SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAHATMA GANDHI VIDYAMANDIR'S ARTS AND COMMERCE COLLEGE

VINCHUR ROAD, YEOLA, DIST. NASHIK
423401
https://mgvyeolasr.kbhgroup.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. **About the college**:

Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola- located in Yeola city of Nashik district was established in June 1970. It is a sister unit of Mahatma Gandhi Vidyamandir and operates under the administration of the Institution. Mahatma Gandhi Vidyamandir is a highly esteemed educational institution in north Maharashtra. The institute was established by the late Karmaveer Bhausaheb Hiray, the outstanding educationalist, social reformer, father of the tenancy act, and erstwhile Revenue Minister of Maharashtra.

Affiliated to Savitribai Phule Pune University and recognized under UGC Acts (2 F) and (12 B), the college is committed to providing quality education and uplifting the rural, poor, and minority communities in the region. The college has a current student enrolment of approximately 1500 students, with a majority being female students. The faculty comprises qualified staff with strong academic and research backgrounds. The teaching staff actively participates in academic, research, and extension activities, promoting multidimensional development among students.

Having been assessed twice by NAAC, the college received a B+ grade in 2017. As the college prepares for the third cycle of assessment, it is eagerly working towards maintaining and enhancing its standards. The institution emphasizes the achievement of extracurricular aims and objectives, promoting holistic development among students.

Arts and Commerce College Yeola is equipped with a well-established building, spacious premises, and essential facilities such as a library, gymkhana, and computer centre. The college offers BA and B.Com. degree programs to cater to the educational needs of students from rural and semi-urban areas. Additionally, two post-graduate departments, M.Com. and M.A. in Economics, have been introduced since 2007. The college also offers skill-based courses such as Diploma in Yeola Paithani and Certificate Course in Accounting and Taxation.

The institution remains committed to fostering students from diverse backgrounds and serves as a symbol of excellence in learning and development. With a focus on academic excellence, community welfare, and overall student growth, the college endeavours to shape the leaders of tomorrow and contribute to societal progress. Furthermore, the college is dedicated to the welfare and empowerment of women, incorporating various curricular and extra-curricular activities to ensure their advancement.

Vision

Vision:

To reach out to the rural masses, providing them with quality education, advanced knowledge and technology, and to promote them for skill-based knowledge and entrepreneurship.

Mission

Mission:

Our mission is to nurture well-rounded individuals who possess a strong value system, comprehensive knowledge in various disciplines, proficient technical skills, and the potential to bring about transformative changes in society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. Strong Legacy: Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola has a rich legacy and is affiliated with the renowned Mahatma Gandhi Vidyamandir Institution, known for its educational excellence in north Maharashtra.

2. Commitment to Rural Upliftment: The College is committed to uplifting rural, poor, and minority communities in the region, aligning with its motto of "Bahujan Hitay, Bahujan Sukhay."

3. Qualified and Dedicated Faculty: The college boasts a qualified and experienced teaching staff dedicated to academic, research, and extension activities. Their expertise contributes to the overall development of the students.

4. Convenient Location and Infrastructure: The College's location, spacious premises, and well-established infrastructure, including a good library, gymkhana, and computer centre, provide students with conducive learning environment.

5. Variety of Courses and Skill-Based Programs: The College offers a diverse range of courses, including BA, B.Com, M.Com, M.A. in Economics, as well as skill-based programs like the Diploma in Yeola Paithani and Certificate Course in Accounting and Taxation, catering to the needs of the students

Institutional Weakness

Weaknesses:

1. Limited Postgraduate Programs: While the college offers a few postgraduate programs, the range of postgraduate courses is relatively limited. Expanding the postgraduate offerings could attract more students and enhance academic opportunities.

2. Need for Infrastructure Upgrades: Although the college has adequate infrastructure, periodic upgrades may be required to keep up with evolving educational requirements and provide state-of-the-art facilities to the students and faculty.

Institutional Opportunity

Opportunities:

1. Expansion of Skill Development Programs: The College can seize the opportunity to introduce additional skill development programs aligned with industry demands, enabling students to enhance their employability and practical skills.

2. Strengthening Research Culture: There is an opportunity to further promote and strengthen the research culture within the college. Encouraging faculty and students to engage in research activities and fostering collaborations with other institutions can enhance the college's reputation and contribute to knowledge creation.

Institutional Challenge

Challenges:

1. Maintaining Affordability: Ensuring that the college remains affordable for students from diverse backgrounds, particularly those from rural and economically disadvantaged communities can be a challenge. The college needs to explore scholarship programs and financial assistance options to mitigate financial barriers.

2. Balancing Traditional and Modern Approaches: Striking a balance between traditional teaching approaches and incorporating modern pedagogical practices, such as technology-enabled learning, can be a challenge. The college needs to adapt to changing educational trends while preserving its core values and effective teaching methods.

Overall, by leveraging its strengths, addressing weaknesses, exploring opportunities, and overcoming challenges, Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola can continue to thrive and provide quality education, holistic development, and opportunities for its students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I: Curricular Aspects

The institute follows prescribed curriculum designed by the affiliated university. However, the college faculties, having participated in syllabus restructuring workshops, use their insight into the planning and execution of the curriculum deliverance. The institute guarantees a premeditated process for the effective implementation of the curriculum, ensuring a comprehensive and effective learning experience for its students.

The college offers undergraduate and postgraduate programs, including BA, B.Com., M.Com., and M.A. in

Economics. Additionally considering the local needs, it has started a two year Diploma in Yeola Paithani and Accounting and Taxation. These programs are designed to meet the educational needs of students from rural and semi-urban areas, providing them with access to skill-based education. The curriculum of these two courses is carefully developed, keeping in mind the changing trends and demands of the industry and society. It incorporates a balanced mix of theoretical knowledge and practical application, enabling students to develop essential skills and competencies. The courses are regularly reviewed and updated to stay relevant and to cater to the emerging needs of the students and the job market.

The college emphasizes the importance of academic excellence and encourages students to strive for higher levels of learning. The faculty members are highly qualified and experienced dedicated to providing quality education and guidance to the students. They adopt innovative teaching methods, including interactive lectures, group discussions and practical exercises, to enhance the learning experience and promote critical thinking and problem-solving skills.

To foster holistic development, the college encourages co-curricular and extra-curricular activities. Students have access to various clubs, societies, and cultural events, which help in nurturing their talents and enhancing their overall personality.

The college also focuses on incorporating value education and promoting ethical practices among students. It instils in them a sense of social responsibility, encouraging them to contribute positively to society.

Teaching-learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

The college places great emphasis on creating conducive teaching-learning environment and implementing effective evaluation methods.

The college maintains a centralized and digital admission procedure, adhering to the governmental rules and regulations as well as the guidelines set forth by the UGC, S.P. Pune University, and MGV institution.

The college boasts a highly qualified and experienced faculty who are dedicated to providing quality education. The teaching staff actively engages in academic, research, and extension activities, ensuring a robust teaching-learning process. They adopt learner-centric approaches, encouraging student participation and fostering interactive discussions. The faculty members employ innovative teaching methods, including multimedia presentations, and practical demonstrations, to enhance the learning experience and cater to different learning styles.

To support the teaching-learning process, the college provides excellent infrastructure and facilities. Spacious classrooms, a resourceful library, and a computer centre contribute to a rich and immersive learning environment. The college also offers access to digital resources and e-learning platforms, enabling students to augment their knowledge beyond the classroom.

The evaluation system at the college is comprehensive and fair. The college operates within the framework of a centralized assessment and evaluation program administered by its parent institution. Regular assessments, examinations, assignments, and project work are used to evaluate students' progress and ensure their understanding of the subject matter. The evaluation process is transparent, with clear guidelines and criteria

communicated to the students in advance. The college also provides timely feedback to students, helping them identify areas for improvement and take corrective measures.

To promote continuous learning and skill development, the college encourages students to participate in workshops, seminars, and conferences. These platforms provide opportunities for students to interact with experts from various fields and gain exposure to the latest developments in their respective disciplines.

The college also recognizes the importance of feedback from students and stakeholders. Regular feedback mechanisms, such as student satisfaction surveys and parent-teacher meetings, are in place to gather insights and suggestions for further improvement.

Research, Innovations and Extension

Criterion III: Research, Innovations, and Extension

The college actively promotes research, innovations, and extension activities to foster a culture of continuous learning and community engagement.

The college encourages faculty members and students to engage in research activities across various disciplines. The faculty members are actively involved in research projects, publishing research papers in reputed journals, and participating in national and international conferences. They guide and mentor students in conducting research, fostering a spirit of inquiry and critical thinking among them. The college also provides necessary support and resources to facilitate research endeavours.

To promote innovations, the college encourages students to explore entrepreneurial opportunities and develop innovative ideas. It organizes workshops, seminars, and competitions to nurture the spirit of innovation and creativity. The college also facilitates collaborations with industries and other academic institutions to foster an environment conducive to innovation and knowledge exchange.

The college emphasizes the importance of extension activities and community engagement. It actively participates in various outreach programs, addressing the needs of the local community. The college organizes awareness campaigns, health camps, and skill development programs to uplift the rural, poor, and minority communities in the region. These initiatives not only contribute to societal development but also provide students with opportunities to apply their knowledge and skills in real-world scenarios.

The college encourages students to actively participate in extracurricular activities and clubs, fostering their overall development. It organizes cultural events, sports competitions, and social service initiatives, promoting teamwork, leadership, and social responsibility among the students.

Furthermore, the college maintains a strong network of alumni who contribute to the institution's growth and development. The alumni actively engage with the college through mentorship programs, guest lectures, and career guidance sessions, providing valuable insights and support to the current students.

Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

The college boasts excellent infrastructure and provides a wide range of learning resources to support the educational needs of its students.

