SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

B.P.H.E. SOCIETY'S AHMEDNAGAR COLLEGE AHMEDNAGAR

AHMEDNAGAR COLLEGE, STATION ROAD, AHMEDNAGAR - 414001
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The B.P.H. Education Society's Ahmednagar College is a Christian minority institution, situated on a 33-acre campus at the heart of Ahmednagar city. The College was the first to be established in Ahmednagar district in 1947. It is a multi-faculty institution, consisting of the faculties of Arts, Science and Commerce, affiliated to the Savitribai Phule Pune University.

The College continuously tries to go beyond imparting education based on prescribed syllabi for the university examinations through creative approaches to teaching, so that learning becomes at once meaningful and intensive. These efforts of the College have been recognised by apex bodies and various agencies. In 2011 the College was recognised by the UGC as a "College with Potential for Excellence". In the same year the College was also selected for the DST-FIST grants. In 2014 Brands Academy, New Delhi, bestowed on the College the "Educational Excellence Award". In 2015, Worldwide Achievers, New Delhi, recognised the College as the "Most Promising Educational Institute" for the progress made by the College in the field of education. In 2016, the College received three quality awards: "International Quality Award for Excellence in Higher Education", "Best College in Maharashtra for Innovative Educational Programs", and "Most Promising Degree College in India".

This is the third Self Study Report prepared for the NAAC by the College. This Report represents our own recognition of our progress in the past six years wherein we find much to celebrate even as we identify the peaks to scale.

Vision

Not Things but Men

I Dare You

Ye Shall Know the Truth

Mission

Ahmednagar College is committed to creating a transformative environment for its students and staff to enrich themselves by achieving excellence in their diverse pursuits and to creating a value-based academic milieu that ensures every student's emergence with a discerning mind, global competence and preparedness for a proactive role in effecting change in their own life, their immediate society and the world at large.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The Management consists of veteran educationists committed to the institution's mottoes. Seventy years experience in educating students from diverse backgrounds.

2. Clearly stated humanist vision and objectives guiding the activities of the College

3. Cosmopolitan atmosphere among the students and faculty.

4. Technology integration in pedagogic, administrative, accounting and research activities with 13 research labs and 20 computer labs. The Science departments are supported by DST-FIST.

5. Strong on scholarship with 57 PhD degree-holders among the fulltime faculty

6. Excellent research atmosphere with 52 Major/Minor research projects have been undertaken.

7. Quality research work with **97** publications in UGC approved journals of 181 in other journals.

8. Recognised as the College with Potential for Excellence by UGC.

9. The first College under Pune University to have been given autonomy (Biochemistry in 1974.

10. Pioneer of Drug Chemistry course which was originally designed and introduced as a postgraduate program in 1996.

11. Has won five awards given by national level organisations in the last five years.

12. Foreign Collaborations with Ford Foundation, USA for Pathways in Education program; Student Exchange program with Regensburg University, Germany.

13. A 32.6 acre, green and clean pollution-free campus in the heart of Ahmednagar City with excellent facilities.

14. 40 seminars/workshops organised in five years.

15. Rich library with nearly 2 lakh books with access to e-resources

16. Sound, transparent and well-structured accounting system

17. A special Resource Centre for Differently-abled in operation since 2009.

18. Active Theatre Group that has won many awards.

Institutional Weakness

1. Collaborative projects are insufficient

2. Teacher student ratio in some of the courses is high

3. Placement facility doesn't cover all outgoing students

4. Quality initiatives are not significant in number

5. Limited collaborations with alumni

Institutional Opportunity

1. Scope for preparing national and international sportspersons

2. Abundant scope for international collaborations in research work

3. Scope for initiating more number of community development programs

4. Opportunity to have more number of faculty and student exchange programs

5. Scope for starting unconventional but vocational courses in fields such as media studies, agricultural product management, music, environment conservation

6. Scope for enhancing inter-disciplinary approach in teaching learning and research

7. Better use of the vast potentials of the alumni

8. Strengthening the linkages with industry

9. Sustained participation in the neighbourhood community

10. Soft skills training to all students

11. Scope for providing better placement assistance facilities

12. Scope for undertaking more number of quality initiatives

Institutional Challenge

1. Too much reliance on government grants creates inflexibility

2. Rising cost of education

3. Increasing preference for professional education

4. Marketing the strengths and talents available in the College

5. Continuously upgrading technological tools of education

6. Catering to the ever-altering Industrial-Corporate requirements

1.3 CRITERIA WISE SUMMARY

Student Support and Progression

The College aims at developing the all round personality of the students and toward this the College has healthy environment and supportive resources for student progression and well being. Over the last five years **7011** students out of **24622**, have benefited by scholarships and freeships provided by the Government. Apart from this, **407** students are given scholarships and freeships provided by the institution. The College has provides a number of capability enhancement schemes such as Guidance for Competitive Examinations, Career Counselling, Remedial Coaching Classes, Bridge Courses and Personal counselling. **633** students have benefited from guidance for competitive examinations and career counselling offered by the institution during the last five years. **245** students have benefitted from Vocational Education and Training (VET) during the last five years. Placement assistance is provided by departments offering professional courses. **88** outgoing students during the last five years have been provided placement through such efforts. Percentage of student progression to higher education in the 2016-17 batch is **33.58%.** Average percentage of students qualifying in state/ national/ international level examinations during the last five years is **14.73%.** During the last five years **19** of our students have won awards/medals for outstanding performance in sports/cultural activities at national/international level. **85** sports and cultural activities/competitions have been organised by the College in the last five years. The College has an active Student Council. Student representatives are present on some of the College committees such as IQAC, College Annual Magazine Committee etc. Departments organize alumni meets periodically.

Curricular Aspects

Ahmednagar College offers undergraduate and postgraduate education in Arts, Commerce and Science subjects. There are 24 undergraduate, 23 postgraduate, **3** MPhil and **8** PhD programs. In addition, the College offers value added programs – certificate and diploma – which vary from year to year.

The curricula for these programs are designed by the affiliating university, Savitribai Phule Pune University. But the faculty members of the College contribute to this process as members of Board of Studies or by sharing their inputs with

the members of the BoS in their respective subjects. Consultative workshops on restructuring of syllabi are organized by the University in which faculty members of the College actively participate and give their inputs. Faculty members design the syllabus for the value added courses offered by the College. College ensures effective curriculum delivery through well-planned academic calendar, schedule of work, time table, formal /informal continuous evaluation and monitoring the overall teaching learning process. In the last five years College has newly introduced **13** certificate and **1** diploma programs, **3** UG and **3** PG programs, **one** pre-PhD and **2** PhD programs.

Over the last five years, **1338** students have benefited from add-on courses offered by the College, **1312** students have undertaken field projects / internships. Feedback on syllabi is collected from parents, alumni, students and teachers and analysed. The report is uploaded to College website. Along with this the Academic Audit conducted at the end of each year provides the basis for planning the introduction of new programs.

Research, Innovations and Extension

The College has **8** research centres offering PhD and **3** offering MPhil degrees. There is a vibrant research culture on the campus which may be measured by the following accomplishments in the past five years: **2** applications for patents have been filed, **4** faculty members availed FIP to do PhD while **12** have completed their Ph.D. **47** students have completed their Ph.D. and **18** have completed their M.Phil in the research centres of our College. **40** workshops/seminars were organized. **24** students are working for Ph.D. **97** papers have been published in UGC approved journals and **181** papers in other journals. **12** faculty members visited foreign countries for academic purposes. **52** major /minor research projects have been undertaken. **70** books /chapters in books have been published. **27** papers were presented in international, **93** in national and **30** in state-level conferences. **28** teachers are recognized as research guides at present. The College sensitises students to social issues and holistic development. In this regard, **20** extension and outreach programs were conducted through NSS/NCC or departments in collaboration with various agencies. **72** extension activities were organized. The quality of the extension activities conducted by the College may be measured by the fact that **3** students and **1** teacher of the College have received national/international recognition. **37** linkages for faculty exchange, students exchange, internship, field trip, on-the-job training, research, etc have been formed. **6** functional MoUs have been signed with institutions of national, international importance, other universities, and industries.

Governance, Leadership and Management

Ahmednagar College is administered by the Bhaskar Pandurang Hivale Education Society which comprises veteran educationists and professionals as its members. Each year, the College makes a systematic perspective plan in response to the feedback received and the emergent needs. The organizational structure has the Principal at the helm. The three Vice Principals and the Chief Coordinator of the self financing courses share the administrative duties. The roles of the various administrative bodies are well defined. The College has a well established grievance redressal mechanism. The College has introduced e-governance in administration, finance and accounts, student admission and support and examinations. The College has constituted various committees whose functioning is beneficial to the students and staff. There are a host of welfare measures meant for the staff. In the past five years **40** faculty members are given financial assistance to take part in seminars and conferences. The College has organised **107** professional development programs in the course of five years. In the last five years **126** teachers have attended professional development programs. The College has regular internal audit system while the external audit is regularly carried out by funding agencies. The external audit is undertaken by government departments and is awaited for some period of time. The College's IQAC is functional and contributes to the quality culture on the campus. The IQAC undertakes quality sustenance and quality enhancement measures. Over the five years there have been **6** workshops on quality cultures organized by the IQAC.

Institutional Values and Best Practices

The College has conducted **21** gender equity promotion programs in addition to academic training and extension programs through NSS and various departments. The College shows gender sensitivity by providing facilities such as safety and security, counselling and common room facility to girl students. **40%**. of the power requirement of the College is met by the renewable energy sources. **66.67%** of lighting power requirement is met through LED bulbs. The College has an efficient waste management system. The campus has rain water harvesting system. Green practices are adopted by the college include encouraging students and staff in using bicycles and public transport, providing pedestrian friendly roads on the campus, ensuring plastic free campus and largely paperless office. A special feature of the College campus

is green landscaping with trees and plants. The College has excellent facilities for differently-abled students. The College has a dedicated unit for the purpose called Resource Centre for Differently-abled. In the last five years the College has had **93** activities for promotion of universal and national values as well as for observance of fundamental duties during the last five years. The College organizes a number of activities throughout the year that contribute to developing among the staff and students and the society at large humane values and professional ethics. Among the several best practices are "Outreach Program to Popularize Science" and "Empowering to Differently-abled Students". Overall, the College functions true to its distinctive vision by providing quality education to all the needy students.

Teaching-learning and Evaluation

In the last five years **1364** students from other states and countries have studied in the College**.** Average enrolment percentage in relation to the sanctioned strength is **81.05.** The number of students admitted from reserved categories is **very high.** In fact, the actual number of admitted students is more than the number reserved for them by rule. The College organises special programs for advanced learners and slow learners. The average Students to Teachers **ratio is 27:1.** The College has a Resource Centre for Differently-abled and admits around 20 such students every year. Student centric innovative and creative teaching methods are used for enhancing learning experiences of students. 100**%** of the teachers make use of ICT tools and resources in their teaching. Average percentage of full time teachers against sanctioned posts during the last five years is **93.59.** Average percentage of full time teachers with Ph.D. during the last five years is **57.46.** Average percentage of award-winning full time teachers during the last five years is **6.83.** Continuous Internal Evaluation (CIE) system is followed as part of CBCS since 2013-14. Mechanism to deal with examination related grievances is transparent, time-bound and efficient. The institution adheres to the academic calendar for the conduct of Continuous Internal Examination. Program outcomes, program specific outcomes and course outcomes for all the programs offered by the institution are stated and displayed on the College website. The College had arranged the lectures and interaction with 125 experts from different parts of the country and the world.

