciation, communication, and independent learning skills while also deepening their understanding of the subject matter. As part of the CBCS, students are continuously evaluated through assignments, open-book tests, seminar presentations, and test tutorials. It gives students the chance to participate in a variety of academic programmes and become more organised, both of which assist in improving their self-confidence. Experience learning is incorporated into the NSS Special Winter Camp through a variety of activities like awareness rallies, Shramdan, and village beautification. Surveying is a component of the Environment Awareness course in the second year of all streams, and it has been demonstrated to enhance environmental awareness. Staff encouraged the students to enrol in various courses on NPTEL, MOOC, SWAYAM, and other online certificate courses.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 52.38

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 |
|---------|---------|---------|---------|---------|
| 42 | 33 | 33 | 23 | 16 |

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 33.77

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 |
|---------|---------|---------|---------|---------|
| 8 | 9 | 3 | 3 | 3 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly follows the guidelines given by the affiliated S. P. Pune University. The Principal appoints the College Examination Officer (CEO) and forms the Examination Committee for the smooth conduct of internal and external examinations. The principal and CEO also inform the students about the rules and regulations of the credit system in the induction program. At the commencement of regular classes, the respective teachers create awareness among the students about the semester pattern and assessment process. Wherever possible, the departments as well as the individual teachers are given complete freedom to choose the type of tests while conducting the internal examination and assessment to bring out variety in terms of tests. The assessment process is made completely transparent by distributing and discussing the answer scripts in the class. Departments conduct semester-wise internal examinations under the guidance of the College Examination Committee.

Various methods of assessment, like seminars, projects, field visits, tutorials, assignments, group discussions, etc., are used for internal assessment. Notices and timetables of internal examinations are prepared and displayed on the notice board and also circulated through WhatsApp groups. Some of the departments also conduct online tests and quizzes to assess their performance. After the assessment, the results are displayed on the college notice board. Answer sheets are shown in the classroom. The record of internal examinations is maintained by the respective departments, and it is kept with the Examination Department as well. If a student remains absent from an internal examination, he or she can again appear for an internal examination as per the rules and regulations of the affiliated university. The departments conduct re-examinations for the students who are involved in co-curricular activities or sports events during the internal assessment schedules. Finalized internal marks are uploaded to the Internal Marks Online Entry System of Savitribai Phule Pune University.

External end-of-semester examinations are conducted as per the rules and regulations of Savitribai Phule

Pune University. An internal vigilance squad is formed by the Principal for prevention of malpractices during the examination. The results are declared on university website and communicated to the students through the examination section. Soon after the declaration of results, the students are allowed to obtain a photocopy of the answer books, and they have the right to reevaluate or recheck. In case of any grievances or queries about marks, the students can apply for a grievance redressal to the concerned department as per the policy and procedure. The grievances related to external examinations received from students are communicated to the university for timely redressal and to conserve the benefit of students.

During the pandemic of COVID-19, the academic calendar was totally changed; all information was given to the students through the Whats app groups, Google Classrooms, and social media. Online tests, projects, and practical evaluations were conducted through Google Forms and Zoom meetings for internal evaluation. All these examinations were completed by the examination section within the framework of the rules prescribed by the university and the guidelines of the state government.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The outcomes are used as a benchmark for evaluating the quality of education that colleges provide. The Programme Outcomes (POs) and Course Outcomes (COs) of the curriculum and course objectives have been designed by the college with input from the affiliated university, requests and suggestions from the College Development Committee, teacher views, and regional demands. Declarations of Purpose are composed of declarations describing the knowledge, skills, mindset, aptitudes, and capabilities that students will acquire at the end of the educational programme. The stated vision mission and the learning objectives are in alignment with the listed POs. The college places a great emphasis on the students' learning, the development of their analytical skills, the department's awareness of the major fields within the subject, the communication abilities of pupils, management skills, approach to problem-solving, collaboration, and leadership abilities through the POs and COs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In order to achieve COs and POs form assessment years 2020–2023, the college utilised the final year result base evaluation and programme exit analysis. All course final-year results are employed to calculate the course outcomes. The results of the student's internal and external examinations were used to determine the successful completion of the course outcomes. For all courses, the institute has established a 50% cutoff requirement in order to award COs. The relevant department examines the overall performance of the COs and POs. A teacher-prepared course file includes the syllabus, POs-COs, teaching plan, attendance records, internal assessment results, assignments, seminar, presentation report, certificate of course completion, and CO mapping and attainments. The students' performance on university exams is the primary metric used to assess the achievement of COs. The corresponding departments use a predetermined process to assess the overall accomplishment level of all COs for every course. On the other hand, curriculum feedback from stakeholders and students is used as a heuristic to indirectly evaluate the outcomes. In order to evaluate the students' abilities and practical interpersonal abilities, the department also plans poster and model preparation events. A student's placement, advancement to a higher educational level, and involvement in a variety of activities are all taken into consideration in determining their indirect method of attaining COs and POs.