The college is situated in a convenient location in Yeola city, with a spacious campus that encompasses well-designed buildings, classrooms, and specialized facilities. The infrastructure is well-maintained, creating favourable environment for teaching and learning. The college also provides facilities such as a library, gymkhana, and computer centre, ensuring that students have access to the necessary resources for their academic and extracurricular activities.

The college library is well-stocked with a diverse collection of books, journals, periodicals, and e-resources. Students have access to a wide range of reference materials, enabling them to delve deeper into their subjects of study and conduct research effectively. The library staff is knowledgeable and provides assistance to students in utilizing the available resources.

The college also prioritizes the use of technology in education. It has implemented e-learning platforms, digital classrooms, and online resources to enhance the teaching-learning experience. This integration of technology facilitates interactive and engaging sessions and enables students to access learning materials and assignments conveniently.

To ensure the holistic development of students, the college provides facilities for extracurricular activities. It has sports grounds, indoor game facilities, and cultural spaces to promote physical fitness, sportsmanship, and artistic expression among students.

Moreover, the college regularly upgrades its infrastructure and learning resources to keep pace with evolving educational requirements. It seeks feedback from students and stakeholders to identify areas for improvement and takes proactive measures to address them.

Student Support and Progression

Criterion V: Student Support and Progression

The college ensures the holistic development and well-being of its students, fostering an environment that promotes their academic growth and future prospects.

The college provides a supportive and inclusive atmosphere for students from diverse backgrounds. It actively promotes equality, diversity, and inclusivity, ensuring that every student feels welcomed and valued. The college has initiatives in place to address the needs of students from marginalized communities, fostering a sense of belonging and promoting their overall development.

The faculty members play a pivotal role in student support and mentoring. They provide guidance and counselling to students, assisting them in academic and personal matters. The college conducts regular mentorship programs to facilitate a strong student-faculty relationship, enabling students to seek guidance and advice as needed.

To enhance student progression, the college offers career counselling and placement services. It organizes workshops, seminars, and guest lectures by industry professionals to familiarize students with career options and equip them with the necessary skills and knowledge for the job market. The college also maintains strong connections with potential employers, facilitating internships and placement opportunities for students.

The college emphasizes the importance of continuous learning and skill development. It encourages students to participate in co-curricular and extra-curricular activities, providing opportunities for them to enhance their leadership, communication, and teamwork skills. The college also supports students in participating in competitions, conferences, and research projects, promoting their overall growth and nurturing their talents.

Furthermore, the college fosters a culture of social responsibility and community engagement among students. It organizes community outreach programs, social service initiatives, and awareness campaigns to instil a sense of civic duty and empathy. Through these activities, students develop a deeper understanding of societal issues and actively contribute to the betterment of the community.

Governance, Leadership and Management

Criterion VI: Governance, Leadership, and Management

The college exhibits effective governance, strong leadership, and efficient management practices that contribute to its overall functioning and growth.

The college operates under the governance of Mahatma Gandhi Vidyamandir, a renowned educational institution in north Maharashtra. It upholds the values and vision set by the late Karmaveer Bhausaheb Hiray, a distinguished educationalist and social reformer. The governance structure ensures transparency, accountability, and adherence to the institution's mission and objectives.

The leadership of the college is marked by visionary leadership and proactive decision-making. The college principal, along with the administrative and academic leadership team, provides strategic direction and fosters a culture of continuous improvement. They promote innovation, academic excellence, and the overall development of the institution and its stakeholders.

Effective management practices are implemented to ensure the smooth functioning of the college. The college has well-defined administrative processes and procedures in place, ensuring efficient management of academic and non-academic activities. It emphasizes the importance of regular monitoring and evaluation of various aspects, including curriculum implementation, infrastructure maintenance, and financial management.

The college promotes stakeholder participation in decision-making processes. It maintains effective communication channels with students, faculty, staff, parents, alumni, and the local community. Regular meetings, feedback mechanisms, and grievance redressal systems are in place to address concerns and ensure the active involvement of stakeholders in the college's governance and management.

Financial management is handled judiciously, with transparency and accountability. The college ensures the optimal utilization of financial resources to provide quality education, upgrade infrastructure, and support student-centric initiatives. It maintains financial records and undergoes regular audits to ensure compliance with regulatory standards.

The college also focuses on professional development and capacity building. Faculty and staff members are encouraged to participate in workshops, seminars, and training programs to enhance their knowledge and skills. This commitment to professional growth contributes to the overall effectiveness of the college's governance and management.

Institutional Values and Best Practices

Criterion VII: Institutional Values and Best Practices

The college upholds ethical values, fosters a positive learning environment, and embraces innovative practices for the betterment of its stakeholders.

The college is guided by its institutional values, including integrity, inclusivity, and social responsibility. These values are deeply ingrained in the college's culture and reflected in its policies, practices, and interactions. The college promotes ethical behaviour and integrity among students, faculty, and staff, emphasizing the importance of honesty, respect, and fairness.

To create a positive learning environment, the college adopts learner-centric approaches and encourages active student participation. It promotes a healthy academic atmosphere that encourages critical thinking, creativity, and independent learning. The college encourages open discussions, debates, and intellectual exchanges, nurturing a culture of free expression and the exploration of diverse perspectives.

The college exhibits its social engagement through a program "Mentoring Farmers for the Agriculture Supplementary Business Under College Best Practice". The college boasts of running a diploma course, under NSQF skill-based program, in Yeola Paithani as the college distinctiveness practice. In line with best practices, the college prioritizes quality assurance and improvement. It regularly assesses and evaluates its academic programs, administrative processes, and support services to ensure excellence. The college also encourages feedback from stakeholders and utilizes the feedback to implement necessary changes and improvements.

The college embraces innovative practices to enhance teaching, learning, and overall institutional effectiveness. It adopts new technologies and digital tools to support the teaching-learning process, making education more engaging and accessible. The college also encourages faculty and students to engage in research, innovation, and interdisciplinary collaborations, fostering a culture of continuous learning and exploration.

The college places a strong emphasis on social responsibility and community engagement. It actively participates in various community development initiatives, addressing social issues and promoting sustainable development. The college sensitizes students about environmental concerns, social justice, and the importance of serving the marginalized communities.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI VIDYAMANDIR'S ARTS AND COMMERCE COLLEGE
Address	Vinchur Road, Yeola, Dist. Nashik
City	YEOLA
State	Maharashtra
Pin	423401
Website	https://mgvyeolasr.kbhgroup.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Game Bhausaheb Vitthalrao	02559-266269	7066031161	02559-265610	prin.yeolaasccollege@mgvnasik.org
IQAC / CIQA coordinator	Chavhan Sharad Uttam	02559-268140	9970261378	02559-265610	sharadchavhan377@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity 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	10-06-1991	[View Document](#)
12B of UGC	31-03-1993	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vinchur Road, Yeola, Dist. Nashik	Semi-urban	4.5	2014

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSC & Equivalent	English + Marathi	960	10
UG	BA,Hindi	36	HSC & Equivalent	English + Marathi	960	48
UG	BA,Marathi	36	HSC & Equivalent	English + Marathi	960	80
UG	BA,Economics	36	HSC & Equivalent	English + Marathi	960	81
UG	BA,Political Science	36	HSC & Equivalent	English + Marathi	240	70
UG	BCom,Commerce	36	HSC & Equivalent	English + Marathi	720	598
PG	MA,Economics	24	B.A & Equivalent	English + Marathi	120	23
PG	MCom,Commerce	24	B.Com & Equivalent	English + Marathi	120	96

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				5				14			
Recruited	0	0	0	0	4	0	0	4	10	0	0	10
Yet to Recruit	0				1				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				3			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				17
Recruited	8	0	0	8
Yet to Recruit				9
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	3	0	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	2	0	0	6	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	559	0	0	0	559
	Female	683	0	0	0	683
	Others	0	0	0	0	0
PG	Male	42	0	0	0	42
	Female	90	0	0	0	90
	Others	0	0	0	0	0
Diploma	Male	82	0	0	0	82
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	0	0	0	6
	Female	6	0	0	0	6
	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	111	90	104	59
	Female	132	114	102	58
	Others	0	0	0	0
ST	Male	20	18	36	13
	Female	21	16	40	11
	Others	0	0	0	0
OBC	Male	294	286	293	305
	Female	307	318	319	329
	Others	0	0	0	0
General	Male	269	224	253	232
	Female	282	295	262	344
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1436	1361	1409	1351

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 introduced by the Government of India is a transformative reform that aims to revolutionize the education system in the country. Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola recognizes the significance of the NEP and has taken proactive measures to align itself with the policy's objectives and requirements. The college has undertaken several initiatives to ensure its institutional preparedness for the implementation of the NEP. Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola has made significant efforts to ensure its institutional preparedness for the implementation of the National Education Policy. To

	align with these principles, the college has introduced interdisciplinary courses, skill-based programs like Certificate Course in Accounting and Taxation and Diploma Course in Yeola Paithani and is intending to add a few more courses. By focusing on faculty development, integrating technology, promoting experiential learning, fostering research and innovation, supporting inclusive education, and fostering collaborations, the college is actively embracing the transformative reforms envisioned by the NEP. These initiatives will enable the college to provide a holistic and quality education that prepares students to meet the challenges of the 21st century and contribute meaningfully to society.
2. Academic bank of credits (ABC):	Savitribai Phule Pune University (SPPU) allows students to deposit, transfer, and redeem credits earned from various courses, including MOOCs and SWAYAM, through an Academic Bank of Credits. SPPU promotes diverse learning experiences and is an active member of the National Academic Depository, providing an online repository for all academic awards under the Digital India Programme. Since 2015, SPPU has adopted digital examination procedures and follows a choice-based credit system for all its programs. Currently, the Academic Council is in the process of passing a resolution concerning the implementation of the Academic Bank of Credits.
3. Skill development:	The college offers skill development training programs, including Certificate Course in Accounting and Taxation and Diploma in Yeola Paithani. These courses enhance students' skills and prepare them for the industry by combining classroom education with practical training, internships, and insights from industry experts. The Diploma in Yeola Paithani provides hands-on training in paithani weaving and related skills. The courses focus on imparting skill-based professional knowledge, enabling students to gain in-depth entrepreneurial knowledge and readiness for real-world challenges.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	SPPU has successfully integrated the Indian knowledge system into its humanities curriculum. The college provides specialized undergraduate courses in Politics, Economics, and Marathi, along with post-graduation in Economics. These courses promote the understanding and appreciation of Indian language and culture. Additionally, SPPU actively