Infrastructure and Learning Resources

The College is well equipped to facilitate all the teaching and learning processes efficiently. The campus is spread across a **33** acre campus with **69** classrooms, **42** laboratories, **20** computer labs, **34** ICT based classrooms, **5** seminar halls, and **13** research labs. Facilities for administrative processes are in addition to this. The College also has adequate facilities for sports, games and cultural activities. A recreation hall, a syndicate/conference room, NCC premises, NSS training centre, play grounds to cater to various sports – Cricket, football, volleyball, basketball, etc. Budget allocated for infrastructure augmentation by the College in the last five years is **35067380/-**. The library has nearly **2** lakh books. In addition, it has rare books, manuscripts and special collections which are of great historical significance. The College library has also turned digital with SOUL library management system, e-resources such as e-journals and databases. Total budget allocated for purchase of books and journals during the last five years is **4120640/-.** Average number of teachers and students using library is 270 per day. College also has adequate computers. Student-computer ratio for the academic year: 2016-17 is 4271: 364 = **11.73 : 1.** Internet bandwidth used is 10 mbps for the common leased line used by the College. Departments use 1 mbps bandwidth. From the year 2017-18, an e-classroom has been set up with recording facility, Lecture Capturing System (LCS). Expenditure incurred on maintenance of physical facilities and academic support facilities during the last five years is **125650427/-**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B.p.h.e. Society's Ahmednagar College Ahmednagar
Address	Ahmednagar College, Station Road, Ahmednagar - 414001
City	Ahmednagar
State	Maharashtra
Pin	414001
Website	www.aca.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R.J. Barnabas	0241-2359571	9422226911	0241-2322415	ahmednagarcollege1947@gmail.com
IQAC Coordinator	S.B. Iyyer	0241-2326388	9326636759	0241-2354162	sbiyyer57@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	Yes
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	20-06-1947

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition	
Under Section	**Date**
2f of UGC	14-09-2005
12B of UGC	14-09-2005

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	16-09-2011
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Science and Technology
Date of recognition	31-12-2012

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ahmednagar College, Station Road, Ahmednagar - 414001	Semi-urban	32.6	11889.89

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	XII	English	960	98
UG	BA,Marathi	36	XII	Marathi	960	253
UG	BA,Hindi	36	XII	Hindi	960	213
UG	BA,Urdu	36	XII	Urdu	960	6
UG	BA,History	36	XII	English	960	311
UG	BA,Politics	36	XII	English	960	372
UG	BA,Economics	36	XII	English	960	193
UG	BA,Sociology	36	XII	English	960	197
UG	BA,Geography	36	XII	English	960	292
UG	BA,Psychology	36	XII	English	960	204
UG	BSc,Physics	36	XII Science	English	480	277
UG	BSc,Chemistry	36	XII Science	English	480	427
UG	BSc,Botany	36	XII Science	English	480	241
UG	BSc,Zoology	36	XII Science	English	480	289
UG	BSc,Mathematics	36	XII Science	English	480	197
UG	BSc,Statistics	36	XII Science	English	480	170
UG	BSc,Microbiology	36	XII Science	English	480	119
UG	BCA,Computer Science	36	XII Science	English	240	105
UG	BSc,Compute	36	XII Science	English	720	364

	r Science						
UG	BSc,Biotechnology	36	XII Science	English	120	87
UG	BBA,Bba	36	XII	English	480	239
UG	BCA,Commerce	36	XII	English	480	87
UG	BCom,Commerce	36	XII Commerce or Science	English	840	765
UG	BLibISc,Library Science	12	Graduate	English	30	18
PG	MA,English	24	Graduate	English	120	56
PG	MA,Marathi	24	Graduate	Marathi	120	20
PG	MA,Hindi	24	Graduate	Hindi	120	14
PG	MA,History	24	Graduate	English	120	49
PG	MA,Politics	24	Graduate	English	120	91
PG	MA,Economics	24	Graduate	English	120	66
PG	MA,Sociology	24	Graduate	English	120	29
PG	MA,Geography	24	Graduate	English	96	30
PG	MA,Psychology	24	Graduate	English	48	28
PG	MSc,Physics	24	BSc Physics	English	108	104
PG	MSc,Chemistry	24	BSc Chemistry	English	96	68
PG	MSc,Chemistry	24	BSc Chemistry	English	48	26
PG	MSc,Chemistry	24	BSc Chemistry	English	48	38
PG	MSc,Botany	24	BSc Botany	English	48	44
PG	MSc,Zoology	24	BSc Zoology	English	48	46
PG	MSc,Mathematics	24	BSc Mathematics	English	60	51
PG	MSc,Microbiology	24	BSc Microbilogy	English	48	30
PG	MSc,Computer Science	24	BSc Computer Science	English	120	67
PG	MCA,Comput	36	BSc	English	90	2

	er Science					
PG	MSc,Biotechnology	24	BSc	English	48	26
PG	MCom,Commerce	24	Graduate Commerce	English	120	98
PG	MCA,Commerce	36	Graduate	English	180	0
PG	MCom,Commerce	24	Graduate Commerce	English	120	45
Doctoral (Ph.D)	PhD or DPhil,English	60	MA English	English	24	0
Doctoral (Ph.D)	PhD or DPhil,Marathi	60	MA Marathi	Marathi	76	0
Doctoral (Ph.D)	PhD or DPhil, Geography	60	MSc Geography	English	38	0
Doctoral (Ph.D)	PhD or DPhil,Physics	60	MSc Physics	English	16	0
Doctoral (Ph.D)	PhD or DPhil, Chemistry	60	MSc Chemistry	English	16	0
Doctoral (Ph.D)	PhD or DPhil,Botany	60	MSc Botany	English	24	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	MSc Zoology	English	12	0
Doctoral (Ph.D)	PhD or DPhil, Commerce	60	MCom	English	34	1
Pre Doctoral (M.Phil)	MPhil,Marathi	18	MA Marathi	Marathi	20	
Pre Doctoral (M.Phil)	MPhil,Physics	18	MSc Physics	English	20	9
Pre Doctoral (M.Phil)	MPhil,Zoology	18	MSc Zoology	English	20	0

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				4				29				70
Recruited	2	1	0	3	24	5	0	29	53	9	0	62
Yet to Recruit				1				0				8
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				47
Recruited	37	5	0	42
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				35
Recruited	31	0	0	31
Yet to Recruit				4
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	16	4	0	31	3	0	57
M.Phil.	0	0	0	4	0	0	3	1	0	8
PG	0	0	0	4	1	0	19	5	0	29

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	15	47	0	62

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

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
PG	Male	338	102	0	0	440
	Female	509	79	0	0	588
	Others	0	0	0	0	0
UG	Male	1687	55	0	0	1742
	Female	1209	13	0	0	1222
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	Male	13	0	0	0	13
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	6	0	0	0	6
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	290	403	364	433
	Female	213	276	238	208
	Others	0	0	0	0
ST	Male	149	19	214	161
	Female	111	10	125	118
	Others	0	0	0	0
OBC	Male	273	324	300	442
	Female	203	222	217	215
	Others	0	0	0	0
General	Male	1499	1745	1794	1265
	Female	1238	1209	1198	1901
	Others	0	0	0	0
Others	Male	190	218	230	380
	Female	105	92	119	147
	Others	0	0	0	0
Total		4271	4518	4799	5270

3. Extended Profile

3.1 Programme

Number of courses offered by the institution across all programs during last five years

Response : 71

Number of self-financed Programmes offered by college

Response : 42

Number of new programmes introduced in the college during last five years

Response : 14

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4271	4518	4799	5270	5764

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

2016-17	2015-16	2014-15	2013-14	2012-13
1569	1523	1523	1508	1488

Number of outgoing / final year students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1203	1318	1478	2021	1891

Total number of outgoing / final year students

Response : 7911

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
163	160	159	159	169

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

2016-17	2015-16	2014-15	2013-14	2012-13
97	97	96	96	96

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
103	103	103	103	103

Total experience of full-time teachers

Response : 6487

Number of teachers recognized as guides during last five years

Response : 33

Number of full time teachers worked in the institution during the last 5 years

Response : 482

3.4 Institution

Total number of classrooms and seminar halls

Response : 74

Total Expenditure excluding salary year wise during last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
347.79	401.71	340.53	364.28	451.75

Number of computers

Response : 364

Unit cost of education including the salary component(INR in Lakhs)

Response : 60412

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 3523

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The College is a minority institution, affiliated to the Savithribai Phule Pune University, and adheres to the curriculum designed and prescribed by the University. But, towards the framing of this curriculum senior faculty from the College also make contributions as members of Board of Studies or by sharing their inputs with the members of the BoS in their respective subjects. Further, consultative workshops regarding the restructuring of syllabi are organized by the University in which faculty members of the College actively participate and give their inputs. Some faculty members are invited as resource persons to these and other related academic events. Colleges which have attained autonomous status have also sought the expertise of our teachers and have invited them to be members of their BOS. The College has a mechanism for the effective implementation of the curriculum. At the beginning of the academic year, each department conducts departmental meetings where workload distribution among staff is prepared. A 'schedule of work' is prepared following the Academic Calendar issued by the affiliating University and the College. Students are made aware of the academic plans through the College Prospectus, time table, relevant notices as well as in the classrooms by their respective teachers. Teachers plan their work in view of the abilities of the slow learners, the average students and the advanced learners. Class tests are a prominent feature of the academic plans of the College. The meticulously developed plans are implemented by the teachers through innovative and participative teaching methods. Regular tests, seminars, home assignments and examinations are the means through which progress of the students is supervised. The heads of departments strictly adhere to the academic calendar and in case the syllabus is not covered within the stipulated time, compensatory classes are held to complete the syllabus. The IQAC monitors the feedback of students regarding curriculum delivery which helps in incorporating remedial measures.