To identify areas where the desired LOs are not being met and to provide ways for enhancement, the college has implemented the following approaches:

- The purpose of departmental and staff meetings is to assess how well learning objectives are being meet.
- The results of internal assessments and examinations are examined subject-by-subject, and mark lists displaying students' overall achievement are developed.
- The study of the data assists in identifying the students' areas of strength and weakness.
- After identifying the students' areas of weakness, counsel them for further progress.
- The overall findings support attempts to improve the student focus of the approaches to learning.
- When a student does poorly in a particular topic, the concerned teacher is encouraged to implement remedial classes.

- Departments conduct field visits and industrial tours.
- Student employment and development aid in assessing programme results.

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

2.6.3

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

Response: 90.11

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 |
|---------|---------|---------|---------|---------|
| 165 | 173 | 163 | 00 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 183 | 183 | 190 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey

| <p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.67</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The VADP's Arts, Science, and Commerce College is situated in a rural area. The college is dedicated to providing the information, innovations, and scientific answers to persistent challenges that the rural and underprivileged segments of society require. By cultivating talents devoted to research, the institutional ecosystem fosters the development of creative and novel concepts. In consideration of this, the college established the "Academic Research Committee (ARC)" and used facilities to preserve a research atmosphere. The required resources have been managed by the ARC of the college. The Innovation, Incubation, and Start-up Cell encourages scholars to develop their concepts into technological solutions. We publish a few research articles in peer-reviewed and UGC Care journals because the college provides a research environment for both staff and students. The Avishkar Competition encourages students to create unique projects based on their innovative ideas and areas of interest in study. Students participate in Avishkar competitions conducted each year by SPPU, Pune. Students also participated in various competitions, such as Innovation and Innofest, conducted by other colleges.

Projects based on research are given to students to assist in identifying their research interests, promote an environment that fosters scientific temper, and offer direction in the interpretation and evaluation of data. Faculty and pupils are also provided with opportunities for hands-on training in order to assist them in developing their abilities and trustworthiness.

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

3.2.2

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

Response: 2

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 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 00 | 00 | 00 |

| | |
|---|-------------------------------|
| 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: 0.13

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 |
| 02 | 05 | 00 | 00 | 00 |

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

3.3.2

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

Response: 0

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 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

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:

Through a variety of initiatives, the college encourages students to regularly engage in their holistic development and makes them more aware of the need to strive for social transformation. In addition to initiatives for developing and transmitting knowledge in the area for students from rural areas, the college has established an ecosystem for innovations. The objective is to foster a culture of creativity and entrepreneurship among students through their participation in various skill-acquisition and professional development activities and events. Staff is typically granted acceptable leave to attend training sessions, workshops, seminars, and induction ceremonies, among other events. For attending conferences and workshops, the college provided funds to the staff. Sufficient resources have been provided for libraries to acquire books. The labs at the college are useful for the creation and sharing of knowledge.

The events conducted by the college include blood donation camps, Swaccha Bharat Abhiyan, AIDS awareness programmes, International Yoga Day, pollution control day, Voters Day, health and hygiene programmes, disaster management, gender equity, tree planting, women empowerment activities, and celebrations of the birth and death anniversaries of national heroes. With the help of youth, the importance of hygienic surroundings, waste management and treatment, garbage collection and disposal, and raising community awareness of these crucial concerns are practiced. Blood donation camps foster empathy and understanding in donors, as well as a sense of dedication and responsibility for society and the environment. The entire growth of the participants has greatly benefited from all of these endeavours. The college has also arranged a number of events for the betterment of girls and female staff members, including seminars on health problems, Nirbhay Kanya Abhiyan, self-defence, and celebrating International Women's Day.

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

3.4.2

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

Response:

The college is located in a rural region. The college was established by forward-thinking founders who dedicated themselves to the economic and overall growth of HEI. Through neighbourhood involvement,

our college remains at the forefront of conducting social activities, social awareness, values of ethics and ethical education for pupils, self-dependency, cultural development, wellness, etc. In addition to helping in the overall growth of the students, these activities raise their social awareness of all the major social activities.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.3

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

Response: 9

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 |
|---------|---------|---------|---------|---------|
| 07 | 01 | 00 | 00 | 01 |

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

3.5 Collaboration

3.5.1

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

five years.

Response: 08

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college is spread across a 3.65 acres campus and is located in a rural location. Its primary building is 14771 square metres in built-up area. It offers a wide range of infrastructure facilities for the successful execution of extracurricular activities and pedagogical involvement. The policy of the college is to combine academic, co-curricular, and extracurricular events while fulfilling and improving the infrastructure needs for the holistic development of students. The IQAC and the CDC evaluate issues related to the best use of college resources. The college has facilities like a UPS for emergency power failures. The full campus of the college is under CCTV surveillance. The college uses Vriddhi ERP software for ease of office functioning as well as academic and teaching learning processes. The administrative office consists of cubicles for various sections: accounts, scholarship, general register, and eligibility, inward and outward, and is integrated with ICT. Internet and Wi-Fi facilities are also available on the college campus. The Innovation and Incubation Center was created to promote innovation and entrepreneurship development among pupils. The competitive exam cell and placement cell are also situated on campus. The parking facility is also available on the college campus.