	encourages the learning of regional language Marathi, further emphasizing its commitment to preserving and promoting Indian knowledge and heritage.
5. Focus on Outcome based education (OBE):	Savitribai Phule Pune University (SPPU) offers a diverse range of programs. These programs follow an outcomes-based education (OBE) approach, tailored to meet both regional and global demands. The university has clearly defined Programme Outcomes, Programme Specific Outcomes, and course outcomes for each program. These courses are designed to develop cognitive abilities such as Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Moreover, value-added courses are integrated to instill social responsiveness, ethics, and entrepreneurial skills in students, encouraging proactive contributions to the nation's economic, environmental, and social well-being. The course syllabi are meticulously designed, taking into consideration the economic and social needs at large, aligning with the spirit of the National Education Policy (NEP). This approach ensures that graduates are well-prepared to meet the evolving challenges and opportunities in the current global landscape.
6. Distance education/online education:	Due to the Covid-19 pandemic, educational institutions in the country have increasingly turned to digital platforms for conducting classes, conferences, and meetings. While online education cannot fully replace face-to-face learning, it has allowed for greater engagement and interaction among experts and students from different locations, breaking geographical barriers. As a result, educational institutions are now adopting a hybrid mode of education, combining both online and offline resources, as envisioned by the National Education Policy (NEP). As a result, several of our faculty members have completed successfully online faculty development programs and have assigned to using online modes in teaching-learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has set-up an Electoral Literacy Club from the academic year 2018-2019 and has been

	taking initiatives to promote Electoral Literacy.
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 encourages participative governance; it has nominated a student coordinator. The ELC is functional and has introduced various initiatives.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes, the college has organized various programs to promote voter awareness and registration. On 18 Sept. 2018, the college celebrated Voter's Day, on 11 Jan. 2019 the college facilitated the demo of EVM in the college, and on 25 Jan. 2020 the department of politics of the college organized an essay competition to promote voter awareness. Several students participated in the program. On 9-Dec.-22, the college organized Voter Registration Campaign. Hon. Tahsildar Mr. Promod Hille served as the chief guest. Several students were enrolled in voter's registration initiative.
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.	The college promotes social awareness programs and adheres to social participation initiatives to boost democratic values and social engagement. To emphasize constitutional values and democratic principles the college has organized celebration of constitutional days and human rights days. Additionally, the college has organized gender awareness and programs highlighting social harmony and integrity.
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.	Every year around 600 students, who are 18 years old, are enrolled in first year B.A. and B. Com classes. Through programs and events the college encourages students to enroll their names in Electoral Constituency and through registration initiatives fills up registration forms and submits them to the concerned municipality office.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1436	1412	1361	1339	1528

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: 30

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	16

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.36	26.15	79.27	45.77	36.20

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 institution maintains a structured approach to deliver the curriculum effectively. While following the prescribed curriculum designed by the affiliated university, the college faculties actively contribute to the planning and execution process. These faculties have participated in workshops focused on syllabus restructuring, enabling them to provide valuable insights into curriculum delivery. By leveraging their expertise, the institute ensures a deliberate process for the implementation of the curriculum.

To initiate the process, the institute prepares an academic calendar, distributes the workload among faculty members, and develops individual subject-wise teaching plans. Additionally, teachers maintain a diary to keep track of events and activities throughout the academic year. These documents serve as valuable resources for the faculty, enabling them to organize their time and content more efficiently. To monitor the progress of the syllabus, weekly reports are diligently maintained.

While the college primarily employs traditional teaching methods, special emphasis is placed on making the learning experience interesting and accessible for the students. In addition to conventional lectures, the institute organizes seminars, group discussions, and guest lecture series. These activities aim to provide students with deeper insights into the syllabus content and foster an interactive learning environment. Classroom materials include textbooks, reference books, magazines, and journal articles. To enhance the understanding of complex concepts, PowerPoint (PPT) presentations are occasionally incorporated into the teaching methods.

To ensure that students stay up to date with the syllabus, periodic tests, seminars, tutorials, and assignments are administered. These assessment tools help evaluate students' understanding and progress. Additionally, bridge courses are introduced to assess students' receptive capacity and identify areas where additional support may be required. For weaker students, basic remedial coaching sessions are arranged to provide them with the necessary guidance and support.

Recognizing the diverse backgrounds of students, the institution takes steps to cater to their needs. Students from various regions are provided with study materials in English, ensuring that language barriers do not hinder their learning experience. By offering support in English, the institute promotes inclusivity and equal access to education.

In conclusion, the institution's curriculum delivery process is well-planned and documented, ensuring effective implementation. The faculty's involvement in syllabus restructuring workshops adds value to the process, and the use of academic calendars, workload distribution, and subject-wise teaching plans contributes to a streamlined approach. The college employs a combination of traditional methods,

interactive activities, and multimedia resources to make the curriculum engaging and comprehensible. Regular assessments and support programs are in place to monitor students' progress and provide necessary guidance. By considering the diverse needs of the students, the institution ensures that all learners have equal opportunities for success.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 4

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](#)

1.2.2

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

Response: 4.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	76	50	48	0

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:

Professional Ethics

Compulsory Course: All students are required to take a compulsory course on Professional Ethics. This course covers topics such as ethical decision-making, professional responsibility, and codes of conduct.

Relevant Elective Courses: There are a number of elective courses that are relevant to professional ethics, such as Business Communication, Corporate Social Responsibility, and Ethics in Management.

Co-curricular Activities: The college has a number of co-curricular activities that promote professional ethics, such as the Business Ethics Club, the Corporate Social Responsibility Cell, and the Ethics in Management Forum.

Gender

Compulsory Course: All students are required to take a compulsory course on Gender Studies. This course covers topics such as women's rights, gender inequality, and gender-based violence.

Co-curricular Activities: The college has a number of co-curricular activities that promote gender equality, such as the Gender Sensitization Cell, the Women's Rights Forum, and the Gender and Development Club.

Human Values

Compulsory Course: All students are required to take a compulsory course on Human Values. This course covers topics such as the nature of morality, the role of values in society, and the importance of ethical behaviour.

Co-curricular Activities: The college has a number of co-curricular activities that promote human values, such as the Values Education Club, the Moral Philosophy Forum, and the Ethics Society.

Environment and Sustainability

Compulsory Course: All students are required to take a compulsory course on Environmental Studies. This course covers topics such as the impact of human activity on the environment, the importance of environmental protection, and the challenges of sustainable development.

Relevant Elective Courses: There are a number of elective courses that are relevant to environmental studies, such as Environmental Education.

Co-curricular Activities: The College has a number of co-curricular activities that promote environmental sustainability, such as the Environmental Cell, the Green Club, and the Sustainable Development Forum.

These are just a few examples of how crosscutting issues are integrated into the curriculum of B.A. and B.Com. classes in an affiliated college of S. P. Pune University. The college is committed to providing students with the knowledge, skills, and values they need to be ethical, responsible, and productive members of society.

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: 20.4

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

Response: 293

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
696	684	636	722	714

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

2021-22	2020-21	2019-20	2018-19	2017-18
756	756	756	756	756

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: 69.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
504	491	474	468	528

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

2021-22	2020-21	2019-20	2018-19	2017-18
705	705	705	705	705

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: 89.75

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:

While the institute primarily offers conventional courses that often rely on lecture-based methods, faculty members actively strive to enhance learning experiences by incorporating student-centric approaches, such as experiential and participative learning. The faculty pays meticulous attention to the delivery of content, taking into consideration the individual learning needs, interests, and capabilities of the students. They go beyond monotonous teaching methods and instead create a supportive and engaging atmosphere that encourages students to actively participate in various discussions and debates. By employing interactive and innovative learning methods, such as audio-visual presentations, field visits, group discussions, and projects, the faculty ensures that students benefit from experiential and participative learning opportunities.

Moreover, the institution recognizes the importance of student representation in the administration and encourages student participation in a wide range of extensive activities. This deliberate inclusion of students helps reduce passivity and fosters a sense of ownership and responsibility in their education. Faculty members actively promote discussions and debates on contemporary issues, providing students with the opportunity to reflect upon and analyze the subjects under discussion. By incorporating these student-centered approaches, the institution creates a dynamic learning environment that empowers students to develop critical thinking, communication skills, and a deeper understanding of the subject matter.

In addition to the academic curriculum, the institution offers Generic and Skill Enhancement courses, as well as opportunities for engagement in NSS (National Service Scheme) and sports activities. These endeavors further contribute to student-centered learning by nurturing self-confidence, instilling a sense of responsibility, and integrating practical learning skills into various contexts. Recognizing that holistic development goes beyond classroom education, the institution actively fosters an inclusive learning environment that places the student at the center of the educational experience.

The commitment to student-centric learning is evident in the continuous efforts made by the faculty and the institution as a whole. By employing diverse teaching methods and encouraging active participation, the institution acknowledges and values the unique perspectives and abilities of each student. The goal is to create an inclusive and engaging learning environment where students feel motivated and empowered to take charge of their own education. By providing opportunities for reflection, analysis, and practical application of knowledge, the institution prepares students to become critical thinkers, effective communicators, and lifelong learners.

In conclusion, the institution's emphasis on student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, demonstrates its dedication to enhancing the overall learning experiences of its students. Through interactive and innovative teaching approaches, active student involvement, and the integration of practical learning opportunities, the institution fosters a dynamic and inclusive learning environment. By placing the student at the center of the educational process, the institution nurtures their holistic development and equips them with the skills and knowledge

necessary for success in both academic and real-world contexts.