File Description	Document
additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 7

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	0	2

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 5.82

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	8	9	6

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 19.72

1.2.1.1 How many new courses are introduced within the last five years

Response: 14

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 39.66

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 23

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 5.43

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
214	265	284	246	329

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The College is sensitive to the various social issues and makes every effort to sensitize the students in this regard. There are specific committees and associations that make a collective effort to sensitize the students on areas of concern like Gender equality, Human rights, Environmental issues, etc. Gender • The general atmosphere of our college, with a 3:2 ratios of boys to girls in classroom, provides an enabling environment for gender equality. • The foundation course run by Sociology Department includes topics of gender equality as part of the syllabus. • Women's Cell promotes gender equality through lectures and exhibitions on violence against women, equality before law and self-defense courses for girls, skits promoting gender sensitivity and other such related activities. More details are mentioned in 7.1.1. • A paper on Gender is taught to the postgraduate students of Sociology and the postgraduate syllabi of English also incorporates gender issues. Environment and Sustainability • Environmental education is part of the curriculum of Environmental Awareness of undergraduate students and of the Foundation Course in Human Rights Education • Department of Botany promotes green practices through workshops on environmental-friendly idol making, nature trails, recycling, etc. with a view to giving practical perspective to students and teachers. The department also organizes exhibitions which also serve the purpose of sensitizing students to environment-related issues. The department undertakes the green audit of the College campus every year. • NSS promotes environmental protection through tree plantation and other sustainable development programs. Every year the College NSS unit students undertake a host of activities in the nearby villages during the yearly winter camp. In these camps NSS undertakes various environmental related programmes. These programmes includes Construction of road, digging pits for planting trees village cleanliness, repair of crematorium, cleaning of gutter, digging of soak peats, constructed gabion and check dams, free plastic drive. Human Values and Professional Ethics • Human rights are taught at all post-graduate classes as part of the curriculum through a course titled "Human Rights". • A UGC approved Certificate course in Human Rights is also conducted to acquaint the students with the changing perspective in human rights. • A paper on human rights is also taught to the students of Politics and Sociology Information Communication and Technology (ICT) • Usage of ICT by teachers and students is promoted. • Practical emphasis is given to ICT learning modules in courses like Bachelor of Business Administration, Bachelor of Computer Application-Science, Bachelor of Business Administration (Computer Application), Bachelor of Bio-technology and Bachelor of Science and in all PG Classes. • Cyber Security is taught at all post-graduate classes, as part of the curriculum. • The list of core courses 1. Cyber Security 2. Human Rights 3. Certificate Course in Human Rights 4. A course in Gender in MA Sociology 5. A course in human rights taught to PG students of Sociology and Political Science 6. A compulsory Course in Environmental Awareness for the second year undergraduate students of all faculties.

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 13

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during last five years

Response: 13

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 30.72

1.3.3.1 Number of students undertaking field projects or internships

Response: 1312

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above
B.Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
Response: A.Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website
B. Feedback collected, analysed and action has been taken
C. Feedback collected and analysed
D. Feedback collected
Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 5.59

2.1.1.1 Number of students from other states and countries year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
249	261	303	300	251

File Description	Document
Institutional data in prescribed format	View Document
List of students (other states and countries)	View Document

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 81.05

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4271	4518	4799	5270	5764

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6278	6090	6090	6030	5952

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 81.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
1067	1129	1199	1317	1441

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Ahmednagar College has students from diverse backgrounds--urban-rural, English-Marathi-Hindi mediums, State-CBSE boards, within and outside Maharashtra state, etc. A significant number of students from the North-East states study in Ahmednagar College every year. Further, there are students from other states as well, including Assam, Andhra Pradesh, Bihar, Karnataka, Kerala, Kashmir, Uttar Pradesh, West Bengal, etc., thus creating a cosmopolitan environment on the College campus. As the students taking admission in the College are from diverse backgrounds their competence-levels also vary. Language proficiency, competence, familiarity with techniques and technology, subject knowledge and the extent of motivation are a few of the determining factors revealing advanced and slow learners. The learner-levels are assessed at varying stages of the teaching-learning process. At the entry stage, the overall percentage of marks obtained at the qualifying examination is an indicator. Students' language proficiency, regularity, attentiveness, participation in class activities, etc. are other indicators. Learners are also assessed on the basis of their social skills and initiative in departmental activities. Students' performances in the various internal and external evaluations provide another way of determining learner-levels. Based on these various indicators, the varying educational needs of the advanced and slow learners are observed. Special Programs: The College offers equal opportunities to all learners. Moreover, some extra efforts are taken to cater to the special needs of advanced and slow learners. Advanced learners are encouraged to participate in various programs, seminars, competitions, research project competitions (such as "Avishkar") organized by the College or by other institutions. Students of every department are encouraged to organize exhibitions, cultural and curricular activities. They are given assistance to attend seminars and conferences. Advanced learners are also encouraged to access additional study materials from N-List and other digital resources apart from the special books available in departmental libraries. Slow learners are encouraged to benefit from 'Remedial Coaching' and 'Subject-related guidance'. Class notes, text and reference books for additional reading, downloaded video clips on the subject matter, PPTs and freely available e-books are made available to the students to refer to. In relevant cases bi-lingual teaching is used in order to assist the slow learners. Teachers frequently counsel the slow learners. A lot of personal-level interaction between students and teachers motivates both the advanced and slow learners. PG students are mentored by their teachers in the course of the Continuous Internal Evaluation system. Thus, during the tests, presentations and assignments students get to receive personal attention and guidance. The library has a reading section which is open the whole day for students to study in. There is a separate section in the library for the girl students. During examinations the reading room is kept open for a longer duration. Departments too have libraries and issue books to their students. Students are also encouraged to access resources available on the internet. Special training is provided to students based on their needs, such as the communication skills course run by the Physics department for its PG students and the bridge course offered by the English department.

2.2.2 Student - Full time teacher ratio

Response: 26.86

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.54

2.2.3.1 Number of differently abled students on rolls

Response: 23

File Description	Document
List of students(differently abled)	[View Document](#)
Any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response:

Experiential Learning From long experience, teachers at Ahmednagar College have understood that experiential learning, participatory learning, innovative teaching and problem solving method are the essential components of the teaching-learning process. Experiential learning skills include internships, field trips, studies abroad, field research, and projects. All the practicals that the science and some social sciences departments conduct have a bearing on experiential learning. Field trips are organised by science departments like Physics, Zoology, Botany, Chemistry and Biotechnology to study natural science phenomena and they learn from observation. Informal ways of experiential teaching includes the use of plants found on the campus. The Departments of Commerce and BBA, often take their students for visits to companies, industries and similar firms for gaining knowledge about the happenings in the corporate world. The Arts/Social Sciences departments like History, Geography, Sociology and Psychology also organise study tours and field visits. ICT-enabled teaching is practiced by most of the teachers. The Department of Biotechnology and the teachers of humanities use film shows in their classrooms. There are departments which encourage experiential learning through model making and role play. The language departments have adopted role play in situational teaching of speaking. Participatory Learning The various participatory activities that the College has introduced over the years include group discussions, debates, quiz, writing assignments, seminars, project writing, demonstrations, exhibitions, writing articles, students' seminars, case studies, community surveys, consultation with specialists, etc. Project writing and keeping journals are activities that various departments have practiced over the years. Under the CBCS, the PG students have to do a series of assignments and class presentations where the active participation of each learner is a must. The many seminars and workshops conducted by departments provide opportunities for the students to participate in the organisation of the sessions of such academic gatherings. Problem Solving The College has hosted the Zonal level Avishkar competition several times. A large number of students from Ahmednagar College have regularly participated in this state-level intercollegiate research/poster presentation that has all the necessary elements of the problem solving method. The students identify a problem (which may be scientific, social, environmental or literary), state a hypothesis, explain procedures and arrive at their own conclusions. The projects that the students of Science, Commerce and Social Sciences do as part of curricular work are also indicative of the importance that the College gives to problem solving. The M Sc Physics syllabus consists of numerical problems which students solve in class. Students are allowed to give seminars based on numerical as well as theoretical problems. In undergraduate classes, the textbooks contain tasks which the students have to solve. They also contain questions for critical thinking which the students try to answer with the teacher's assistance.

2.3.2 Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 61.01

2.3.2.1 Number of teachers using ICT

Response: 97

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 61.9

2.3.3.1 Number of mentors

Response: 69

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The digitisation of the classrooms in Ahmednagar College began in a small way. To begin with, there were common classrooms where classes could be conducted according to the nature of the subject dealt with. Soon every department was given at least one LCD projector with the necessary paraphernelia. For the past few years, teachers have been using these projectors for the students' and their own benefits. The introduction of the LCD projector, first of all, has considerably reduced the traditional practice of giving lengthy and tedious lectures. It has also controlled the practice of evading teaching by giving notes. The balanced use of PPTs (both ready-made and self-made) by teachers offers them situations where they can teach while students can note down the important points. The fact that a large number of PPTs are in use in the College is indicative of the teachers' willingness to adopt new methods of teaching. The PPTs containing information, diagram, etc. save teachers' time and, according to learners' needs, the materials are mailed to students for regular reference. Another innovation adopted is the use of video clippings during lectures, which has transformed the engagement level of students and enhanced their learning experience. The clippings offer stimulus variation and the monotony of teacher talk or looking at a PPT for long is reduced. The clippings, interspersed with teachers' explanations, keep the students motivated and the audio-visual experience enhances the retention of the subject taught. Almost all the teachers of the College collect clippings from the YouTube or they use readymade CDs. However, the teachers are also careful not to minimize their role as an in-depth analyst of subjects and to keep technology subserviant; they never allow technology to overcome their primary significance as living human beings. The teachers of the College further promote learning through the libraries. As stated earlier, most departments have their own subject-related books and magazines and each teacher has access to the INFLIBNET, too. Students make use of these facilities according to their needs. Students are also encouraged to undertake research-based projects. The revised syllabi of SPPU are innovative in the sense that they entail varied methods of teaching, learning and evaluation. The 50% internal marks assigned at the PG level necessitate the teachers' duties of conducting periodic tests, giving assignments, organising class presentations, assigning topics for group discussions, conducting open book exams, etc. These academic innovations have resulted in better attendance of students and more of involved teaching and learning. Providing latest information about subjects of study is something that is expected of all teaching-learning situations. While the teachers at Ahmednagar College update their knowledge by doing PhD or by working on projects, they also invite experts in various fields (mainly from universities and other reputed national institutes) for lectures, seminars and workshops at which students get to acquire knowledge about the recent developments in a variety of areas.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 93.59

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 57.46

2.4.2.1 Number of full time teachers with Ph.D. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
57	57	57	55	51

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in number of years

Response: 40.8

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 6.83

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	5	8	3	3

File Description	Document
e-copies of award letters (scanned or soft copy)	View Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 8.74

2.4.5.1 Number of full time teachers from other states year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	9	9	9	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The evaluation mechanism followed by the College to a large extent is in conformity with that of the affiliating university, i.e. Savitribai Phule Pune University (SPPU). SPPU introduced Choice Based Credit System (CBCS) in 2013-14. Continuous Internal Evaluation system has been a part of the evaluation mechanism since 2013-14. As part of CBCS, SPPU has introduced 10 compulsory credit points for skill based courses. The time table for internal examinations of skill based courses are prepared by the College, displayed on the central notice board and also sent to respective departments. The CBCS also follows semester system. The Continuous Internal Evaluation system is framed by SPPU. Teachers evaluate a student in a course through their interaction throughout the semester including one or more (but not less than 4 including compulsory written test/s) of the following mechanisms with their maximum weightage out of 50 marks: written tests, class presentations/seminars, open book tests, viva, home assignments, short quizzes, mini research projects. This essentially enables the teacher to get a positive feedback on a student's overall understanding and enhances the teaching-learning process. The remaining 50% of the marks are awarded through the External Semester Examination. The pattern and schedule of the continuous internal assessment is announced by the respective subject teacher at the beginning of the course. While marks are given in all examinations, they are converted into grades. The semester end grade sheets have only grades and final grade sheets and transcripts have grade point average and total percentage of marks. For all the elective courses, the departments set the question papers and assess the answer scripts as well as conduct practical examinations. The major reforms introduced by SPPU include online question papers for all examinations. These password-protected question papers are received by the College just before the start of the respective examinations. The College has purchased two high speed printers for the specific purpose of printing question papers. The entry of internal marks is made online. Hall tickets for all exams are received online; printouts are taken, authenticated and circulated by the College. Examination forms are filled online by all the students during the given period. The College also has introduced its own reforms in the evaluation system. Following the new SPPU policy, one College Examination Officer and one Assistant College Examination Officer from among the teaching faculty have been appointed. This appointment is for a period of three years. For all the first year degree courses, while the question papers are set by SPPU, a Central Assessment Program is conducted at the Examination