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

4.1.2

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

Response: 51.35

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 |
| 24.60 | 13.97 | 12.87 | 10.24 | 6.93 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is an integral part of the college and provides adequate knowledge resources and services to the stakeholders. The library maintains the accession register manually as well as digital mode. The college has a separate library with a sufficient area of 150 sq. ft. The library has a good collection of text books, reference books, other books, journals, and newspapers. The reading room is well furnished to accommodate 30 students at a time and provides a healthy environment for study. A visitor record is maintained for students and faculty members. The library has closed-circuit television (CCTV) surveillance cameras.

OPAC: The library has developed the database of its own collection through the library software. The library is fully computerised with an issue-return process, and an online public access catalogue (OPAC) facility is made available in the library. OPAC is useful for students and faculty members for searching books by author, title subject name, etc.

Online resources: The library has online resources for staff and students. Internet and reprography facilities with computer systems, printers, and audio-video units are available in the library.

Shodhaganga provides a platform for research students to deposit their Ph.D. theses and make them available to the entire scholarly community in open access. The repository has the ability to capture, index and store, disseminate, and preserve ETDs (electronic theses and dissertations) submitted by

researchers.

National Digital Library: National Digital Library covers 6,00,000 e-books through National Digital Library of India (NDL), covering various subject areas such as Humanities, Science, Social Sciences (including Economics, Finance, Education, Commerce, communication, business, etc.).

E-PG Pathshala: Provides e-content in 72 subjects across all disciplines of social sciences, arts, fine arts, humanities, natural and mathematical sciences, linguistics, and languages. The content has been developed by subject experts working in various universities.

Library Automation: All the active book collections are updated in the library software database, and the online public access catalogue (OPAC) is available for students and faculty members. The issue and return of books have been activated in the library software.

The library is automated using integrated library management software, i.e., VRIDDHI Library Management Software.

Library Services and Facilities: A reading room facility is available in the library, as are daily home lending services for staff and students. On-demand reference services are provided to students and faculty members by using the open-source internet and reference books.

Library Expenses: In the year 2018-19, Rs. 94030 was spent on the purchase of books and journals. In the academic year 2019–20, this expense was Rs. 17055, and in 2020–21, it was Rs. 16103. In the academic year 2021–22, it was 5544, and in the academic year 2022–23, Rs. 30506 was spent on the purchase of books.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The VADP’s Arts, Science, and Commerce College is situated in a rural area. The college has effectively adopted ICT facilities for the development of the college as well as its students. The college has ICT

facilities available for teaching, learning, research, and administration. The college continuously reviewed and upgraded the facilities, including software, hardware, internet/Wi-Fi connectivity, backup, and allied IT facilities, to ensure better learning experiences in line with the vision and mission statement. As per the needs and requirements of various departments and offices in the college, the college has purchased various instruments and devices, which include computers, software, printers, scanners, LCD projectors, internet and WiFi, etc. An Internet broadband facility from Airtel is available at the college, which provides a maximum speed of **50 MBPS**. The institute has a 24x7 WiFi facility on the college campus for students and faculty members to avail of internet connections at any place in the college. The college has a biometric system for monitoring the attendance of the teaching and non-teaching staff. Computer labs are connected to the LAN facility. The college has purchased VRIDDHI LMS and Tally Prime software. This software is used for admissions, accounting, TC, examinations, and library-related work. Routine activities related to students, like the generation of fee receipts, bona fide certificates, and leaving certificates, are generated using the VRIDDHI software. The entire campus is under CCTV surveillance, and 24 CCTV cameras are installed on the campus of the college. The website of the college is also monitored and updated frequently.

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

4.3.2

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

Response: 65.17

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

Response: 12

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 41.57

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 |
|---------|---------|---------|---------|---------|
| 22.35 | 15.54 | 12.93 | 0.09 | 4.64 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 55.89

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 |
|---------|---------|---------|---------|---------|
| 599 | 453 | 353 | 255 | 24 |

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: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

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

Response: 5.77

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 |
|---------|---------|---------|---------|---------|
| 65 | 94 | 15 | 00 | 00 |

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 19.37

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 |
|---------|---------|---------|---------|---------|
| 11 | 18 | 08 | 00 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 109 | 60 | 22 | 00 | 00 |