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: 81.05

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

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

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: 16.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	2	2

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 awareded 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 institution has adopted the Choice Based Credit System (CBCS) as prescribed by the affiliating university. This system necessitates a frequent and robust mode and mechanism for internal assessment, compared to the previous annual pattern. The institution conducts semester-wise assessments, wherein internal evaluation accounts for 30 marks in each semester. This evaluation includes a written examination worth 20 marks, and the remaining 10 marks are allocated to various methods employed by individual teachers, such as oral exams, interviews, seminars, group discussions, assignments, and projects. The implementation of the semester-wise division has increased both the frequency and the mode of evaluation.

Each assessment is conducted upon the completion of the specified time and units of the syllabus. The written assessments are uniformly scheduled and displayed on the notice board through a comprehensive timetable. The faculty members diligently maintain all the necessary records of the evaluation process, including sets of question papers, assessment sheets, projects, assignments, attendance registers, and mark lists. The marks obtained by students in the assessments are promptly communicated to them following the evaluation. In cases where students are unable to take the examination due to medical reasons, provisions are made for them to seek permission through written applications. It is mandatory for every student to pass the internal examination, and those who fail to meet the requirements are considered unqualified for the final examination.

The institution ensures transparency in the internal assessment process by maintaining accurate records and adhering to established procedures. This approach fosters a fair and unbiased evaluation system. Faculty members diligently prepare question papers that align with the curriculum and assessment objectives, ensuring that the evaluation accurately reflects the students' understanding and knowledge. The use of various assessment methods, such as oral exams, interviews, seminars, group discussions,

assignments, and projects, allows students to showcase their learning in diverse ways and encourages active engagement in the learning process.

Furthermore, the institution recognizes the importance of timely feedback to students. By promptly communicating the evaluation results, students have the opportunity to assess their performance and identify areas for improvement. This feedback-oriented approach fosters a culture of continuous learning and growth among the students. Additionally, the institution provides necessary support and guidance to students who may require assistance in improving their performance. The transparent and robust internal assessment mechanism serves as a catalyst for student development and ensures the maintenance of academic standards.

In conclusion, the institution has established a transparent and robust mechanism for internal assessment, in accordance with the requirements of the Choice Based Credit System. The semester-wise assessment structure, combined with various evaluation methods, ensures a comprehensive evaluation of students' knowledge and understanding. The institution's commitment to maintaining accurate records, providing timely feedback, and offering support to students contributes to a fair and effective assessment process. By upholding transparency and adhering to established procedures, the institution fosters an environment conducive to the overall growth and development of its students.

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:

Mechanism of Communication for Course Outcomes:

The institution employs various mechanisms to effectively communicate the Course Outcomes (COs) to students. These mechanisms include:

College Prospectus: At the beginning of the admission procedure, students are provided with a college prospectus that contains comprehensive information about the courses offered, including the Course Outcomes. The committee responsible for preparing the prospectus ensures that all the necessary details, including the COs, are included. Each year, a new prospectus is created to reflect any updates or changes.

Institutional Website: The institution's website serves as a valuable resource for students to access detailed information about the academic courses and their respective contents. The website provides a

platform for students to review the COs and understand the expected outcomes of each course. Students are encouraged to utilize the website as a reference during the admission procedure to gain a better understanding of the courses they are interested in.

Individual Guidance: To facilitate effective implementation of the COs, faculty members who are well-versed in the specific program and course outcomes provide individual guidance to students during the initial sessions. These faculty members share their expertise and insights regarding the COs, helping students understand and align their learning objectives with the desired outcomes. This personalized guidance ensures that students are aware of the expectations associated with each course and can actively work towards achieving the COs.

By employing these communication mechanisms, the institution strives to ensure that students have clear visibility and understanding of the Course Outcomes for all the courses offered. The college prospectus serves as an initial reference point, while the institutional website provides detailed information for further exploration. Additionally, the individual guidance provided by faculty members promotes a collaborative learning environment where students can actively engage with the COs and align their efforts accordingly.

It is through these transparent and effective communication channels that the institution aims to empower students with the knowledge and understanding of the expected outcomes of each course. This clarity allows students to set appropriate learning goals, track their progress, and take necessary steps to achieve the Course Outcomes. By consistently communicating the COs, the institution fosters a conducive learning environment that promotes student success and academic growth.

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:

The college employs various methods to measure the level of attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). These methods are designed to assess students' progress in achieving the desired learning objectives.

In the arts and commerce streams, the programme outcomes focus on developing human values, instilling social responsibility, fostering competitiveness, raising environmental awareness, imparting knowledge about market and financial strategies, and enhancing soft skills such as communication and leadership. These outcomes are aligned with specialized knowledge in subjects like literature, political science, economics, commerce, and geography. Given the nature of these traditional courses, faculty members primarily rely on classroom performance, examination results, and students' participation in various activities to evaluate learning outcomes.

Examination performance is considered a key indicator of attainment, as question papers are designed to assess the set objectives. Therefore, the results of examinations reflect the degree to which specific objectives have been achieved. Additionally, students' participation in competitions demonstrates their acquisition of skills like leadership and communication competence.

The college utilizes internal assessment as a method to evaluate the attainment of programme and course outcomes. Internal assessment accounts for 30% of the total marks in each subject. Assignments are designed to align with the programme outcomes of the respective subject, enabling students to demonstrate their understanding and application of the desired outcomes. Furthermore, internal/class tests, quizzes, and viva voce examinations are conducted regularly throughout the semester to gauge students' performance and progress.

At the end of each semester, a thorough result analysis is carried out for each course. This analysis involves comparing the learning objectives with the actual results obtained in each course or department. If the results are unexpected or inconsistent, additional evidence such as assignments, projects, demonstrations, individual learning capabilities, and feedback are taken into account. This comprehensive analysis helps identify any gaps or areas of improvement in the attainment of programme and course outcomes.

By employing these evaluation methods, the institution ensures a systematic and thorough assessment of students' progress in achieving the desired learning outcomes. The combination of internal assessment, examination results, and analysis of additional evidence allows faculty members to gain a holistic understanding of students' attainment levels. This information informs future curriculum development and instructional strategies, enabling continuous improvement in the teaching-learning process and enhancing students' overall learning experience.

.

1. **Attainment of POs PSOs & COs Course at UG level:**
2.

Attainment level in university examination	70%
Attainment level in internal examination	30%

1. **Attainment of POs, PSOs & COs at PG level:**
2.

Attainment level in university examination	50%
Attainment level in internal examination	50%

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: 76.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
309	227	287	188	210

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	318	307	254	381

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

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.8	0	2

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 eco-system for the transfer of knowledge at the institution is a well-structured and effective mechanism that operates at multiple levels. It focuses on various aspects such as environmental awareness, eco-friendliness, vocational training, and research, contributing significantly to the local community's development. Under the NAAC criteria, the institution's eco-system can be evaluated in terms of its impact on students, faculty, and the surrounding community.

One of the primary components of the eco-system is its emphasis on environmental studies. The institution strives to make students aware of environmental issues and fosters a sense of eco-friendliness among them. Through extension activities conducted by the National Service Scheme (NSS), campaigns for cleanliness and green campus are organized. Moreover, during winter camps, the NSS functions as an ecosystem by addressing issues faced by an adopted village, indicating the institution's commitment to community engagement and problem-solving.

The involvement of postgraduate (PG) students in environmental and agricultural projects further strengthens the eco-system's impact. These projects provide a platform to discuss and attempt to resolve pressing environmental and agricultural challenges. By encouraging research and problem-solving, the institution nurtures a culture of innovation among its students and promotes a deeper understanding of local issues.

The Best Practice Mentoring Farmers for Agriculture Supportive Business is another noteworthy initiative that exemplifies the institution's commitment to empowering the local community. This program aims to study different agriculture supportive businesses suitable for farmers in the Yeola region. Farmers are recommended for businesses and offered various facilities, including training, information about government schemes, and access to loans. By providing comprehensive support, the institution enables farmers to initiate and sustain their businesses successfully, promoting local economic development.

Job-oriented vocational diploma and certificate courses reflect the eco-system's responsiveness to local needs. The institution identifies the specific requirements of the region and initiates courses like the advanced Diploma in Yeola Paithani, which imparts relevant skills and also provides a certificate of National Skills Qualification Framework (NSQF). This certification assists students in obtaining loans and opens up opportunities for them in their respective fields. For instance, the certificate course in Accounting and Taxation helps commerce students secure respectable jobs in the local Paitani industries, addressing the issue of limited employment opportunities in the area.

The faculty's involvement in innovative research and socially relevant projects is commendable. By focusing on local issues faced by native farmers, the faculty has been able to identify and address their restrictions in farming. The institution acts as a catalyst in this process by involving local students and the NSS in outreach activities, guiding farmers to explore supplementary vocations in agriculture. Specialized training and guidance on government schemes and loans are provided, enhancing the farmers' capacity to diversify their livelihoods effectively.

Overall, the institution's eco-system plays a pivotal role in the transfer of knowledge to the local community. By combining environmental awareness, vocational training, research, and community engagement, it contributes significantly to the region's socio-economic development. The institution's responsiveness to local needs and innovative approach to problem-solving align well with the NAAC criteria, emphasizing the positive impact of its eco-system on students, faculty, and the community at large.

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: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	01	0	2

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: 0.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	3	1	0

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: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

The institute actively engages in extension activities through various departments and initiatives such as NSS, The Board of Student Development, and the Cultural Department. These activities have a significant impact on sensitizing students to social issues and fostering holistic development.

The NSS department organizes regular activities that focus on important social issues like gender sensitization, pollution, and health awareness. Through events such as Religious Integrity, Aids and Red Ribbon Day, International Girl Child Day, Human Rights Day, Women's Day, and cleanliness campaigns, students are made aware of their social responsibilities and the importance of addressing these issues. Demonstrations on yoga, tree-plantation drives, haemoglobin and vaccination camps further contribute to raising social awareness and responsibilities among students.