Section of the College and results are prepared and distributed by the College. The College also furnishes photocopies of answer sheets to candidates on demand. From the academic year 2016-17, the College has begun organizing the Graduation Ceremony on the campus to distribute the certificates to students who have graduated from the College. Other reforms include Internal Squad, surprise tests, open book tests, reports on study tours, field visits, excursions, quiz, poster competitions, etc.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

There are two levels at which the internal assessment is carried out at the College: postgraduate and undergraduate. Following the examination pattern prescribed by the affiliating university, i.e., SPPU, all the postgraduate departments conduct Continuous Internal Evaluation for 50% marks for every paper in each semester. This system of evaluation includes a variety of test-types such as class tests, surprise tests, quizzes, presentations, assignments, projects, viva, etc. Teachers inform the students about the pattern of the internal examinations well in advance. The schedule of these internal examinations varies from department to department and is spread out across the semester and, on an average, over a period of 4 months 4 internal examinations are conducted. The examination notices are displayed well in advance and sufficient time is given to the students for preparation. The complete guidelines and rules regarding examinations are provided in the College Prospectus and the Students' Handbook. The continuous internal evaluation conducted by the postgraduate departments provides an excellent opportunity to the students to not only showcase their learning but also to develop their skills such as academic writing, research methodology, public speaking and public defence. It also enhances their participation in classroom activities and improves the overall teaching-learning process. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement. For undergraduate students, internal assessment comprises term end examinations and practicals or assignments. Practicals are conducted regularly and according to a well-planned and properly communicated schedule. All prescribed practicals are conducted and the students are given sufficient training in carrying them out. Thus, students are prepared to perform well in the practical examinations. Term-end examinations are held at the end of the first term. Term-wise syllabus as prescribed by the affiliating university, SPPU, is completed in each term. The internal examinations are conducted following the same model as the final examinations.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The grievances of the students related to examinations are addressed at two levels—College and University—depending upon the nature of the grievances. Grievances related to the internal assessment are handled by the examination section of the College whereas grievances related to the external assessment are forwarded to the University. In case of any grievance, the College collects the applications on prescribed forms and forwards it to the authorities concerned. The facility for rechecking and re-evaluation of answer sheets is available for the students. Students are free to approach teachers and heads of departments to resolve their queries related to the marks obtained in internal assessment, if any. If the student concerned is not satisfied by the procedure mentioned above, they may meet the Controller of Examination of the College or the Principal. Students with any grievance regarding evaluation are not only given clarifications, but on demand, they are provided with photocopies of their answer sheets for cross checking. Thus grievance redressal with reference to examinations is transparent. Examination related grievances are received by the authorities concerned of the College in a time-bound manner. All complaints are attended to with utmost alacrity and resolved in a short time. As for the grievances related to University examinations, the time taken depends on the policies of the SPPU. The grievance redressal mechanism pertaining to examinations is efficient as all complaints are entertained without exception, resolved within a reasonable amount of time, is transparent as even photocopies of the answer sheets are furnished.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The academic calendar of the College, published in the College prospectus and displayed on the College website, gives general details about the conduct of the continuous internal evaluation mechanism. The

Examination Guidelines section of the College prospectus gives details about the pattern of the continuous internal evaluation system. The actual dates of examinations depend on individual departments and teachers. But, they adhere to the broad guidelines as contained in the academic calendar. As far as the undergraduate courses are concerned, the internal exams are held according to a time table announced in advance through notices circulated in the classrooms and on the display board. The affiliating university, SPPU, prescribes the overall framework of time as far as examination time table is concerned. The departments conduct all their continuous internal evaluations within this broad framework.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program outcomes, program specific outcomes and course outcomes for all programs offered by the College are stated and displayed on the College website at www.aca.edu.in. The College has maintained a dynamic website which is comprehensive and is regularly updated. Each department is given a separate page on the College website. The department page provides an introduction to the courses, facilities, faculty available in the department and the achievements of its staff and students. This page also displays a complete list of the faculty with their detailed biodata. It also has a complete and comprehensive list of the programs taught in the department with details of program objectives, program specific objectives and course outcomes. The College prospectus also gives a list of programs and courses including program code.

File Description	Document
Any additional information	View Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The program outcomes are measured over a period of time through the performance of the students in the role they play in the various activities they get involved in. Students of the College are involved in curricular, co-curricular and extracurricular activities through their departments, NSS, NCC, and different committees. Students organize a variety of programs in their departments in the course of the year including exhibitions, freshers' day, cultural day, competitions, farewell function, etc. In addition to this students participate on behalf of their departments in the programs organized by the College. Departments also engage in social outreach activities. On these occasions students display their discernment, social skills, communication skills, creative skills, leadership skills, spirit of team work, readiness to take responsibility, be accountable, etc. Program specific outcomes are measured through both academic and non-academic performances of the students. The performance of the students in the internal and external examinations, in the practicals and assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the College in the various academic events provides another index of their learning-levels. Course outcomes are measured through the performance of the students in the class, practicals, internal evaluations, and external evaluations. Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance. Thus they are helped to improve their performance in the external examinations.

File Description	Document
Any additional information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 60.45

2.6.3.1 Total number of final year students who passed the university examination

Response: 4782

2.6.3.2 Total number of final year students who appeared for the examination

Response: 7911

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 17.61

3.1.2.1 Number of teachers recognised as research guides

Response: 28

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.11

3.1.3.1 Number of research projects funded by government and non-government agencies during last five years

Response: 52

File Description	Document
List of research projects and funding details	View Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Two of the faculty members, Dr. S R Bale and Mr. Gawade Avinash have filed for two national patents which are in consideration. College has a research committee, which motivates staff members to undertake research projects. The Committee gives guidelines regarding different funding agencies and monitors the quality of research projects submitted to different research agencies and suggests improvements in the project, which leads to considerable increase in the number of projects sanctioned. The College every year organises workshops, conferences etc. Teachers are encouraged to pursue their M.Phil. and Ph.D. degrees and to publish their research papers in national and international journals. Some of the highlights of the research culture in the campus are: Four staff members availed FIP leave to carry out their Ph.D. 12 faculty members have completed their Ph.D. 47 students have completed their Ph.D. 18 students have completed their M.Phil. 40 Conferences/workshops/seminars organized. 24 students are working for Ph.D. in our college (2016-2017). 97 papers published in UGC approved journals and 183 papers in other journals. 12 teachers visited foreign countries for collaborative work / attending and presenting papers at conferences/ seminars/ workshops etc. 52 Minor and major research projects sanctioned 70 books published/chapters in edited books 27 Papers published/presented in international conferences attended 93 Papers published/presented in national conferences attended 30 Papers published/presented in state conferences attended College every year organizes Zonal Level Project competition for students 'AVISHKAR' funded by BCUD, Savitribai Phule Pune University, Pune. Every year our students get selected at University and state level exhibition of their projects. Some of the students have received State Level Awards in this competition. To improve the performance of the students in Avishkar, guidance is provided by staff members to the students and orientation workshops are arranged. Most of the faculty members are invited in various institutes and industry to deliver talk on subjects of interests.

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 40

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	9	3	10	10

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international

recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.42

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 47

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.2

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
26	16	22	19	14

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
58	48	45	40	29

File Description	Document
List books and chapters in edited volumes / books published	<u>View Document</u>
Any additional information	<u>View Document</u>

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Every year, students of Ahmednagar College are involved in a variety of activities that help the neighborhood community and in turn sensitize our students about the various issues of immediate relevance to the society. Students of the College visit various NGOs working in diverse fields. In the past six years this has included visits to Snehankur, Snehalalya, Kushtadham, Pumpkin House, Snehadhar, Mauli Seva Pratistan, Ahmednagar Remand Home, Firodiya old age home, Childline, Adarsh Mahila Gramin Anand Rushiji Disabled School, Athre Patil Balgruh, Yatimkhana, Sawali Sankalp Pratishtan, and William Orphanage. The Commerce department visited the Ahmednagar Remand Home and distributed blankets to the inmates in 2015-16 and distributed wheal chairs, mats and drinking water in 2016-17. Staff and students visit schools to help raise awareness among school children about child abuse, water conservation, cleanliness, human rights, environment, meditation, health etc. Such activities included visits to schools like Savitribai Phule Secondary School-Malewada, Ahmednagar; Mahatama Phule Boarding School; Swami Vivekanand Madhyamik Vidyalaya-Moraya Chinchore; Ramkaran Sarda Boarding School; Dnyadadip Madhyamik Vidyalaya-Sonewadi and Zillah Parishad Primary Schools at Digras, Jakhangaon, and Ganesh Wadi (Jakhangaon). The College NSS unit students undertake a host of activities in the nearby villages during the yearly winter camp. The year-wise summary of work carried out is as follows: 2012-13 (Adhavwadi): Construction of school compound, digging pits for planting trees, repaior of a 1.5 km road, 500 meter length trenching, digging soak pits, repairing contour trenches, digging of 1.5 km water pipeline, pits for trees, village cleanliness and repair of crematorium. 2013-14 (Chichondi Shiral): Digging 150 pits for planting saplings, road repair, cleaning of roadsides and gutter, digging 15 soak pits, repair of contour trenches. 2014-15 (Dhamalwadi): Cleaning of 1.5 km drainage and internal roads, soak pits, socioeconomic and geographical survey of the village, plantation, repair of Z.P-school campus 2015-16 (Manjarsumba): Cleanliness awareness, orientation about farmer suicide, dowry, education, corruption, plantation along the boundaries, repair of Z.P-school campus, cleaning internal roads, digging soak pits. 2015-16 (Madadgaon): Two new check-dam constructed under paani adva paani jirva, repair & reconstruction of one check-dam, cleaning the village, road repairs, tree plantation, insecticide painting of trees, socioeconomic survey of 170 houses. The College donated five drinking water tanks to the Dhamalwadi village. Manjarsumba, the village where the College conducted winter camps in 2011-12 and in 2015-16, received the 'Nirmalgram', 'Tantamukt gram' and 'Ambedkar ekta Puraskar' from Maharashtra Government. In addition to these, NSS and NCC students regularly organize activities like tree plantation, celebration of important national days, blood donation camps, road safety awareness campaign, cleanliness programme, AIDS awareness campaign, water shed projects, cleaning of villages, orientation of people on subjects like farmers' suicide, dowry, education, domestic violence, child/ female feticide, awareness about voting, drug addiction, gender equality, "save girl child", corruption etc. Departments have also undertaken activities like street plays, poster competitions and exhibitions within and outside the campus to create awareness on women's empowerment, traffic, AIDS awareness, etc. Swach Bharat Abhiyan was undertaken by college students and teachers on college campus.