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

5.2.2

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

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: 0

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 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college has a registered alumni association for former students of the college. The alumni association of the college was registered under the Societies Registration Act, 1860 [Registration Number: Nashik 0000374/2023]. The VADP's ASC College is run in a rural area, and many alumni of the college belong to the village area. The college has officially registered an 'Alumni Association' for the former students of the college. More than 450 former students are members of a registered alumni association. The Alumni Association actively contributes funding for the betterment of students as well as facility upgrades at the college. The college received Rs. 10,200 as building funds in collaboration with the alumni association. The Alumni Association also plans collaborative events with the current students. In a variety of ways, such as by donating books to the departmental library, taking legend photos, etc., alumni constantly support the college's advancement. Alumni from the college have prestigious positions in prestigious organisations across a range of industries, including educational institutions, non-governmental organisations, social work, and business. The institution welcomes former students to attend expert lectures planned for current students, and on important occasions like Alumni Meet, they are also recognized for their outstanding achievements. In the last two academic years, the college has organised alumni meetings to provide a platform to share alumni experiences and new opportunities in the workplace with students, faculty, and administrators of the college. A few alumni also participated in the curricular and co-curricular activities of the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To provide quality education to rural as well as economical poor class students, Vidya-Amrut Dnyan Pratishthan, Shirsondi, started Arts, Science, and Commerce College, Shirsondi, in a rural area. The college encourages the participation of all stakeholders in administrative decision-making by developing an environment of decentralised and collaborative management. Teachers, support staff, alumni, parents, and members of the local community are all encouraged to assume different administrative positions as stakeholders. Our management constantly encourages the introduction of skill-based programmes and inspires teachers to engage in academic and research activities in order to remain current with the latest developments in both fields. The vision of the college is "to elevate all social classes, especially those who are socially and economically underprivileged, by providing a comprehensive education." Participatory management and decentralisation policies are reflective of the vision and mission of the college, which are in line with its governance. The mission of the college is "to integrate students and staff who will work as a team to infuse values of discipline, hard work, team spirit, and scientific temper and therefore develop critical thinkers." The college has a focus on creating a suitable environment in the college for the holistic development of the students as well as implanting in the minds of the pupils a sense of gratitude, honesty, and gratitude.

According to the "Maharashtra Public University Act, 2016," the College Development Committee (CDC) was established. The management, teaching, and non-teaching staff members are members of the CDC. For efficient governance, the management representative and the principal collaborate extensively. The CDC makes sure that administrative and academic rules are applied correctly. As per the guidelines, the college also has an established IQAC. To fulfil the college's vision and goal, IQAC and CDC work together. With the help of IQAC's well-defined perspective plan and policies, programmes and activities are carried out to meet objectives that are consistent with the vision and mission of the college. Decisions made by the college's principal, vice principals, IQAC coordinator, faculty in charge, and heads of department (HODs) are illustrations of collaborative management in operation. Additionally, a specific set of administrative functions are granted to them. For NEP implementation, the college has established a National Education Policy (NEP) Cell in the college, and under this NEP Cell, the college has organised various activities for teachers and students. Exam committee members and the Controller of Examinations (CEO) deal with concerns raised by students regarding exams. The NSS, SDO, and Women Welfare Committee members conduct activities for student's holistic development. The Academic Research Cell is also organizes seminars related to research methodology, IPR, and incubation and innovation activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The operation of the college is governed by the parent institute, Vidya-Amrut Dnyan Pratishthan Shirsondi, according to the rules and regulations of the Government of Maharashtra, UGC, NAAC, and Savitribai Phule Pune University. In the CDC meeting, the overall requirements and perspective plan of the college for each academic year are discussed and implemented through IQAC. IQAC has prepared a plan for the overall development of the college. The academic calendar of the college is prepared by the IQAC, which includes academic, administrative, and research activities. The college follows a decentralised and participatory mechanism, which is evident from the organogram. The academic calendar prepared by IQAC as well as the perspective plan of the college include the addition of new certificates and short-term courses; the expansion of library and departmental resources; enhancing pedagogical tools; organising workshops, seminars, FDPs, and conferences; increasing collaboration and MoUs; effectively implementing placement and carrier guideline cells; improving e-governance facilities; engaging alumni; raising awareness of social responsibilities through NSS; enhancing ICT-based facilities; AAA; and accreditation of the college. Online scholarship form filling and disbursement of scholarship facilities are provided through the Maha DBT portal.

Recruitments, Service Rules, Policies, and Procedures:

In accordance with the policies and guidelines of the Maharashtra government, UGC, NAAC, and Savitribai Phule Pune University, HEI oversees the recruiting process for all job categories. The college has well-established and often-followed policies and procedures that support an effective work atmosphere. For the purpose of ensuring efficacy and transparency, the grievance redressal cell supports the prompt resolution of complaints. Stakeholders receive higher-quality services due to recommendations gleaned from feedback.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has put up a system for both teaching and non-teaching personnel to evaluate their performance. The college has been gathering the self-appraisal forms from both teaching and non-teaching staff since the academic year 2021–2022. The head of department first gathered the completed staff self-appraisal forms. The HoD's remarks forward it to IQAC. The principal and the IQAC

coordinator evaluate the faculty's performance using the self-appraisal forms, and if needed, they offer appropriate recommendations for improvement. Similar to teaching staff, non-teaching staff produce confidential reports detailing their overall performance. The college strongly supports the overall development of students and staff. For that purpose, HEI provides duty leave as well as funding to the staff for attending workshops, seminars, conferences, competitions like Avishkar, Innofest, and others. The parent institute of the college effectively works on the future and security of staff and provides benefits in the form of an employee provident fund scheme.