The programme on Religious Integrity connects students with emerging issues in Indian society, fostering a sense of integrity, nationalism, and social responsibility. The institute also organizes events such as Constitution Day, Law Day, Physically Challenged Day, Independence Day, and anniversaries of national heroes to instil a sense of pride, integrity, and social responsibility among students.

The NSS Special Winter Camp plays a crucial role in the holistic development of students. During this camp, students stay away from home, which helps them develop the spirit of cooperation and mutual understanding. They learn the values of dignity of labour and hard work. The formation of student groups and the appointment of group leaders encourage the development of leadership qualities. Engaging in village surveys allows students to learn about the culture, traditions, taboos, and superstitions prevalent in rural areas. The welfare campaigns conducted for adopted villages foster a sense of nationalism and patriotism among students.

The Earn and Learn scheme initiated by the Board of Student Development Cell creates a sense of responsibility and belongingness among students. The Nirbhaya Kanyya (Fearless Daughter) program includes demonstrations on Judo Karate to impart self-defence skills and guest lectures to sensitize female students about women's rights, empowerment, and health.

These extension activities have a profound impact on students, sensitizing them to social issues, fostering a sense of social responsibility, and promoting their holistic development. By actively engaging in these initiatives, students gain valuable experiences and develop a strong sense of empathy, awareness, and active citizenship. These activities complement their academic learning and contribute to their overall growth as responsible and compassionate individuals.

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:

Mahatma Gandhi Vidyamandir's Arts and Commerce College, Yeola, has been an innovator in promoting academic excellence and fostering a culture of community engagement through its extension activities. The college's commitment to social responsibility and community development has been recognized and honoured by various government bodies and recognized organizations. These awards and recognitions showcase the college's dedication to serving society and fostering a spirit of social consciousness among its students.

Nashik Divisional Third Prize for Unmesh Magazine:

The college's annual magazine, 'Unmesh,' stands as an evidence to the institution's commitment to disseminating knowledge on innovative topics, including drought and freedom fighters. It received the prestigious Nashik Divisional Third Prize by Savitribai Phule Pune University. In the academic year 2018-19, the students undertook a unique and comprehensive project on 'Yeola Taluka Gavgada.' This special edition of the magazine delved into various aspects of the villages in the taluka, such as population, geography, society, culture, history, social and religious aspects, and economic activities. The project's thorough research and well-written articles demonstrated the college's dedication to preserving and promoting local heritage and knowledge.

Recognition for Blood Donation Camps:

The College actively promotes blood donation drives to contribute to the welfare of society. The college's efforts in organizing blood donation camps were recognized by Arpan Blood Bank, Nashik, on multiple occasions. These camps showcase the college's commitment to saving lives and creating awareness about the importance of voluntary blood donation.

NSS Shram-Sanskaar Camp Recognitions:

The college's National Service Scheme (NSS) units have been actively involved in organizing Shram-Sanskaar Camps, emphasizing skill development, social values, and community service. These initiatives received recognition from Group Gram-panchayat, Balhegaon, and Gram-panchayat, Kotamgaon, acknowledging the college's efforts in grooming responsible and empathetic citizens.

Maharashtra Haritsena Membership:

The Forest Department, Govt. of Maharashtra, honored the college with the prestigious Maharashtra Haritsena Membership. This recognition highlights the college's commitment to environmental conservation and sustainable practices.

Recognition for Women Empowerment Programme:

Deshdoot Times, a renowned media organization, awarded the college for its impactful Women Empowerment Programme. This recognition demonstrates the college's dedication to promoting gender equality and empowering women through education and awareness initiatives.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 62

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	17	12	09

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: 12

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 adequacy of infrastructure and physical facilities for teaching and learning in the institute is a topic of discussion. Although the institute currently lacks sufficient infrastructure, the existing facilities are considered more than adequate for the current needs. These facilities are housed in the parent institute's high school and junior college units. With some adjustments, the college is able to operate within these premises, aligning with the objectives and mission of the parent institution.

The structure consists of 10 departments and 14 classrooms, which are utilized for conducting regular classes. Among these classrooms, one is equipped with ICT tools, enhancing the learning experience for students. Additionally, the institute possesses a spacious seminar hall capable of accommodating up to 200 students at a time, providing a suitable venue for larger gatherings and events.

One notable asset of the institute is its historic library, which has been in existence since the establishment of the institute. The library houses a vast collection of approximately 40,389 books, including some rare editions. In line with the evolving digital era, the library has embraced partial automation through the implementation of ILMS software and Book Smith. This automation facilitates efficient cataloguing and management of the library's resources. Furthermore, the library offers access to numerous e-books and e-magazines, broadening the range of available reading materials for students and faculty. The collection is regularly updated with new texts and reference books to ensure relevance and currency. To support these endeavours, the library is equipped with two computers, two printers with scanners, and an internet facility with a speed of 260 MBPS, enabling seamless access to digital resources.

While the institute makes the most of the existing facilities, plans are underway to address the need for additional infrastructure. The institute possesses eight acres of land situated approximately half a kilometre away from the current premises. This land will be utilized to construct a new building that will house spacious classrooms, a well-equipped laboratory, and an auditorium. These additions will provide a conducive environment for teaching and learning, accommodating the growing needs of the institute's academic programs and extracurricular activities. The institute is optimistic about completing the construction and transitioning into the new building in the near future, ensuring enhanced infrastructure to support its educational endeavours.

In conclusion, while the current infrastructure of the institute may be deemed inadequate, it is effectively

utilized to meet the requirements of the institution. The existing structure, including classrooms, a seminar hall, and a historic library, provides essential facilities for teaching and learning. Furthermore, the institute has plans to develop a new building on its own land, which will address the need for additional space and modern facilities. Through these efforts, the institute aims to create an environment that fosters effective teaching and learning, meeting the minimum specified requirements set by the relevant statutory bodies.

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: 9.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.1	2.1	7.6	2.07	7.7

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 automated as it uses software programmes for book accession, reading, and referencing. The book accession is maintained using Booksmith, which enables access to title, author, publisher, accession number, and ISBN number. The OPAC system is used by the staff and students for references. The staff members also have access to the N-List database. There is one public computer in the library for public access. In addition to this, the amenities available in the library include a printer, internet bandwidth (2 Mbps or 10 Mbps), and an institutional repository, a content management system for e-learning, participation in resource sharing networks and consortiums like Inflibnet, and the N-LIST programme.

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 institution boasts a robust and adequate IT infrastructure that supports various aspects of its operations. This includes facilitating office and library work, as well as enhancing the teaching and learning process. The office is equipped with a computerized system that efficiently handles essential tasks such as the admission process, accounts management, payments, and certificate generation.

To streamline administrative processes, the institution relies on the Campus 360 software. This versatile tool is utilized for admission-related activities, conducting examinations, issuing Transfer Certificates (TCs), and generating bona-fide certificates. It also assists in tracking pending fees, ensuring a smooth and organized workflow. Additionally, the institution employs Tally 9.2 Software, a widely used accounting software, for financial management. This software is updated annually in September to incorporate the latest features and improvements.

To ensure efficient staff payments, the institution utilizes the Sevartha Pranali software, a government-provided application. Furthermore, the Maha. DBT (Direct Benefit Transfer) software is utilized to

facilitate the direct conversion of scholarship funds to students' accounts, simplifying the disbursement process. These software applications play a crucial role in streamlining financial operations and ensuring timely and accurate transactions.

The parent institute employs Outlook software, a comprehensive platform that integrates finance, human resources, and academic systems. This software serves as a central hub for coordinating various administrative functions, promoting effective communication and collaboration across different departments.

In terms of IT infrastructure, the institution possesses 23 computers distributed throughout its premises. These computers cater to different needs, including those of the computer lab and eight browsable centers. The institute boasts two internet connections to ensure reliable and high-speed connectivity for its users. Furthermore, a smart classroom equipped with an LCD projector enhances the teaching and learning experience, enabling multimedia presentations and interactive sessions.

The library is partially automated, utilizing ILMS Book Smith Software to manage its resources efficiently. This automation streamlines tasks such as cataloging and tracking books, allowing students to easily access a wide range of e-books and e-journals. Additionally, the library provides access to N-LIST, a digital library consortium that offers a vast collection of academic resources.

E-mail communication plays a crucial role in facilitating effective communication between the faculty and students. It serves as a reliable and efficient channel for sharing information, assignments, and announcements.

To ensure staff attendance is accurately recorded, the institution employs a biometric system. This system utilizes biometric data to monitor and track staff attendance, ensuring transparency and accountability.

In terms of security, the institution utilizes Closed-Circuit Television (CCTV) surveillance to monitor various activities on its premises, promoting a safe and secure environment for its students and staff.

In conclusion, the institution possesses an adequate IT infrastructure that supports its administrative functions, library services, and teaching-learning activities. Through the utilization of various software applications, reliable internet connectivity, and state-of-the-art equipment, the institution strives to enhance efficiency, facilitate effective communication, and ensure a seamless flow of information. Additionally, the adoption of automation in the library and the utilization of e-books and e-journals contribute to enriching the learning experience. The institution's commitment to maintaining a secure environment is evident through the implementation of biometric attendance systems and CCTV surveillance. Overall, the institution's IT facilities are well-maintained and regularly updated to meet the evolving needs of the academic community.

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: 95.73

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

Response: 15

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: 25.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
30.9	7.13	6.1	14.4	1.7

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1023	1066	1038	917	365

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: D. 1 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: 0.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	12	04	23	14

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 45.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	95	107	114	110

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

2021-22	2020-21	2019-20	2018-19	2017-18
309	227	287	188	210

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: 8.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	12	4	23	14

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

5.3 Student Participation and Activities

5.3.1

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

Response: 55

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	11	22	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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: 30.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	32	21	22	18

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 institution takes great pride in its registered alumni association, which holds significant importance as the oldest educational institution in the Yeola region. A vast majority of the town's residents are former students of the college, establishing a strong bond between the institution and its alumni. The association actively engages with the college through formal and informal meetings, providing valuable contributions and suggestions for academic and infrastructural development.