3.4.2 Number of awards and recognitions received for extension activities from Government /recognised bodies during the last five years

Response: 5

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	2	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	4	4	3

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 39.22

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2213	1371	3114	1269	1439

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 37

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	10	8	5

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 19

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	2	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The College currently has a student-strength of 4035. There are 24 undergraduate and 23 PG programs. In addition, there are 8 Ph.D. and 3 M.Phil. courses. The institute has adequate facilities like classrooms, laboratories, computer labs and library for conducting these courses. Classrooms and laboratories are shared as undergraduate and postgraduate courses of Arts and Commerce faculty are conducted in the morning and many science courses are conducted in the afternoon. Of the 69 classrooms in the College, 34 have ICT learning facilities and three have smart board. College has five seminar halls used for guest lectures, seminars, meetings and conferences. Each science department has separate classrooms for running the final year B.Sc. and M.Sc. classes, except the department of Statistics which only offers undergraduate courses. Each science department has separate laboratories for running day to day practicals for UG and PG. The College has a library which has approximately 202141 books. In addition, some of the departments have a separate departmental library to provide subject related books and periodicals. Most of the science departments have independent computer laboratory. Students are given access to the Central Computer Facility as and when required. There is also a standalone facility for the differently-abled students with suitable equipments and study materials. All the research centers have separate research laboratories and there is a common central instrumentation lab which has sophisticated instruments.

File Description	Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities

Response:

The College has adequate space and facilities for sports and cultural activities. It has separate office and indoor facility for sports in addition to play grounds. The College also has adequate space and facilities for cultural activities with one large auditorium, and 5 seminar halls. 1. Facilities: 1. Gymkhana building   1530.3 sq.m   2. Gymkhana facility   200.67 sq.m   3. NCC   18.581 sq.m   4. NSS   9.2903 sq.m   5. Recreation hall   408.77 sq.m   Utilities: 1 Gymkhana   1   1947   Daily 2 Auditorium   1   1951   4 time a year 3 Cricket Ground   1   1957   0.105 4 Volleyball Court/ Badminton Court   2 1957   0.084 5 Football Ground   2   1957   0.190 6 Basketball Court   1 1971   0.095 7 Table tennis   1   1971   0.042 8 Hockey ground   1 1957   0.000 9 Handball Court   1   1996   0.031 10 Kabbadi Ground   1 1957   0.052 11 Kho –Kho Ground   1   1957   0.000 12 Netball Ground   1 2006   0.084 13 Korfball   1   2008   0.105 14 Generator Room   2 2012   3 hours a day

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 52.7

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 39

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 18.08

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
39.67	51.65	68.58	70.93	119.82

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Year Name of the ILMS software Nature of automation (fully or partially) Version 2012-13 SOUL Partial 2.0 2013-14 SOUL Partial 2.0 2014-15 SOUL Partial 2.0 2015-16 SOUL Partial 2.0 2016-17 SOUL Partial 2.0

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library has rare books, manuscripts and special collections which are of great historical significance. The library has in all 10500 rare books, 1350 manuscripts and five special collections – the back issues of Dynanodaya (issues since 1842 along with a digital version of it), Balabodahameva (a 19th century children's journal), Patwardhan collection (rare books), Jambekar collection (rare books), and Dr. Bhaskar Pandurang Hivale Collection (rare books). The College library has text books, reference books, encyclopedias, journals, magazines and newspapers.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

   1.e-journals
   2.e-ShodhSindhu

    3.Shodhganga Membership
    4.e-books
    5.Databases

A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)

Response: 7.2

4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
10.39	6.724	6.389	6.039	6.467

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.09

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 270

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has created adequate IT facilities in the campus. There are 20 computer labs in the College with 364 computers. Every department is furnished with necessary number of computers with wifi and internet facilities along with necessary software. There are 2 in-house maintenance engineers and 3 are contracted on need basis. Every department and the various units of the College submit a demand letter for maintenance and upgradation or creating new IT facilities. Upgradation is carried out time to time depending on changes in syllabi, new practicals prescribed, introduction of new technology, student strength and as PCs and software become outdated. Updation of IT facilities is a continuous process.

4.3.2 Student - Computer ratio

Response: 11.73

File Description	Document
Student - Computer ratio	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS
5-20 MBPS
20-35 MBPS
35-50 MBPS
Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 66.65

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

2016-17	2015-16	2014-15	2013-14	2012-13
271.02	270.11	239.39	234.20	241.75

File Description	Document
Audited statements of accounts.	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College has a simple mechanism for maintenance and upkeep of the facilities. Generally the Heads of each department raise Indents for any requirement in that particular department and necessary steps are taken in regards. Following is the mechanism for maintenance followed by the College: i. Maintenance of IT facilities: - The College has contracted on call basis M/s Laxmi enterprise [Mr. Pratap Gaikwad - 8999003678], M/S Compro System and Services Private Ltd. (Mr. Pankaj Bajia, 9822009782) and M/S Trinity Technology (Mr. Swapneel Babar - 9960088992) for maintenance of IT facilities in the premises. There are two in-house maintenance engineers in the College to oversee everyday upkeep of the Computer labs. ii. Maintenance of Electrical Equipments: The College has contracted M/s Guruseva Electricals (Mr. Gujrathi - 9850291933) for the upkeep of any work related to electrical. iii. Security: The College has an agreement with National Security Services (Mr. Mansukhlal Wable) for providing 13 security guards on campus on shift basis. iv. Cleaning and maintenance of classroom and other public areas / washrooms: The College has appointed personnel (Mr. Praveen and Mr. Daddu) for all cleaning purposes. Weekly twice the classrooms are cleaned. The personnel appointed for the purpose are also responsible for maintaining cleanliness in the College hostels and the roads. The College also gets the washrooms cleaned on daily basis. Departments are cleaned by the departmental peons. v. Website Design and Development: The College has contracted Satyam Printers [Mr. Sai Suram - 9890100366] for the purpose of design, development and maintenance of the College website. vi. Building and Garden maintenance: The College has appointed M/s A.B. Dushing (9657603876) as the contractor for the management of premises and buildings. He is also the one responsible for the maintaining the greenery on the College campus.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 27.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
428	1526	1524	1787	1746

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
upload self attested letter with the list of students sanctioned scholarships	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.73

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
117	86	103	63	38

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above
B. Any 6 of the above
C. Any 5 of the above
D. Any 4 of the above
Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 2.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
107	136	136	124	130

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 0.99

5.1.5.1 Number of students attending VET year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	79	21	42	76

File Description	Document
Details of the students benifitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.15

5.2.1.1 Number of outgoing students placed year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	19	26	21	11

File Description	Document
Details of student placement during the last five years	[View Document](#)
Self attested list of students placed	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 33.58

5.2.2.1 Number of outgoing students progressing to higher education

Response: 404

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 14.73

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	23	8	20	14

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
121	157	55	136	94

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 19

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	4	8	4

File Description	Document
e-copies of award letters and certificates	View Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students are involved in the decision-making mechanism in various ways: The Students Council is a body that has student representatives from every class. The Principal has meetings with these members at which issues related to teaching-learning, student activities, examinations and hostel and other facilities in the College are discussed. Under the newly promulgated Maharashtra Universities Act 2017, Students Council is constituted through elections. Students undertake various activities through NSS, NCC, Theatre Group, Gymkhana and Students Council. They have undertaken cleanliness campaigns, blood donation, campaign for saving electricity and water, and against substance abuse – tobacco, alcohol and drugs. NSS and NCC also assign different responsibilities to students. For example, senior cadets are involved in training the junior cadets in parade. Students are groomed in leadership positions by making them in-charge of organizing various College

and departmental events such as debate competitions, poster and photography competitions, quiz competitions, annual day ceremony, cultural days, exhibitions and other departmental activities. Departments organising events assign key responsibilities like fund gathering, publicising, program anchoring and scheduling to students. Students also assist in organising department seminars/conferences/workshops/sports events. The College annual magazine Pratibimba has student representatives on its editorial board. The IQAC also has a student representative. Every year feedback from the students on the performance of the teachers is collected and analysed. Periodically, students' feedback on the syllabi is also collected. Students are publicly honored for their performances in these various roles by way of "Best All round Student of the Year", "Best NCC Cadet of the Year", "Best NSS Volunteer of the Year" and "Best Sportsperson of the Year".

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 17

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	19	17	18	16

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni of the College are well placed in all walks of life in India and abroad. There are among our alumni leaders of industry, education, business, professional fields, entertainment, academics and social work. The alumni of the College assist us in different ways. The NSS unit of the College receives the alumni students' help in adopting village, organizing annual NSS camps and carrying out development projects there. Alumni also help us in organizing blood donation camps, tree plantation campaign and other extension work. They participate in the annual College functions such as Independence Day Celebration, Republic Day Celebration, Founder's Day and Annual Day. They also assist the College in placement process and provide inputs to the departments about the industry requirements. Some departments invite their outstanding alumni for interactive sessions with the students and staff on the current developments in the field. These sessions inspire the students and expose them to the opportunities in the field for research as well as employment. Some of our non-resident alumni when they visit India, visit the College and interact with our students updating their knowledge about the field. Many of our alumni are in regular contact with the teachers and contribute to the teaching learning processes indirectly by providing a variety of information.

5.4.2 Alumni contribution during the last five years

<1 Lakh
1 Lakh - 3 Lakhs
3 Lakhs - 4 Lakhs
4 Lakhs - 5 Lakhs
Response:

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during last five years

Response: 6

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision of the BPHE Society is contained in its three mottos: Not Things but Men I Dare You Ye Shall Know the Truth The mission statement of the institution is: Ahmednagar College is committed to creating a transformative environment for its students and staff to enrich themselves by achieving excellence in their diverse pursuits and to creating a value-based academic milieu that ensures every student's emergence with a discerning mind, global competence and preparedness for a proactive role in effecting change in their own life, their immediate society and the world at large. The Nature of governance As per the provisions of the Constitution of Bhaskar Pandurang Hivale Education Society, which runs the College, a separate Board of Control for Ahmednagar College acts as the governing body of the College. It is presently made up of following nine members: i.   Dr. N M Aston   Chairperson ii.   Mr. Vishal Barnabas   Secretary of BPHE Society iii.   Dr. Mohan Tholar   Treasurer of BPHE Society iv.   Dr. R J Barnabas   Principal and Secretary of the BoC v. Dr. Joshua Aston   Member vi.   Dr. Dipti Christian   Member vii. Dr. Keith Desa   Member viii. Mr. Sandip Salvi   Member ix.   Dr. John Uzagare   Member   Perspective Plans The IQAC of the College prepares the perspective plans each year in April. The IQAC while preparing of the perspective plan takes into account the feedback from stakeholders, changes in the government or the university policies or rules, changes in the programs, courses or any aspect of the teaching, learning and evaluation processes and new grants, schemes or opportunities. It is also included in the AQAR submitted to the NAAC. At the beginning of the year, plans are made to implement the perspective plan as per the urgency of the requirements, necessary permissions from competent authorities and availability of funds and outcomes are reviewed at the yearend. The College periodically prepares a long-term plan. In 2015, such a future plan, titled "Vision 2020", was published. It consisted of long-term plans of the College as well as of the individual departments.   Participation of the teachers in the decision making bodies The governing structure of Ahmednagar College is decentralized. Teachers and other stakeholders are actively involved in the planning and the functioning of the College. For example, the College has an Academic Council which looks into matters related to academic planning, new programs and academic audit. There is an Administrative Committee comprising teachers which looks after the day to day administration. There is a Purchase Committee, an Examination Section headed by teaching faculty, apart from the IQAC. Above all, there is a Local Management Committee (CDC as per new Act) which has representation from both teaching and non-teaching staff and from the local community. Apart from this, departments are given the freedom to plan and devise their academic functioning. Teachers are also made coordinators of various committees that provide support services or conduct extra-curricular activities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The College promotes a culture of participative management. Ideas pertaining to academic goals, organisational progression and better campus life are collected from all stakeholders to promote efficient functioning of the College. The staff and other stakeholders are empowered helping in creating a harmonious and positive attitude in the College leading to increased efficiency, improved communication, heightened morale, motivation and job satisfaction. There are various levels at which decentralization happens. The Management takes major policy decisions concerning policy, finance, infrastructure, tie-ups, etc. The members of the Local Managing Committee discuss matters related to teaching and non-teaching staff and the College budget. The Principal is assisted in the day to day functioning by the Vice Principals and the Administrative