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

6.3.2

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

Response: 15.58

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 |
|---------|---------|---------|---------|---------|
| 8 | 00 | 00 | 00 | 04 |

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

6.3.3

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 00 | 00 | 00 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The college adheres to the guidelines imposed by the Maharashtra government and SPPU, Pune. The college has a clear financial system and well-defined rules and procedures for obtaining funds. The funding is needed for maintenance, scholarships, sports and cultural programming, research and extension activities, salaries, infrastructure improvements, welfare initiatives, and maintenance. The parent institute, alumni contributions, and other sources constitute a few of the ways the college receives funding. The CDC's guidelines were essential in securing funding and organising.

Policy for funds:

The college has established a purchase committee, and all requirements from the various departments and sections of the college were provided to the accountant section. Then the meeting of the purchase committee was held, and after that, the budget was prepared. Then sanction the budget in CDC. Funds are allocated as per the budget. The college conducts regular internal and external financial audits. In each academic year, the financial audit of the college is conducted by the CA.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In the academic year 2021–2022, the College created the Internal Quality Assurance Cell in an effort to improve quality assurance, assessment, and accreditation. Since then, the college has gotten suggestions from IQAC for several quality improvement measures. Activities related to quality assurance and advancement are planned, directed, and monitored by IQAC. In terms of the academic calendar, perspective plan, enrollment, enhanced TLP, assessments, evaluating learning outcomes, research activities, extension activities, sports, cultural enhancements, and high-quality sustenance initiatives, it is making a significant contribution to the institutionalisation of quality culture approaches and processes. The IQAC of the college focuses its efforts on ensuring high-quality education by developing a number of policies and procedures while taking the NAAC's recommendations into consideration.

- The comprehensive strategies:
- Automation in admissions and administration
- Participatory functioning through committees
- Prepared Mentor-mentee cell
- Implementation of ICT facilities in pedagogy and teaching-learning process
- Career Guidance and Placements
- Established NEP cell for successful implantation of NEP-2020
- Collected Feedback form stakeholders and ATR
- Activities that raise awareness of the environment
- Gender sensitization and Woman empowerment activities

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

1. MoUs and collaborations with other institutions as well as industry
2. The college encouraged faculties to qualify for the NET, SET, and PET examinations.
3. Involvement of faculties’ workshops, conferences, seminars, and FDPs
4. The college promoted research culture by organizing research methodologies, IPR workshops, and providing guidance on the writing and publication of research papers.
5. The number of students who benefited from scholarships during the last 5 years
6. Student-centric, outcome-oriented teaching and learning is practiced in context
7. The teacher maintains a course file that contains the academic planning, syllabus, teaching plan, COs-POs, attendance, question papers, marks-lists, course completion reports and outcome attainments.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity is one of the burning issues at the college today. To solve such issues, the institute has been implementing various co-curricular activities to maintain gender equality in the college. The institute adopted all the possible measures to ensure and promote gender equity and equality. College offers equal opportunities to girls in all activities. It is reflected in the ratio of girl students admitted to various programmes and participation in cultural, sports, NSS, and other activities. The Woman Empowerment Cell works proactively towards developing a safe, secure, and conducive work environment and ensures that all students may gain education without fear of prejudice, gender bias, hostility, or sexual harassment. As per the action plan, it organises various activities, expert talks, workshops, counselling, competitions, and rallies to encourage girl students' participation. These activities build confidence and personality development. The college committee has given equal opportunity to girls and women to celebrate various cultural programmes in college. The institute works on this issue through various committees of colleges, i.e., the anti-ragging committee, the sexual harassment committee, the ICC committee, the women empowerment committee, the SC/ST and OBC committee, and the intellectual committee. The college has also arranged some social programmes through the NSS Department of the college, as we know from the rural background of the college. NSS has been playing a very vital role in conducting activities to make the villages aware of the side effects of child marriage, such as Saksharata Abhiyan, the election campaign for giving the right to an equal vote, a health check-up camp, a blood donation camp, an addiction-free campaign, and International Women's Day. Whatever activities have been implemented on the premises of the college that have been conducted under CCTV surveillance, which helps to ensure safety and security, constituted committees, anti-ragging and sexual harassment, the ICC, and the Grievance Redressal Cell monitor and address safety, security, and social issues. The institute has a very strong desire to run the college on the basis of democracy, transparency, and equality. The college is against gender discrimination; it is fully dedicated to giving educational, social, cultural, economic, and political equal rights to everyone. Adequate washrooms are made available on-premises for good sanitation. Ample parking space is reserved for women. The celebration of national and international commemorative days, events, and festivals is an integral part of learning and building a strong cultural belief as well as promoting moral values among students. It helps in the holistic development of the students. The life histories of great national heroes inspire the youth. The celebration of national festivals and events preaches and reminds us about the cultural heritage and rich history of our nation.