One of the notable contributions of the alumni association is the participation of some members as resource persons within the institution. Drawing from their diverse experiences and expertise, they guide current students on a range of relevant topics such as women's rights, career opportunities, competitive exams, and gender sensitization. This interaction serves as a valuable source of inspiration and guidance for students, helping them navigate various aspects of their academic and personal lives.

The alumni association also actively participates in important events and celebrations organized by the college. They join in the festivities of national holidays such as Independence Day and Republic Day, as well as the Annual Social Gathering of the institute. Their presence not only enhances the spirit of these occasions but also serves as a testament to their continued support and connection to the institution.

Furthermore, the alumni association takes an active role in raising awareness through campaigns and rallies organized by the college. Their participation in these initiatives helps to spread important messages and create a positive impact within the community. Additionally, they make unique contributions to the extension activities and the Special Winter Camp organized by the Department of National Service Scheme (NSS). Their involvement in these programs further strengthens the bond between the institution and the local community.

Many alumni also continue to utilize the college's library resources for their personal reading and learning pursuits. This demonstrates their ongoing connection to the institution and their recognition of the value it provides beyond their academic years.

The institution takes great pride in the fact that some of its alumni hold key positions within the college's governance and decision-making bodies. Alumni members serve as valuable contributors to the Internal Quality Assurance Cell (IQAC) and the College Development Committee, bringing their expertise and insights to the table. Their involvement in these crucial committees helps shape the institution's strategic planning and ensures that the perspectives of former students are duly considered.

In conclusion, the alumni association plays a vital role in contributing to the institution's growth and development. Through their active engagement, they provide valuable suggestions, serve as resource persons, participate in events and awareness campaigns, and contribute to extension activities. The alumni's continued involvement and connection to the institution serve as a source of inspiration for current students and create a strong network of support and guidance. The institution values the

contributions of its alumni association and continues to foster a strong relationship with its former students, recognizing their role as ambassadors of the institution's values and accomplishments.

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:

The institution's vision and mission are centered on the governance, perspective plans, and the active participation of teachers in decision-making bodies. The college aligns its goals with the overarching vision and mission of the parent institute, which is to uplift the marginalized sections of society through the provision of quality education. Recognizing that a significant proportion of the student population comes from disadvantaged backgrounds, the college strives to support these students in various ways.

To ensure accessibility, the college offers concessions, installment payment options, and facilitates the application process for government and university scholarships. Additionally, schemes like Earn and Learn and poor boys funds are implemented to provide further assistance to economically challenged students. By offering these opportunities, the institution aims to create an inclusive environment that empowers students from disadvantaged backgrounds to pursue higher education and overcome financial barriers.

The college places great emphasis on equipping students with advanced knowledge, technology, and life skills. In line with this goal, participatory and innovative teaching-learning methods are employed to facilitate the effective transfer of scientific knowledge and practical training. The curriculum is designed to incorporate extensive activities, guest lectures, assignments, and field visits, which contribute to experiential and value-based learning. Through these approaches, students are encouraged to actively engage with the subjects and develop a deeper understanding of their practical applications.

In addition to academic knowledge, the institution recognizes the importance of developing various skills that are crucial for students' future success. Communication, leadership, and soft skills are prioritized, as they play a vital role in enhancing employability and career prospects. By nurturing these skills, the college aims to equip students with the necessary tools to navigate the job market and excel in their chosen fields.

Furthermore, the college has introduced two local need-based job-oriented courses: the Diploma in Yeola Paithani and the Certificate Course in Audit and Taxation. These courses are specifically designed to address the local needs and job opportunities in the region. The institution takes pride in ensuring that these courses guarantee 100% placements for the students who enroll in them. This commitment to providing job-oriented courses demonstrates the institution's responsiveness to the evolving demands of the job market and its dedication to securing favorable employment outcomes for its students.

In conclusion, the institution's vision and mission revolve around effective governance, perspective plans, and the active participation of teachers in decision-making bodies. By focusing on the welfare of

the marginalized sections of society through quality education, the college strives to create an inclusive and empowering environment for all students. Through various initiatives and support mechanisms, such as concessions, scholarships, and skill development programs, the institution enables students from disadvantaged backgrounds to access higher education and improve their prospects. By incorporating participatory teaching methods, experiential learning opportunities, and job-oriented courses, the college ensures that students are equipped with both theoretical knowledge and practical skills. This holistic approach to education aligns with the institution's commitment to uplifting the lives of its students and contributing to their long-term success.

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 institutional perspective plan serves as a driving force for the college, aligned with its vision and mission, aimed at enhancing academic quality policies and strategies while promoting quality education and entrepreneurship.

In the area of Curriculum Development, the college adheres to the curriculum designed by the affiliating University. To ensure its relevance, the institution conducts syllabus restructuring workshops, involving faculty feedback. Additionally, the faculty plays an active role in designing job-oriented and skill-based courses under NSQF, enhancing practicality and employability.

Teaching and Learning activities are carefully planned, with an Academic Calendar guiding the process. Orientation sessions, aptitude tests, bridge courses, and remedial coaching help students align with the syllabus. Innovative teaching methods such as group discussions, seminars, projects, and presentations enrich the learning experience, complementing traditional lecture methods. Guest lectures further enhance students' understanding.

Examination and Evaluation practices adhere to the affiliating University's norms. The college follows a Choice Based Credit System (CBCS) and semester patterns at both undergraduate and postgraduate levels, with continuous internal evaluation. The faculty uses various evaluation methods like written tests, orals, group discussions, interviews, assignments, and projects to assess students' progress. Internal evaluation marks are communicated to the university before each semester's exams.

Research and Development are actively promoted through an Academic Research Committee, headed by a Research Coordinator. Faculty research activities are continuously assessed, with updates on research schemes and academic seminars. The college focuses on research on socially relevant issues, offering research infrastructure, academic leave, and grants to support faculty research.

Library, ICT, and Physical Infrastructure receive regular updates to cater to students and faculty needs. The library is stocked with updated textbooks, reference books, journals, and periodicals. ICT-based teaching is encouraged, utilizing presentations to enhance learning. Physical infrastructure improvements, including sports facilities, are pursued through the Quality Improvement Programme. An Institutional Development Proposal (IDP) has been submitted for further progress.

Human Resource Management is vital for faculty development. Faculty members have access to casual leave for emergencies and duty leave for academic events. Opportunities for career enhancement are provided through RC, OC, and FDP programs organized by UGC, HRDC, and MHRD. Provisions for fellowship and special leave support research and innovation. The Career Advancement Scheme facilitates promotions to higher pay scales. The Staff Academy and Guest Lectures keep faculty updated with the latest developments in their fields.

Industry Interaction and Collaboration have grown due to skill-based and job-oriented courses under NSQF. Collaborations with the local Paithani Industry have been established through MOUs, leading to mutual benefits. The Department of Commerce facilitates industry interaction through field visits and expert lectures.

The Admission of Students follows transparent and merit-based processes, adhering to government norms. Admissions are conducted online using Vridhi Software. The college ensures clarity by publishing admission-related information on the website and in the prospectus. An Admission Committee guides students and addresses their concerns, offering facilities for fee payment in installments for economically challenged students.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
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 institute has established a performance appraisal system to evaluate the academic performance of both the teaching and non-teaching staff. The system operates through a centralized mechanism, wherein the institute conducts an internal academic audit to assess the performance of the teaching faculty. The results of this audit are then communicated to the external academic audit conducted by the parent institute, which provides valuable feedback and suggestions.

To evaluate their own performance, the teaching faculty is required to submit self-appraisal forms to the Academic Office of the parent institution. These forms provide an opportunity for faculty members to reflect on their achievements, teaching methodologies, research contributions, and professional development activities.

The institute recognizes and rewards faculty members who have made outstanding contributions to their respective fields, particularly those who have published research articles in reputed UGC-carelisted or high-indexing journals. This serves as an incentive for faculty members to actively engage in research and contribute to the academic community.

In order to promote continuous learning and professional growth, the Institute Quality Assurance Cell (IQAC) plays a vital role. The IQAC encourages faculty members to participate in refresher and orientation programs, faculty development programs, and national and international seminars and conferences. By attending such events, faculty members can stay updated with the latest advancements in their fields and enhance their teaching and learning practices.

The IQAC also emphasizes the development of e-content for students, including contributions to platforms like Swayam and MOOCs (Massive Open Online Courses). This encourages faculty members to create digital resources that can benefit a wider audience and contribute to the dissemination of knowledge.

In order to establish research metrics and enhance research output, the institute has entered into a memorandum of understanding with an international journal, Research Journey. This collaboration provides opportunities for faculty members to publish their research work and contribute to the global research community.

While the focus of the performance appraisal system is primarily on the teaching staff, it is important to note that the non-teaching staff also plays a significant role in the functioning of the institute. Although the specific details of their performance appraisal process are not mentioned, it can be inferred that there is provision for Continuous Review (CR) to assess their performance and contributions.

Overall, the institute's performance appraisal system aims to evaluate and enhance the academic performance of both teaching and non-teaching staff. By providing feedback, recognition, and opportunities for professional development, the system promotes a culture of continuous improvement and ensures that the staff members remain motivated and engaged in their respective roles.

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: 7.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	2	1

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: 6.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	07	07	07

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 institution has a well-defined resource mobilization policy that is instrumental in achieving its goals and objectives. The policy aims to secure grants and financial assistance from the government and the University Grants Commission (UGC) to meet the institute's infrastructural needs and support the establishment of new programs and centers.