Committee. Decisions taken at these levels are implemented with participation from various stakeholders. To illustrate this, the process of the preparation of the annual Plan of Action and its implementation are described. The Principal in consultation with the Vice Principals and the Administrative Committee prepares the outline of the perspective plan in April for the subsequent year. This includes inputs received throughout the year from students, parents, staff members and heads of departments and a host of other issues requiring attention. This is then routed through the IQAC of the College which, after deliberating on the inputs from the Principal and after incorporating its own suggestions, prepares the detailed Plan of Action for the subsequent year. The plan is then submitted to the Management for approval and guidance. At the beginning of the new academic year, the IQAC reviews the Plan of Action approved by the Management and makes concrete suggestions for its implementation. The Principal and the Administrative Committee take timely decisions regarding the implementation of the Plan of Action by assigning specific responsibilities to the staff members or the appropriate persons. The people in charge of the activities are assisted by committees which have members of the staff and in some cases, (such as IQAC, Editorial Committee of the Annual Magazine) even students. In carrying out the specific activities, the staff members concerned chalk out a plan that is designed to maximise the participation of students and staff. Where possible press persons are invited to cover the events organised on the campus, the reports of which are carried in the local newspapers thus enabling the College to reach out to a wide community. The College has an in house magazine called The Chronicle of Ahmednagar College in which reports of all activities are published. The Chronicle is also sent to the Management, alumni and the well-wishers of the College. Many of them convey their feedback to the Principal or other staff members. Participants in the activities and their beneficiaries are the primary sources of feedback on activities carried out. Staff members and students involved in organising the various activities too provide their feedback. The staff in-charge of the activities communicates the feedback to the Principal which becomes one of the sources for preparing the Plan of Action for the subsequent year.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Each year, the College undertakes to fulfill the plans stated in its Plan of Action, prepared by the IQAC in response to the feedback received and the emergent needs, and reviewed and approved by the Principal and the Management. There are several examples of successful implementation of activities based on this strategic plan. Here, an illustrative example is given of infrastructure development undertaken in the College in the past five years is described below. In the past five years the College has introduced many new courses including 13 certificate courses, one diploma, two undergraduate course, three postgraduate courses, 1 pre-PhD course, and 2 PhD programs. As new programs and courses have increased and new divisions have been added to some of the existing courses (3), there have been demands for augmenting the infrastructure. Responding to these demands, the Plan of Action of the College envisaged fulfilling them which has also been reported annually in the AQARs submitted each year to the NAAC. Year-wise infrastructural facilities planned and created are given below: 2011-12 a. Intercom facility to all the departments b. Office room for the Centre for the Differently-abled Students c. Renovation of the NSS-ETI office d. Renovation of the library reading room e. Upgradation of the Computer labs at Chemistry, Mathematics, English, Statistics, Geography, and Drug Chemistry departments f. Renovations of the boys' hostel and canteens g. Renovation of the undergraduate Chemistry lab 2013-14 a. Facilities at various departments upgraded b. Renovation of classrooms and maintenance of College building c. Renovation of girls' rest room d. Renovation of laboratories in Botany, Chemistry, Physics departments. e. Provision of water facility at the ladies hostel, boys' hostel and departments. 2014-15 a. Completion of the Central Instrumentation Facility set up under the schemes of CPE and DST b. Construction of a Back Office as a support system for Administrative work c. Setting up of infrastructure for the Research Centre for English and for Commerce Research Centre d. Setting up of new PG laboratories in the departments of Geography and Psychology e. Renovation of the Boys Hostel bathroom and Toilet complex f. Renovation of the Society office 2015-16 a. Maintenance and renovation of laboratories (Geography, Psychology, Botany and Zoology), hostel and library buildings and examination section. b. Improvement of facilities (upgrading the computers, internet facility) at the Resource Centre for the Differently-abled 2016-17 a. Setting up of a computer lab at the Geography department b. Renovation of labs at the Chemistry, Zoology and Biotechnology departments c. Expansion of the Resource Centre for the Differently-abled. d. Renovation of the recreation hall e. Setting up of a new server for office automation f. Building an additional washroom for boys in the classroom complex and girls near RCDA g. Setting up a common area for

boys and girls near the library. h. Upgradation of the examination section i. Installation of temperature & humidity display system j. Providing separate facility for the Women's Cell.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governing Body Ahmednagar College is an institute under the Bhaskar Pandurang Hivale Education Society. It is administered by a separate Board of Control for Ahmednagar College which is presently made up of the following nine members. There is also a Local Management Committee of which the Principal is a member along with elected representatives of the teaching and non-teaching staff, nominees of the Management and external members. Administrative Setup The organizational structure has the Principal at the helm. The three Vice Principals and the Chief Coordinator of the self financing courses share the administrative duties for the proper functioning of the institution. The Administrative Committee takes care of the daily implementation of policy decisions.   Functions of various bodies The Role of the top Management: To make rules regarding scholarship funds and the granting of freeships or other assistance. To adopt the annual budget prepared by the Principal in consultation with the Treasurer of the Society. To arrange for the purchase and supply of all materials, equipment and other articles needed for the College. On behalf of the Society to alter or erect buildings and other facilities of the College for which the Society has given its sanction. To provide for the safe custody and inventory of all properties, plant and equipment of the College. To administer the Provident Fund in accordance with its Rules through the Trustees elected by the Society. To provide for keeping true and correct accounts of all funds, receipts and expenditures and proper statement of the same.   The Role of the Principal: He is responsible for the day to day administration of the College. He appoints members of the teaching and non-teaching staff subject to the approval of the Board He is responsible for the admission of students and the discipline of the College. He is the Financial Officer of the College.   He is responsible for academic and other programmes directly pertaining to the University Service rules, procedures, recruitment, promotional policies The service rules of the teaching and non-teaching staff are as per the relevant rules of the competent authorities like the UGC and Government of Maharashtra. The detailed service rules are contained in the Maharashtra Universities Act 2017. (http://www.unipune.ac.in/Maha_Public_Uni_Act/pdf/Maharashtra%20Public%20Universities%20Act%202016%20English%20Copy.pdf) Similarly, the rules and procedures for recruitment and promotion are as per the Maharashtra Universities Act 2017 and the UGC Regulations (https://ugc.ac.in/pdfnews/3375714_API-4th-Amentment-Regulations-2016.pdf)   Grievance Redressal Mechanism Grievance Redressal Cell has a formal mechanism for enquiring into issues and its recommendations are passed onto the Principal for action. On academic and other matters the Principal reviews whatever grievances are brought to him or to the Vice Principals. The Heads of Departments deal with local grievances within their department, unless found serious enough to refer to the Management. The Students' Grievance Redressal Committee,   Students Welfare Committee, Anti-Ragging Committee, Prevention of Sexual harassment Committee and Disciplinary Committee are other mechanisms which maintain a harmonious atmosphere on the campus.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above
B. Any 4 of the above
C. Any 3 of the above
D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Screen shots of user interfaces	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The various bodies/cells/committees of the College meet periodically and conduct their activities systematically and function diligently. As an instance of the effectiveness of these, an illustrative example is provided below. The Local Management Committee in its meeting held on 12.10.2012 had recommended that efforts should be made to maintain greater discipline on the campus. In this regard, the College from the year 2013-14 reconstituted the disciplinary committee. Each day there are four different timings when four different teams, led by a senior staff member as its coordinator, are charged with the task of ensuring discipline on the campus from morning 9 am to evening 4 pm. Restrictions are imposed on the entry of vehicles inside the campus during the peak hours. Carrying one's I-card is made compulsory. The members of the disciplinary committee are also present during public or special programs organized by the College. This activity has helped in improving the overall discipline and security inside the campus.

6.3 Faculty Empowerment Strategies

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

Response:

Loans available from BPHE Society Employees' Credit Cooperative Society Ltd.   Fixed Deposit facility BPHE Society Employees' Credit Cooperative Society Ltd.   Short-term emergency loans from the above   Sudden Loan from the above   Emergency medical help by the BPHE Society   Share holding with Ahmednagar College Consumer Cooperative Society   College has an MoU with Evangeline Booth Hospital, Ahmednagar where the bonafide College staff are given 20% concession in total medical expenditure
Deputation of faculties for professional development programmes/FIP/ training programmes. In cases of emergency advance is given to the staff. Fund raising drive for the employee or their family affected by an unforeseen calamity. Group Insurance facility   Principal hosts a social meet and party for all the staff on the occasion of Christmas every year Dependents of deceased employees are considered for available jobs on grounds of compassion Wards of the employees are given concession in college fees. Principal hosts a new year party for all the administrative staff

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

Response: 8.3

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	14	8	3	12

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 21.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	21	22	22	22