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

1. National Festivals: Independence Day, Republic Day.

2. Constitution Day
3. National Mathematics Day
4. Vachan Prerana Din
5. National Teachers' Day
6. Birth anniversaries of national heroes.
7. International Yoga Day
8. National Science Day
9. Women's Day
10. NSS Day
11. Hindi Divas
12. World Population Day
13. Ozone Day
14. Geography Day

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Vidya-Amrut Dnyan Pratishthan's Arts, Science, and Commerce College, Shirsondi, provides excellent education for rural students' thorough, holistic growth. The college provides a variety of graduate programmes in the fields of science, commerce, and art. The college has formed a number of cells, such as the Science Association, Statutory Cells, ICC, ARC, and Electoral Literacy Cell. It has also formulated the guidelines for the operation of the institute and the execution of events, which include outreach and extension initiatives. The purpose of the activities is to encourage stakeholders' cultural heritage and beliefs. Through a variety of activities, the staff and students are made aware of their constitutional pledges in relation to their roles in the development of our country. The events are performed in the regional language, mainly Marathi, to ensure everyone's participation and to make them feel a sense of belonging. Students from a variety of religious, geographical, social, and cultural

backgrounds have benefited from this. The activities are carried out with the involvement of academic departments, support services, and community engagement in accordance with the college's perspective plan, and the rules and regulations documents created by IQAC serve as principles of direction.

The programmes or events organised as per the planning in the academic calendar are as follows:

- Certificate course on “Modi Lipi”, E-waste management, chemical waste management and others
- Special winter camps and Summer Camps for NSS volunteers in adopted villages
- Voters Awareness Activities: Rally, Voters Day Celebration, Awareness and Registration Campaign
- Swachha Bharat Abhiyan Activities: Awareness Programs, Cleanliness Drives and Tree Plantations
- Celebration of important days like Ozone Day, NSS Day, International Yoga Day, SPPU Foundation Day, Constitution Day, Independence Day, and Republic Day.

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

7.2 Best Practices

7.2.1

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

Response:

Title 1- Testing and analysis of soil parameters for local farmers

Objectives:-

1. To sample the soil of the local area.
2. General parameters:
 - a) To observe the colour of the sample.
 - b) To measure the odour and temperature of the sample.

c) To find out the COD, BOD, TDS and DO of the sample.

3. To determine the sulfur content of soil sample.

4. To determine the boron content of the soil sample.

5. To find out the organic carbon content of the soil sample.

6. To observe the NPK (nitrogen, phosphorus, and potassium) of soil sample.

7. To detect the trace elements in soil samples.

Soil testing for what?

- **To understand the acidity index of soil,**

Understand how to supply the necessary nutrients for the growth of crops. You can decide which fertilizer to use.

- **To understand the amount of salts in the soil-**

It is understood if the soil is saline or alkaline.

- **To understand the amount of organic matter in the soil -**

The amount of organic matter in the soil is determined by the amount of organic matter in the soil. Soil health depends on the organic matter in the soil.

- **To understand the amount of free lime in the soil-**

If there is too much free lime, the growth of citrus fruit does not take place.

- **To understand the physical properties of soil like soil texture, soil particle composition, water holding capacity-**

It depends on the water-holding capacity of the soil and its ability to absorb water.

- **To understand the amount of harmful element sodium in the soil-**

If the amount of medium is greater than that, the land becomes dry and the crop does not grow in it.

A soil survey is necessary to determine the measures to make this land suitable for growing crops.

Methods of soil testing:

- Take a soil sample before sowing or harvesting.
- Samples should not be taken from places where animals live, such as under trees, in swamps, near houses, or under water.

- Determine the location of soil sampling in the field.
- English "V-shaped 1 m. dig a pit and collect the soil.
- Collect the soil sample in a bag and put a note of the farmer's name in it.

In this way, the soil of four to six places of the concerned field should be collected and sown together. Divide the dough into four equal parts. Remove the soil from the two parts in front of the samara. Remove the remaining soil. The above-mentioned procedure should be carried out until one kilogram of soil remains.

No. of samples Analysed -25

Title: -2: Scholarships for students

Introduction:

A scholarship is intended to reward a student's academic achievement and educational progression. Whether you are starting your career as a student, studying in high school to earn a degree, and growing new abilities, receiving a scholarship is a huge achievement in their student life. The degree-level student is getting a scholarship for their career achievement with the help of scholarships.

Scholarships can open the way to various educational opportunities in their lives, but the scholarships are getting economically weaker.

Objectives of the Practice:

1. To provide scholarships and benefits to the students.
2. To reduce the dropout rate of the students in the college who might have stopped their education due to poor financial conditions.

The Context: The college is located in a hilly and rural area. The maximum number of students belongs to SC, ST, NT, and OBC categories. Moreover, the number of girl students is very high in the college. This is basically a disadvantage for the student because all of them come from a socioeconomically weaker section of society. It is in this context that scholarships can help these students complete their higher education.

The Practice:-

The college tries to create awareness about the different kinds of scholarships for disadvantaged students through prospectuses, notice boards, and student counselling. The students are made aware of different kinds of scholarships given to them by the state government and SPP University.