To effectively mobilize resources, the institute actively engages in the qualification process required to access government and UGC grants. This involves meeting the eligibility criteria and complying with the necessary guidelines and regulations set forth by the funding agencies. By fulfilling these requirements, the institute positions itself to avail the financial support provided by the government and UGC.

The institute recognizes the importance of financial assistance in realizing its initiatives. It strategically utilizes the grants received to strengthen its infrastructure, expand academic programs, and establish new centers of excellence. These funds play a crucial role in enhancing the overall educational experience and facilitating the holistic development of students.

To secure and effectively utilize grants, the institute establishes separate committees comprising experts in their respective fields. These committees are responsible for preparing detailed proposals that outline the specific requirements and intended utilization of the funds. The proposals are carefully crafted, taking into consideration the institute's strategic priorities and long-term plans.

In addition to government and UGC grants, the institute also explores other avenues for resource mobilization. It actively seeks partnerships and collaborations with industry, philanthropic organizations,

and other stakeholders to access additional funding opportunities. These partnerships not only provide financial support but also foster knowledge exchange, research collaboration, and industry-academia synergy.

The resource mobilization procedures within the institute emphasize a systematic and transparent approach. The process begins with identifying the funding opportunities available at the national and international levels. The institute keeps abreast of government policies, UGC schemes, and funding announcements to proactively identify potential sources of financial assistance.

Once a funding opportunity is identified, the institute initiates the process of preparing comprehensive proposals. These proposals are meticulously designed to articulate the institute's requirements, objectives, and anticipated outcomes. They include detailed budgetary allocations, implementation timelines, and evaluation mechanisms to ensure accountability and efficient resource utilization.

The institute places great importance on adhering to the prescribed procedures and guidelines during the resource mobilization process. It ensures that all proposals and funding applications are submitted within the stipulated deadlines and in compliance with the specified requirements. This meticulous approach increases the institute's chances of securing the desired financial support.

Furthermore, the institute maintains a robust monitoring and evaluation mechanism to track the utilization of mobilized resources. It regularly assesses the progress and impact of funded projects and programs, ensuring accountability and transparency in resource utilization. These evaluations help identify areas for improvement and enable evidence-based decision-making for future resource mobilization efforts.

The resource mobilization policy and procedures implemented by the institute reflect its commitment to leveraging financial resources to support its vision and mission. By actively seeking grants and partnerships, adhering to guidelines, and ensuring transparent resource utilization, the institute strives to create a conducive environment for academic excellence and holistic development.

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:

As a result of IQAC initiatives, the college has successfully institutionalized two practices that have had a positive impact on the institution and its stakeholders.

The first practice focuses on research enhancement and encouraging faculty to undertake socially relevant research. Recognizing the importance of addressing societal needs, the college has actively promoted faculty members to connect their research work with the pressing issues and requirements of society. This initiative has yielded significant results, with Dr. Sharad Chavan and Dr. Wanarase conducting research studies that are directly relevant to social issues. Dr. Chavan has published two research papers in Creative Launcher, a prestigious journal indexed by Thomson Reuters and Copernicus, in the field of English Literature. These publications have not only contributed to the advancement of knowledge but have also provided insights and perspectives that can positively impact society.

The second practice focuses on conducting psychological counseling to assess the attitudes and aptitudes of students. The college's psychology department has initiated a counseling program aimed at supporting students who may be in need of guidance and assistance. Through this program, the department conducts assessments to evaluate the attitudes and aptitudes of students, providing valuable insights into their psychological well-being and academic capabilities. As part of this initiative, a personality test was conducted on October 26, 2021, with the participation of 20 students. Additionally, an introversion-extroversion test was conducted on December 4 and 5, 2021, with the participation of 140 students. These tests not only provide students with a better understanding of their own strengths and weaknesses but also help faculty and administrators to tailor their support and interventions to meet the specific needs of individual students. By providing counseling services and conducting assessments, the institution aims to create a supportive and nurturing environment that promotes the holistic development of its students.

Both of these practices have been instrumental in improving the overall quality of education and student support services at the institution. The research enhancement initiative has encouraged faculty members to engage in meaningful and socially relevant research, contributing to the knowledge base in their respective fields and addressing the needs of society. This not only enhances the reputation of the institution but also ensures that the education provided is relevant and responsive to real-world challenges. The psychological counseling program, on the other hand, supports students' emotional and psychological well-being, ensuring that they receive the necessary guidance and support to excel academically and personally.

The institutionalization of these practices demonstrates the commitment of the college to continuous improvement and the holistic development of its stakeholders. By incorporating research enhancement and psychological counseling into its regular activities, the institution acknowledges the importance of addressing societal needs and providing comprehensive support to its students. These practices, driven by the initiatives of the IQAC, have had a positive impact on the institution's overall functioning and have contributed to the well-being and success of its faculty and students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 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 and sensitization are integral aspects of both curricular and co-curricular activities within the institution, as well as in the provision of facilities for women on campus. Efforts have been made to ensure a fair and inclusive environment that promotes gender equality.

To address issues related to gender equity, the institution has established a Women's Grievance Redressal Cell and Vishaka Samiti in accordance with the norms set by SPPU (Savitribai Phule Pune University) and the state government. These bodies are responsible for addressing and resolving grievances related to gender-based discrimination. Furthermore, the appointment of a female NSS (National Service Scheme) program officer and a female coordinator for the Women's Grievance Redressal Cell demonstrates the institution's commitment to promoting gender equity.

The curricular and co-curricular activities conducted in the institution emphasize gender sensitivity and equity. The curriculum in subjects such as literature and social sciences incorporates topics that promote gender sensitization and women's empowerment. Additionally, special programs and workshops are organized on significant occasions like International Women's Equality Day, National Girl Child Day, and Nirbhay Kannya (Fearless Daughter). These events provide a platform for lawyers, doctors, and social activists to educate and raise awareness among students about the rights of women and third-gender individuals, as well as the importance of women's empowerment.

The institution also ensures that necessary facilities are provided to support women on campus. For instance, there are two vending machines that dispense sanitary napkins, catering to the hygiene needs of female students. Additionally, a complaint box is made available for female students who may feel hesitant about registering complaints directly. This mechanism allows them to express their concerns anonymously and seek redressal for any issues they may face.

To encourage active participation, various competitions are organized specifically for female students during the annual social gathering. These events provide a platform for them to showcase their talents and skills. Furthermore, the institution promotes women's involvement in sports by offering special coaching and opportunities for female students to engage in sporting activities.

In summary, the institution places a strong emphasis on gender equity and sensitization throughout its administrative and academic activities. The establishment of grievance redressal mechanisms, incorporation of gender-related topics in the curriculum, organization of awareness programs and workshops, provision of necessary facilities, and encouragement of female participation in various

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activities all contribute to fostering a campus environment that promotes gender equality and empowerment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute is committed to providing an inclusive environment that fosters tolerance, harmony, and respect for diverse cultural, regional, linguistic, communal, socioeconomic, and other backgrounds. Coeducation is offered, accommodating male and female students from different religions and backgrounds. While the majority of students are Hindus, there is also a presence of Muslim students. Remarkably, the institute has maintained perfect mutual understanding and cultural harmony between these communities, without encountering any conflicts or misunderstandings. The celebration of national significance days and the Annual Social Gathering further exemplify the respect and cultural harmony observed within the institute.

The college community comprises students from diverse socioeconomic backgrounds, ranging from economically privileged to economically disadvantaged. The institute recognizes the importance of creating an environment that embraces students from all economic strata and strives to ensure that economically disadvantaged students are integrated into the mainstream. The Earn and Learn program is one of the initiatives undertaken to provide opportunities for economically depressed students to meet their educational expenses. This program enables them to earn while studying, alleviating financial burdens and promoting equal access to education. Additionally, the institute operates an Equal Opportunity Cell that organizes programs focusing on religious, cultural, and social harmony, encouraging students to embrace inclusive values and celebrate diversity.

Regarding physically challenged students, the institute is dedicated to providing all the necessary facilities and support to ensure their seamless integration into the mainstream. Efforts are made to accommodate their unique needs and create an environment that fosters their personal and academic

growth. By addressing physical accessibility and providing appropriate resources, the institute endeavors to eliminate barriers and promote inclusivity for all students.

While the institute does not currently have students from different regions, it remains committed to fostering a supportive environment free from linguistic barriers. In the event that students from diverse linguistic backgrounds join the institution in the future, the institute is prepared to address any language-related challenges by implementing suitable measures to facilitate effective communication and ensure that all students have equal opportunities to thrive.

In summary, the institute takes proactive steps to cultivate an inclusive and harmonious environment that values and respects diverse cultural, regional, linguistic, communal, socioeconomic, and other diversities. It provides coeducation to students from various religious backgrounds, fostering mutual understanding and cultural harmony. Efforts are made to support economically disadvantaged students through initiatives like the Earn and Learn program. The Equal Opportunity Cell organizes programs to promote religious, cultural, and social harmony. Physically challenged students receive the necessary facilities and support to integrate into the mainstream. Although there are currently no students from different regions, the institute is prepared to address any linguistic barriers that may arise in the future. Through these institutional efforts and initiatives, the institute strives to create an inclusive environment where tolerance, harmony, and diversity are celebrated and embraced by all.

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:

Mahatma Gandhi Vidyamandir's Arts and Commerce College in Yeola has undertaken two best practices aimed at empowering the local community. The first practice involves mentoring farmers to engage in supplementary agriculture businesses to enhance their financial strength. The second practice focuses on administering psychological tests to assess the attitudes and aptitudes of students, providing them with personalized guidance and support to excel in their chosen fields. This article delves into both practices, their objectives, implementation, evidence of success, encountered challenges, and required resources.

1. Mentoring Farmers for Agriculture Supplementary Business

Objective:

The primary objective of this practice is to mentor farmers in the Yeola region to adopt agriculture supplementary businesses, considering the unpredictability of rain-based farming and the need for a stable income source. With a focus on enhancing the financial status of farmers, this initiative seeks to guide them in pursuing supplementary businesses while enlightening them about the available government schemes and loan facilities.

Context:

Yeola, a drought-prone region, primarily depends on rain-fed agriculture, limiting the cultivation of only two low-income crops, onions, and corn. The fluctuating market prices and unstable returns from these crops often lead to financial distress among farmers, contributing to issues such as stress, anxiety, and even suicides. To address these challenges, the institute identified the potential for agriculture supplementary businesses and commenced this practice.

Implementation:

The Department of Commerce, in collaboration with the Departments of Political Science and Economics, conducted surveys in neighboring villages to select suitable agriculture supplementary businesses. After identifying viable options, the farmers were oriented about the prospects, profitability, and support available through government schemes and loans. Overcoming the challenge of farmers' illiteracy and reluctance towards loans, the team provided counseling and assistance throughout the process, from documentation preparation to follow-ups with banks and loan agencies.

Evidence of Success:

Initially met with skepticism, the farmers gradually embraced the idea of supplementary businesses, thanks to educational lectures, expert guidance, and success stories from online platforms. As a result, the farmers' mindset shifted, and they became receptive to exploring new opportunities.

Challenges and Resources:

One of the main challenges encountered was the time constraints faced by the farmers, who were primarily engaged in farming activities throughout the day. Winning their trust and convincing them to participate in the initiative required sustained effort and patience. Additionally, accessing information about government schemes, grants, and expertise in the field posed logistical challenges. Coordination among different elements of the program was also crucial for its success.

2. Administering Psychological Tests for Student Attitudes and Aptitudes

Objective:

The objective of this practice is to administer psychological tests to students at Mahatma Gandhi Vidyamandir's Arts and Commerce College to assess their attitudes and aptitudes. The tests help identify meritorious students, slow learners, students with special talents, and those requiring psychological support. Based on the test results, personalized coaching and counseling are provided to guide students toward their career paths and overall development.

Implementation:

The Department of Psychology conducts psychological tests to help students gain insights into their strengths, weaknesses, and career aspirations. The tests also serve as a means to detect psychological disorders that may be impacting students' performance and well-being. With a focus on bridging the gap between aspirations and abilities, the institute provides career guidance to meritorious students, offers bridge courses and remedial coaching to weaker students, and nurtures students with special talents in their respective fields.

Evidence of Success:

The implementation of psychological tests and subsequent counseling has proven highly beneficial for the students. It has helped them understand their attitudes and aptitudes, address psychological challenges, and overcome phobias related to studies and examinations. The practice has also contributed to improved student-teacher rapport, increased participation in extracurricular activities, and a decline in social issues like ragging and addictions.

Challenges and Resources:

Initially, students were hesitant to participate in psychological tests, perceiving them as being meant for mentally challenged individuals. To counter this reluctance, a peer group of students volunteered to undergo the tests, which gradually instilled confidence in others. The availability of tests, trained personnel, and dedicated spaces for counseling were essential resources for successful implementation.

Conclusion

The best practices of Mahatma Gandhi Vidyamandir's Arts and Commerce College, Yeola, have demonstrated the positive impact of mentoring farmers for supplementary agriculture businesses and administering psychological tests for student development. By empowering farmers and students alike, the institute plays a crucial role in transforming the lives of its community members and contributing to the socio-economic growth of the region. Through continuous efforts, collaboration, and the utilization of available resources, the college strives to extend these practices to a broader scale for even greater societal impact

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[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:

Meeting Local Needs and Empowering Students as an Institution Distinctiveness Practice:

The institution recognizes the unique challenges faced by the Yeola City, a remote area affected by drought and with limited opportunities for farming and industrialization. To address the local needs, the institute focuses on attracting students from economically backward sectors, particularly from the weaver's community who are involved in the renowned Yeola Paithani industry.

To empower these students and enable them to pursue higher education, the institute offers concessions on fees and provides the flexibility to pay fees in installments. Additionally, the institution actively facilitates access to other financial assistance programs such as the Poor Boys Fund, Scholarship Scheme, and Earn and Learn Scheme. These measures ensure that local students are not hindered by financial constraints and can continue their education.

Recognizing that many students tend to get absorbed in the Paithani industry on daily wages, the institute aims to break this cycle by offering an Advanced Diploma Course in Yeola-Paithani, accredited by UGC-NSQF. This specialized course equips students with comprehensive training in Paithani weaving and exposes them to emerging trends in the Yeola Paithani industry. The course is designed with academic flexibility, allowing students to receive certificates at various levels of completion. Notably, the NSQF accreditation makes these certificates recognized nationwide, enabling students to seek loans based on their certification. This approach provides students with both practical skills and the means to generate capital, opening up avenues for entrepreneurship and career growth beyond traditional paithani weaving.

Similar provisions are made for students in the commerce stream. While pursuing a postgraduate course in commerce, some students find themselves engaged in work unrelated to their academic specialization. To address this issue, the institution has developed a certificate course in auditing and taxation. This course equips students with fundamental skills required in offices and banks, offering them the prospect of white-collar jobs and better career opportunities aligned with their education.

The institution also emphasizes the development of sports talents among students. The sports department identifies promising athletes and provides them with training and support. As a result, several students have represented the university and even the nation in various sports competitions. This not only enhances their sporting abilities but also opens doors to better job prospects in the sports industry.

Looking ahead, the institution has plans to introduce additional schemes and initiatives to further address local needs and empower students. By continuously identifying and catering to the specific requirements of the Yeola community, the institution strives to ensure that students have access to relevant education, practical skills, and opportunities for personal and professional growth.

In summary, the institution's focus on meeting local needs in Yeola City is evident through its initiatives to empower economically backward students, particularly from the weaver's community. By providing financial support, specialized courses, and skill development programs, the institution aims to break the cycle of limited job prospects and facilitate entrepreneurship and career growth. Additionally, provisions are made for commerce students and sports talents to enhance their employability and create brighter futures. Through these efforts, the institution plays a crucial role in addressing local needs, empowering

students, and contributing to the overall development of the Yeola community.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information about the Institution:

1. Community Outreach: Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola actively engages in community outreach programs. These initiatives include awareness campaigns, blood donation camps, health camps, and social service activities. By actively participating in community development, the college instils a sense of social responsibility in its students and contributes to the betterment of the society.

2. Alumni Network: The College maintains a strong alumni network that plays an active role in mentoring and guiding current students. Alumni are invited to share their experiences and insights through guest lectures, career guidance sessions, and networking events. The alumni network serves as a valuable resource for students in terms of industry connections and career opportunities.

3. Research and Publication: The College promotes research and publication activities among its faculty and students. It encourages them to undertake research projects, present papers at conferences, and publish articles in reputed journals. This emphasis on research enhances the academic environment and contributes to the overall growth of the institution.

Concluding Remarks :

Overall Conclusive Explanation about the Institution's Functioning:

Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola is a distinguished educational institution that embodies the values of academic excellence, social responsibility, and holistic development. The college's commitment to providing quality education, uplifting rural communities, and promoting inclusivity is reflected in its functioning.

With a strong legacy and affiliation with Mahatma Gandhi Vidyamandir Institution, the college benefits from the expertise and experience of its renowned parent organization. It boasts a dedicated faculty with strong academic and research backgrounds, ensuring quality teaching and guidance for the students.

The college's convenient location, well-established infrastructure, and a range of courses create conducive learning environment for the students. Additionally, the college offers skill-based programs that equip students with practical skills and enhance their employability.

The institution's governance, leadership, and management practices demonstrate transparency, accountability, and a focus on continuous improvement. The college actively engages with stakeholders, values their feedback, and incorporates best practices to ensure the overall development of the institution.

Through various initiatives, such as community outreach, student clubs, and alumni engagement, the college fosters a sense of social responsibility, leadership, and holistic growth among its students. It strives to nurture not only academically competent individuals but also responsible citizens who contribute positively to society.

In conclusion, Mahatma Gandhi Vidyamandir's Arts and Commerce College Yeola stands as a beacon of learning and development. With its unwavering commitment to academic excellence, community welfare, and the holistic development of its students, the college is shaping future leaders and making significant contributions to the progress of society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} 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: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : DVV has made changes as per report shared by HEI.
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: {{TABLE5}} Answer After DVV Verification : {{TABLE6}}

TABLE1:

2021-22	2020-21	2019-20	2018-19	2017-18
918	918	918	918	918

TABLE2:

2021-22	2020-21	2019-20	2018-19	2017-18
504	491	474	468	528

TABLE3:

2021-22	2020-21	2019-20	2018-19	2017-18
918	918	918	918	918

TABLE4:

2021-22	2020-21	2019-20	2018-19	2017-18
705	705	705	705	705

TABLE5:

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	6	5	4

TABLE6:

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	2	2

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
359	277	287	236	210

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
309	227	287	188	210

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
378	368	307	304	381

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
328	318	307	254	381

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	2	0	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	0	0	0

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

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*
	3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	17	12	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	17	12	09

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

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

Answer before DVV Verification :
Answer After DVV Verification :12
Remark : DVV has made changes as per report shared by HEI.

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 : 18
Answer after DVV Verification: 15

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1025	1066	1002	875	317

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1023	1066	1038	917	365

Remark : DVV has considered the data from prescribed format provided by HEI as the links in the supporting document is not clear.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	4	12	4	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
130	95	107	114	110

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
130	96	107	114	118

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
309	227	287	188	210

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	4	12	4	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	12	4	23	14

Remark : DVV has made changes as per report share by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	16	38	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	4	11	22	10

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
145	91	218	184	195

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	32	21	22	18

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	6	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	2	1

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	0	0	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	07	07	07

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

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: D. Any 1 of the above
Remark : DVV has made changes as per report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1436	1361	1049	1351	1528

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1436	1412	1361	1339	1528

ID	Extended Questions
2.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	16	17	18	19

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	16