Savitribai Phule Pune University also grants different kinds of scholarships to talented students on the basis of their merit. We motivate the students to take advantage of these scholarships. There are various scholarships given by the state government through an online process. We motivate the students to complete the online process and get the benefits of these scholarships.

The Scholarship schemes are going on two ways 1) Central Government 2) The state government and some NGO's societies are providing scholarships for the students in various regions of the state.

1) Central Government Schemes:

The central government provides scholarship schemes for SC and ST students to help their career development (education), especially for achievement and educational progress. The main aim is do not miss the education facilities in weaker sections of society. The government is taking care with the help of the scholarship scheme.

Outcomes:

1. A scholarship helps students pay for their education fees by providing financial assistance.
2. Scholarships help students from the poor and middle class pay for their monthly expenses.
3. Scholarships help students purchase the essential needs of books, notebooks, and instruments, which are very essential to their study.
4. To provide opportunities to financially weak minority students for their further education.
5. They will be able to fulfil their dream by pursuing personal courses.

Different types of scholarships:

There are several types of scholarships that are provided to students for their educational purposes. The government of India can provide scholarship schemes of various types for financial assistance to educational students. The following scholarships are provided by the government to educational students:.

1. Rajashri Chhatrapati Shahu Maharaj Scholarship
2. Post matric Scholarship/Freeship OBC/VJNT/SBC Student
3. Post matric Scholarship/Freeship SC Student
4. Post matric Scholarship/Freeship ST Student

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college is situated in a rural area. It focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the distinctive features of the institute, whose details are going to be shown below. Holistic development of students: As visible from the vision and mission statements, the institute has been focusing on the holistic development of students while aiming for excellence in education and meeting the quality standards set by accrediting and regulatory bodies. Student-centric activities at the institute are designed to achieve the holistic development of the students. It has been divided into four components, namely intellectual, social, physical, and emotional developments. Intellectual development: The institute implements university curriculum through well-planned and effective teaching and learning activities blended with the latest pedagogy approaches. Various approaches have been taken to enable students to meet their individual needs. As far as the rural background of the college student is concerned, the institute provides activities related to the rural background. The college actively identifies curriculum gaps and makes provision for imparting the content that bridges the gaps on the syllabus. The students are facilitated to work on relevant problems related to society, like the nourishment of cattle, dairy products, health issues, and also intuition, which provides training in farming, updating technology, online services, and mobile repair for needy students. Social Development: The institute gives more importance to nurturing social skills among the students through various activities. The students are exposed to diverse social structures and issues, particularly in the neighboring areas, through the National Service Scheme implemented at the institute in collaboration with the SPPU. The student undertakes activities to spread social awareness about various burning topics. Navratri is a very big religious festival in Maharashtra. A number of devotees travel to Saptshrungi Gad from various nooks and corners of Maharashtra on foot. The student of the institution voluntarily helps the people travelling for the Padyatra by cleaning the temporary residential places of the people. Students also help traffic police and play the role of police Mitra during the festival. Apart from that, the college also celebrates International Yoga Day each year. During the camps held at various villages, adapted by the institute through NSS. Emotional Development: The emotional health of the student is given apt attention at the institute. A mentor-mentee system is in place that ensures the students contact faculty at least once every two weeks. During these meetings, students can discuss their academics as well as their personal problems with the faculty. Appropriate guidance is provided by the mentor faculty to the students. There are special female mentors at the institute for a group of 15-20 girls who meet the girls regularly, understand their difficulties, if any, and guide them about probable solutions. Due to the approach of holistic development Vidya Amrut Dnyan Pratishthan's Arts, Science, and Commerce College's graduate students are found to work relentlessly while taking on their responsibilities while being proven to be intellectually competent, morally upright, spiritually inspired, and socially committed—they leave footprints of their own wherever they go.

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

5. CONCLUSION

Additional Information :

1. The college established in the 2018.
2. The college is affiliated to Savitribai Phule Pune University, Pune.
(College ID NO: PU/NS/ACS/175/2018).
3. The College has 3.5 Acres of clean and eco-friendly campus.
4. Catering 14 UG Departments.
5. Choice-Based Credit System has been implemented since 2019.
6. The college has conducted the audits like: College financial audit, Exam audit, Academic and Administrative Audit and N.S.S audit.
7. College has 50 MBPS internet facility and Wi-Fi campus.
8. OPAC is useful for students and faculty members for searching books by author, title subject name, etc.
9. The library and office are automated using integrated library management and VRIDDHI Library Management Software.
10. The college has a registered Alumni Association
11. The college has 08 functional MOUs.
12. The college has installed a tree plantation for an eco-friendly campus.

Concluding Remarks :

Vidya Amrut Dnyan Pratishthan's Shirsondi Sanchalit, Arts, Science and Commerce College, Shirsondi, was established in 2018. The college is offering quality education to every section of society, from the villages. The college has made sincere efforts for the holistic development of students with the motto "Democracy and Transparency.". After struggling a lot, the college is developing to achieve a student-centric environment.

We are here to present the overall summary of our institute self-study report to NAAC. Our college has a proud legacy of five years. The unconditional support of management has helped us sail confidently during this period. Quality, discipline, transparency, & sustainable development in the mechanisms of governance and leadership have enabled us to achieve goals related to the seven criteria prescribed by NAAC. We have a spacious campus of 3.5 acres on which we are developing innovative, value-based, skill-oriented education. Though our college has a rural background, we use ICT-enabled teaching to enhance their comprehension. For example, we have successfully conducted the teaching, learning, & evaluation processes through platforms like

Google Meet, Zoom, and Google Forms during the COVID-19 pandemic period. To assess our strengths and weaknesses, we conducted academic and administrative audits by SPPU Pune. Several extension activities connecting the surrounding society have been undertaken, including blood donation camps, cleanliness drives, and an election literacy awareness. The college is well aware of the importance of need-based regional, national, and global-level studies. Our leadership has a long vision of the future of stakeholders and provides education in developing areas in line with the National Education Policy 2020, ensuring the inclusion of all sections of society.

To develop responsible citizens leading meaningful lives, we inculcate our students with moral & civic values through the National Anthem with different cultural activities of our college. The college has also conducted 2 best practices Soil Analysis & Scholarship Scheme.

The college has a unique academic atmosphere within a very short span of time. The college gained recognitions for preparing & grooming the students at the undergraduate level into academically meritorious & professionally efficient scholars. The highly qualified staff, well-equipped laboratories, & well-stocked library on the college premises have yielded positive and encouraging results in enabling the students to excel in academics as well as extracurricular activities.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 20 Answer After DVV Verification :18</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 82 Answer after DVV Verification: 80</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><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></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>319</td> <td>272</td> <td>288</td> <td>294</td> <td>264</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>295</td> <td>283</td> <td>288</td> <td>294</td> <td>264</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 319 | 272 | 288 | 294 | 264 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 295 | 283 | 288 | 294 | 264 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 319 | 272 | 288 | 294 | 264 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 295 | 283 | 288 | 294 | 264 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 782 | 701 | 742 | 524 | 264 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 393 | 335 | 342 | 226 | 102 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1080 | 1080 | 1080 | 720 | 360 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 540 | 540 | 540 | 360 | 180 |

Remark : Values have been updated as per the suggestion.

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 |
|---------|---------|---------|---------|---------|
| 44 | 35 | 35 | 25 | 18 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 42 | 33 | 33 | 23 | 16 |

Remark : Values have been updated excluding librarian, Physical education director.

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 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 15 | 17 | 13 | 05 | 03 |
|----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 8 | 9 | 3 | 3 | 3 |

Remark : Value has been updated based on EP 2.2 The value has been updated considering the teachers who have worked with HEI for more than 11 months from 2019-20 onwards and excluding the teachers whose departments/ details have not been mentioned in the data template.

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:

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

Answer After DVV Verification :

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

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 |
| 02 | 06 | 00 | 00 | 00 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02 | 05 | 00 | 00 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 20 | 04 | 02 | 00 | 01 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 07 | 01 | 00 | 00 | 01 |

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 : 08

Answer After DVV Verification :08

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 |
|---------|---------|---------|---------|---------|
| 25.61 | 14.03 | 12.87 | 10.24 | 6.93 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24.60 | 13.97 | 12.87 | 10.24 | 6.93 |

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

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

Answer before DVV Verification : 23

Answer after DVV Verification: 12

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 |
| 22.35 | 15.54 | 12.93 | 8.48 | 4.64 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 22.35 | 15.54 | 12.93 | 0.09 | 4.64 |

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**

Answer before DVV Verification : B. 3 of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : Value has been updated as per suggestion

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 65 | 88 | 15 | 00 | 00 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 65 | 94 | 15 | 00 | 00 |

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: C. 2 of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education**

during the last five years

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 18 | 08 | 00 | 00 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 18 | 08 | 00 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 109 | 60 | 22 | 17 | 00 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 109 | 60 | 22 | 00 | 00 |

Remark : Value has been updated in metric 5.2.1.2 for AY (2019-2020) as only passed students are to be considered and as per the input given in 2.6.3.1 no. of students for AY 2019-20 is 0.

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 00 | 00 | 00 | 05 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 00 | 00 | 00 | 04 |

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 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 00 | 00 | 00 |

Answer After DVV Verification :

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

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 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 00 | 00 | 00 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 00 | 00 | 00 |

Remark : Value has been updated as per IQA and SSR documents.

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.**

Answer before DVV Verification : B. Any 3 of the above

| | |
|-------|---|
| | Answer After DVV Verification: B. Any 3 of the above |
| 7.1.2 | <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|---|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 57 Answer after DVV Verification : 55</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>34</td> <td>24</td> <td>20</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>19</td> <td>9</td> <td>13</td> <td>15</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 34 | 34 | 24 | 20 | 17 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 21 | 19 | 9 | 13 | 15 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 34 | 34 | 24 | 20 | 17 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 21 | 19 | 9 | 13 | 15 | | | | | | | | | | | | | | | | | |