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 26.19

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	19	33	34	30

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal reports of the teaching faculty are scrutinized by the IQAC and where necessary they are discussed with the faculty concerned by the Principal. Teachers' profile is also uploaded to the College website. The feedback received after any programme, academic or extracurricular, is also discussed with the teacher-in-charge and suggestions for improvement are given by the Principal. Faculty members are encouraged to actively participate in all aspects of College life, irrespective of whether they are permanent, temporary, ad hoc or contractual. They contribute towards strengthening the teaching-learning process; research; extension activities; and administrative work with responsibility and accountability. The SPPU norms for formal appraisal are followed wherein faculty are required to submit formal reports on work undertaken each year. These reports document personal achievement, both scholastic and extramural. Coordinators of various sections and committees are also expected to submit an annual report on the work or activities carried out under their guidance. Some of these reports are also carried in the annual magazine Pratibimba, and the in-house magazine The Chronicle of Ahmednagar College. The reports are presented at Staff meetings and form the basis of the comprehensive Annual Report presented by the Principal to the Management. Further, the faculty are required to update their personal profile on the website on a regular basis. Thus, the contribution of the individual to the multidimensional corporate life of the College is well documented. Curriculum vitae of individual faculty members are available on the College website in the public domain. Each year teachers submit their Academic appraisal following the standard API forms which are reviewed by the heads of the department and then the Principal. Performance appraisal is also carried out at the time of career advancement. The SPPU has its own mechanism through a website maintained by the BCUD to update the teachers' profile. Every year the College prepares each department's workload for submission to the Education department. Each year appraisal of the administrative staff is undertaken in the standard format which is reviewed by the Registrar and then the Principal.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. Internal Audit by the Chartered Accountant M/s Saptarshi & Company 2. External Audit by the Joint Director Higher Education, Pune Region, Pune 3. External Audit by the Account Officer, Higher Education Department, Pune Region, Pune 4. External audit by the office of the Principal Accountant General (Audit-I) Maharashtra, Mumbai 5. External Audit by the Respective Funding Agencies (like UGC/BCUD/DST/SPPU) The internal audit is conducted regularly. Audit objections are promptly resolved. Suggestions made by the internal auditor for budget allotments are incorporated in the subsequent budget statements. External audit that the government agencies have to undertake, mentioned in 2, 3, and 4 are due for sometime and the College is awaiting their visit to the College. The last, conducted by the relevant agencies are carried out at the end of the grant period and accounts are settled. These agencies if they have objections to the way funds are utilised then such amounts are withheld from the final instalment. Similarly, if the funds are not utilised as per the rules of the funding agencies, the funds have to be refunded with interest specified by the agencies.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropers during the last five years (not covered in Criterion III)

Response: 0.2

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.10	0.10	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	**View Document**
Annual statements of accounts	**View Document**

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The College works within the framework of rules and regulations formulated by the Board of Control of Ahmednagar College, the Government, various funding agencies and the Savitribai Phule Pune University. Fiscal discipline, compliance with the rules of the sanctioning bodies, judicious use of resources, integrity and accountability are followed diligently. The College receives grant-in-aid from the Maharashtra government and a variety of special purpose funding from bodies like the UGC, CSIR, and DST, etc. The other regular source of income is students' fees. The Annual Budget reflects the establishment expenditure including, salary and non-salary components. Grants received for special projects and research are for specific use. The College has well-defined procedures for allocation of funds to various segments of the College. The financial protocols prescribed by all the competent authorities are diligently followed at every level. Financial transactions of student societies and departmental activities are routed through the coordinators or teachers-in-charge, as the case may be. Day to day financial transactions are maintained by the College Accountant. Yearly budget of the College is approved by the Principal and the Board of Control of Ahmednagar College. The accounts are internally audited by Chartered Accountant M/S Saptarshi and Company, Ahmednagar. This then is examined and approved by the and the Board of Control of Ahmednagar College. The approved audited accounts are submitted to the Charity Commissioner, Ahmednagar.

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes in the College. Below two examples of best practices institutionalized as a result of IQAC initiatives are described. 1. Setting up Renewable Energy Source The Plan of Action prepared by the IQAC in the year 2016-17 had envisaged the reduction of energy consumption and the energy bill. As part of this endeavor the IQAC had recommended setting up a solar plant (AQAR, 2016-17). In July 2017 the work on setting up a solar plant began. The College's energy requirement is 125 KV per month. The College has set up a solar plant with 50 KV capacity at the cost of Rs. 35 lakh. This has been financed by the BPHE Society and the College will seek subsidy from the Maharashtra Energy Development Agency. In addition to this, the College has also adopted other energy saving methods like setting up a Solar water heater in the hostel and by replacing ordinary bulbs with LED lamps. This has resulted in a further energy efficiency of at least 60%. 2. Promotion of Research and Innovation The IQAC has taken necessary steps to promote a research atmosphere on the campus. The Plan of Action prepared by the IQAC each year also attends to this aspect. As a result of this continued focus, the number and quality of research activities in the College have gone up significantly. In the past five years, 4 staff members have availed FIP leave for their Ph.D. work, 12 have completed their Ph.D., 47 students have completed their Ph.D., 18 students have completed their M.Phil., 40 conferences/workshops/seminars have been organized, 24 students are working for Ph.D. (2016-2017), 97 papers have been published in UGC approved journals and 183 papers in other journals, 12 teachers have visited foreign countries for researching or for presenting research findings, 52 minor and major research projects have been sanctioned, 70 books /chapters in edited books have been published, 27 papers published/presented in international conferences, 93 papers published/presented in national conferences and 30 papers have been published/presented in state conferences. Research competitions like "Avishkar" and "Innovation" (6 and 2), have been organized in the College, 34 teachers have received various awards during this period. The efforts at promoting research culture on the campus are also reflected in the College allocating

significant amount from the 200 lakhs it has received from the DST-FIST, and CPE. Similarly, the College has encouraged the staff to participate in seminars, training programs, etc. by providing financial help to 40 faculty members. The College has signed an MoU for research with SRTM University, Nanded. The IQAC has recommended the renovation of laboratories, creation of new laboratories, computer facilities, purchase of new equipments, launching of research centres in Botany and English, starting a research program (M Phil in Physics).

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The College reviews its teaching learning process, administrative & methodologies of operations and learning outcomes at periodic intervals through IQAC. As an illustration of the IQAC initiated review processes below two case illustrations are presented. 1. Institutional reviews facilitated by the IQAC: a. Student Feedback on Teachers' Performance: Every year the College conducts a performance appraisal of teachers by randomly selected students from each class, as per the requirement. The IQAC of the College undertakes the analysis of this feedback. This feedback includes both content and methods of teaching, teachers' strengths and weaknesses in teaching. The feedback analysis provides a reliable source of information regarding the quality status of the teaching learning process in the College during that particular year. The coordinator of the IQAC communicates the feedback analysis to the Principal who takes necessary action where required.
b. Annual Academic and Administrative Audit: Each year toward the end of the second semester, the IQAC undertakes the annual academic and administrative audit. This is done by collecting information regarding the various developments in the College during the year as per the 7 criteria. This information also is reflected in the Annual Report of the College prepared by the Principal and submitted to the Board of Control of Ahmednagar College. The annual Academic and Administrative Audit (AAA) is the primary source for preparing the AQAR each year. 2. Implementation of teaching-learning reforms facilitated by the IQAC: The IQAC in its annual Plan of Action makes several recommendations aimed at bringing about general improvements in the overall functioning of the College. This includes plans to reform teaching, learning and evaluation. In the past five years the IQAC has recommended through its Plan of Action (reflected in the AQAR) several steps to enhance the effectiveness of the teaching-learning process in the College. During this period the College launched several new courses and programs and has also started new divisions for existing programs. To cater to these developments and to attend to the changing requirements, the College has undertaken many steps to reform the teaching learning process. These include i. renovations of labs (19); ii. new computer labs (5); iii. setting up ICT-enabled classrooms (30) iv. purchase of additional books and journals v. organizing guest lectures, seminars/conferences (46).

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	2	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
e-copies of the accreditations and certifications	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality *(in case of first cycle)* **and post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The College underwent the second cycle of NAAC accreditation in 2011. The College has since undertaken several steps toward quality enhancement and quality sustenance. Quality initiatives were reviewed through seminars and workshops conducted by the IQAC for this specific purpose. The IQAC organized three workshops and one national seminar on issues pertaining to quality enhancement and sustenance. 1. "A One day workshop on API System" was organized by the IQAC of the College on 26th June 2012. The Coordinator of IQAC, Dr. S B Iyyer and other members of IQAC were the speakers on the occasion. 2. A One day workshop on "Optimization of College Administration Mechanism" was held on 11th March 2013 for the administrative staff of the College. Dr. Narendra Kadu, Deputy Director of Education, Pune Division was the Chief speaker on the occasion. 3. "Workshop on Credit System and Evaluation Process" This workshop held on 14th August 2013 was meant for the members of the faculty. The Workshop was conducted by Dr. Pandit Vidyasagar (the then Vice Chancellor of SRTM University, Nanded) for the Science faculty, Dr. B R Shejwal (Head, Department of Psychology, SPPU) for the Arts faculty and Dr. Sanjay Kaptan (Head, Department of Commerce) for the Commerce faculty. 4. "A National Seminar on Innovative Teaching, Learning and Evaluation Techniques" was held on 10th and 11th February 2014 under the aegis of the NAAC, Bangalore. Dr. Pandit Vidyasagar, Dr. N M Vechalekar, Dr. M R Kurup, Dr. Madhuchhanda Bannerjee, were the subject experts. At the technical sessions, 13 research papers were presented. The seminar was attended by more than 100 faculty members from colleges within and outside Maharashtra. 5. "A One day Workshop on Ethics in Administration" was held on 21st February 2015. This workshop was meant for the administrative staff and was conducted by Mr. P R Bhadakwade, Deputy Registrar, SPPU. This workshop was attended by more than 100 staff members.   6. "A One-day Workshop on Third Cycle Re-accreditation" was organized on 20th February 2016 for the faculty of the College with the goal of raising awareness among the staff about the best way to prepare for the third cycle of reaccreditation. The Workshop was conducted by Dr. M R Kurup, Secretary of Vaze College, Mumbai. Quality enhancement initiatives in the academic domain: i) New Programs and Courses: Introduction of new courses such as research centres in Botany, English; MPhil in Physics, MA Psychology, MSc Biotechnology, B Lib, BCA in Science; diploma in Tourism and Travel Management. Several short-term value added 'Certificate courses' such as: Taxation, Computer Application, Mushroom Cultivation, Counselling, C++, Basic course in French, Basic course in German, Advanced course in German. Starting special UGC-assisted centres like

Gandhian Centre, Human Rights education, Centre for Remedial Teaching, etc. ii) Use of ICT: Establishing new computer laboratories Provision of computers and internet to every department Provision of LCD projectors in several classrooms, Interactive Projectors in some classrooms Online admission Installation of the Wi-Fi system at various locations

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 21

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	2	2	9

File Description	Document
List of gender equity promotion programs organized by the institution	View Document
Report of the event	View Document

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
    1. **Safety and Security**
    2. **Counselling**
    3. **Common Room**

Response:

The general atmosphere of our college, with a 3:2 ratio of boys to girls, provides an enabling environment for gender equality. The College is very sensitive to gender related issues and has taken a lot of care to ensure not only the safety of the girl students and staff on the campus but also has taken steps to create an atmosphere on the campus wherein female staff and students flourish in academics, administration and in every field. In fact the College takes a special interest in ensuring their vibrant presence by putting in place mechanisms such as Prevention of Sexual Harassment Cell and a distinct Women's Cell. The Women's Cell provides personal, academic and social counseling to girl students, organizes special lectures on topics of special relevance to girls, and organizes activities to create gender sensitivity on the campus. a) Safety and Security * An active and vigilant Prevention of Sexual Harassment Cell, details about which are significantly publicized in the College prospectus and displayed on the Campus. * Separate parking with security staff for girl students * Separate queue for girl students at the College office and the bank extension counter in the College. * Separate girl's section and issuing counter in the library. * Three Girls hostel with a total capacity of 267. The hostel is provided with security staff, follows strict incoming timings and has tall security wall.   * Nirbhaya Pathak visits the College everyday as part of overall vigilance. * The College Discipline Committee takes special care to ensure the safety of girl students on the campus. * Public areas of the Campus are covered under CC TV. b) Counseling The Women's Cell of the College is active and oversees the general well being and safety of the girl students. The Cell consists of female teachers and meets regularly. One of its functions carried out both at formal and informal levels is counseling the girl students. Ahmednagar College has girl students from diverse backgrounds. There are hostelites, there are day scholars, there are students from economically weaker sections, there are girls from other states including the North-eastern states, there are girl students from army background, from rural, from urban, backgrounds. All these girls have their own anxieties both academic and personal. Students approach the members of the women's cell with their concerns. Members of the women's cell provide counselling as required. But, in most cases the girls wish their problems to be discussed on

conditions of confidentiality. Hence, the Cell observes strict confidentiality of these students. c) Common Room The College has provided a Girls Common room at the hostel, library as well as in the classroom complex. The Common Room in the classroom complex has washroom facility, sanitary napkin vending machine. In the girls hostel sanitary napkin vending machine and disposal machine are installed. The hostel common room is provided with a TV set, newspapers and magazines, and filter water unit.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 40

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

Response: 480

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 1200

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 66.67

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 120

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 180

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management   To minimize the problem of waste disposal colored dust bins are kept at the necessary junctures in the College campus. Waste is collected every day once in the morning and once in the evening. It is then processed as follows depending on the nature of waste. Vermicomposting: Organic wastes are converted into biofertiliser by the Vermicomposting plant developed by the department of Zoology. Garden waste, kitchen wastes from college canteens and other wet waste are collected from different areas of the campus. After the vermicompost is ready in due course, it is harvested and used for the plants on the campus. Composting: To further strengthen eco-friendly environment in the College premises, the College also has

project for composting of waste collected in the campus. Dry waste mainly leaf litter is allowed to decompose systematically over a period. Liquid waste management Extremely hazardous chemicals are not used in the laboratories. The waste is drained after reasonable treatment. An attempt is made to dilute the liquid waste while draining them. Certain wastes are disposed by burning them. Waste generated from Microbiology and Biotechnology departments are autoclaved and then disposed in the drainage system. E-waste management Non-working laboratory equipments, computers, monitors printers and batteries etc are sold as scrap materials on systematic basis following the rules of Purchase Committee and ruling out from dead stock register for future records in order to ensure their safe recycling.   If some parts are useful in other systems, they are kept aside for future use.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water is an integral and important part of the ecosystem. Conserving and saving this vital element will prove beneficial not only for the present generation but future too. College campus has wells for the supply of water. Last 2-3 years ground water level is found to decline considerably. Hence, since last two years college has started rainwater harvesting. Three major buildings in the campus were selected namely Administrative building, Biochemistry, Microbiology, Biotechnology, Chapel, BBA and Library. The rainwater falling on the terraces of the said buildings is systematically collected and piped directly to one of the wells, which is at the centre of the campus.

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

The campus has lush green canopy of trees that helps to make the environment carbondioxide-free. The College undertakes planting of saplings every year and nurtures them. A green audit of the campus has been carried out and the plants are identified and labeled. More than 5000 plants, belonging to diverse types, are present on the college campus. Salvodora persica (Pillu, Miswak) is a coastal plant but acclimatized in the College campus since 1972. Bolusanthus is a unique exotic plant conserved in the campus since many years due to its ornamental nature. There is no report of its presence anywhere else in India. Near about 550 day-scholars commute by cycle and many mothers by the state transport /the city buses plying on the route. The campus is pedestrian-friendly and many citizens and past students visit the College for their daily morning walks. Vehicles are prohibited in the campus during peak working hours (morning 9.00 a.m. to evening 4.00 p.m.) to avoid sound and air pollution. To avoid the environmental pollution, papers and CD'S are sold to vendors for recycling. Considerable office communication is carried out digitally. Students are made aware of the hazards of plastic. As there are no retails shops on the campus, use of plastic is minimum.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.06

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise

during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.25	0.25	0.25	0.2	0.2

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Green audit report	View Document

7.1.9 Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above
B. At least 6 of the above
C. At least 4 of the above
D. At least 2 of the above
Response: A. 7 and more of the above

File Description	Document
Any additional information	View Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 55

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	11	11	11	11

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 20

7.1.11.1 Number of initiatives taken to engage with and contribute to local community during year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	4	4

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 93

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Year Sl.No Title of the programme/Activity Duration (from-to)   Number of participants   2012-13 1   136th Birth Anniversary of Chhatrapati Rajarishi Shahu Maharaj 26/06/2012   75   2 Death Anniversary of Lokmanaya Tilak and Birth Anniversary of Anna Bhau Sathe 01/08/2012   120   3 Birth Anniversary of Mahatma Gandhi and Birth Anniversary of Lalbahaddur Shastri 02/10/2012   70   4 Death Anniversary of Mahatma Gandhi 30/01/2013   122   5 Birth Anniversary of Mahatma Phule and Dr. B .R. Ambedkar 14/04/2013 95   2013-14 1 Mahatma Phule Commemoration Day 28/11/2013 97   2 Dr. B .R. Ambedkar Mahaparinirwahan Day 06/12/2013   62   3 Birth Anniversary of Krantijyoti Savitribai Phule 03/01/2014 85 4 66th Death Anniversary of Mahatma Gandhi 30/01/2014 128   2014-15 1 Teacher's Day 05/09/2014 185 2 Dr. B. R. Ambedkar Mahaparinirwan Day 06/12/2014 65   3 Death Anniversary of Mahatma Gandhi -Martyrs Day 30/01/2015 350   4 Death Anniversary of Savitribai Phule 11/03/2015 45   2015-16 1 Birth Anniversary of Gandhi 02/10/2015 165   2 Commemoration Day of Mahatma Phule 30/11/2015 85   3 Mahaparinirvan Day 07/12/2015 65   4 Birth Anniversary of Savitribai Phule 04/01/2016 48   5 Birth Anniversary of Rajmata Jijau Maasaheb 12/01/2016 65   8 Lokmanya Tilak Death Anniversary and Annabhau Sathe Birth Anniversary 01/08/2016 62   9 Teacher's Day 05/09/2014 185   10 Birth Anniversary of Dr.A.P.J.Abdul Kalam 15/10/2016 63   11 Birth Anniversary of Mahatma Gandhi and Birth Anniversary lal Bahadur Shastri 02/10/2016 62 2016-17 1 Death Anniversary of Lokmanya Tilak and Birth anniversary of Annabhau Sathe. 01/08/2016 68   2 Teachers Day 06/08/2016 85   3 Birth Anniversaries of Mahatma Gandhi and Lal Bahadur Shastri. 02/09/2016 85   4 ''Reading of Gandhi's Thought'' on the Occasion of Birth Anniversary mahatma gandhi 07/09/2016 55   5 Birth Anniversary of Bharatratna Dr.APJ Abdul Kalam 15/09/2016 58   6 Birth Anniversary ofKrantijyoti Savitribai Phule 03/01/2017 69   7 Birth Anniversaries Of Swami Vivekananda And Rajmata Jijau Maa Saheb. 12/01/2017 109   8 Death Anniversary of Mahatma Gandhi (Martyrs' Day) 31/01/2017 115   9 Birth Anniversary King Chhatrapati Shivaji Maharaj. 18/02/2017 105   10 Birth Anniversary of Mahatma Phule 11/04/2017 85   11 Death Anniversary of Lokmanya Tilak and Birth Anniversary of Anna Bhau Sathe. 01/08/2017 89

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The College organizes a number of activities throughout the year that contribute to developing among the staff and students and the society at large humane value and professional ethics. These include celebration of national days, celebration of birthdays of national leaders, awareness campaigns through competitions, exhibitions, lectures, street plays, and events like blood donation and social work. Students regularly take part in NSS and NCC activities and visit NGOs. Academic activities also focus on inculcating ethics, skills, values and integrity among the students. College has started two special purpose centres, viz, Gandhian Study Centre and Human Rights Education which focus on spreading value based ideas among the students and staff. On occasions like celebration of Maharashtra Day, Independence Day, Republic Day and Founder's Day the Principal addresses the staff and students and motivates them. As part of the academic training, students are taught cyber security, environmental consciousness, gender equality, etc.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

1. Title of the Practice: Outreach Program to Popularize Science 2. Objectives of the Practice: 1. Development of scientific temper among students and citizens. 2. To raise awareness about the importance of scientific and technological research and innovations. 3. The Context: General public, the College students as well as school and junior college (pre-degree) students need motivation to develop a scientific spirit. With this background the science departments organize science exhibitions every year about concepts of science and its relevance in one's life. These exhibitions are open to the public. Students from neighbourhood schools and junior colleges are specifically invited to visit these exhibitions. 4. The Practice: Projects are selected with the help of the mentors who guide them about the quality and clarity of ideas and underlying basic principles. At the exhibitions the students who prepare the exhibits/projects present them to the visitors. The visitors are able to learn the underlying principles. These exhibitions are also visited by the experts and projects are evaluated depending on certain pre-decided criteria. 5. Evidence of Success Student participants hone several skills including leadership, teamwork, public speaking, social communication and politeness. They develop clarity about the specific topic. The number of students and faculty members participating in these exhibitions and the visitors to the exhibitions is increasing. 6. Problems Encountered and Resources Required Ideas and enthusiasm are abundant among the faculty and students. Material and human resources required to put up a good exhibition are often a challenge. ** 1. Title of the Practice: Empowering to Differently-Abled Students 2. Objectives of the Practice: To create a centre that provides emotional, psychological and social support to the differently-abled. 3. The Context: Education can play a vital role in helping them to live with dignity and honour, confidence and independence. 4. The Practice: Every year around 20-30 differently-abled students take admission in different faculties. The Centre has a specially equipped lab with advanced computer systems, internet connectivity, screen readers, talking software, special software for the visually challenged such as; NVDA- screen reading software, Jaws 9–Hindi screen reading software, Safa-typing software, Magic- screen magnification software, Zoom text -for those with low vision and other devices specially designed for differently-abled people. The Centre has 100 Braille books in English, Marathi & Hindi, and subscribes to magazines on current events in Braille. 5. Evidence of Success Following students have found employment: Mr. Pradip Londhe, NET in Economics, Central Bank of India Mrs. Jadhav Anuradha NET in Sociology. Miss Jyoti Tavale - Ahmednagar Z. P. Mr. Majahar Shaikh - Indian Railways. Mrs. Sundar Falke - S.T. Mahamandal. Mr. Krushna Tavale - Ahmednagar Collector Office. 6. Problems Encountered and Resources Required: i) The resources required depends on type of disability hence a variety of resources are required. ii) The centre is not self-supporting. iii) Placement assistance for differently-abled students needs to be developed.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority

and thrust

Response:

Ahmednagar College has as it vision three mottoes: "Not Things but Man", "I Dare You" and "Ye Shall Know the Truth". In keeping with these mottoes the mission of the College in the past and in the present is to help students grow into persons with the ability effect transformation within and without. The College's admission policy too is reflective of this broad vision. The students attributes achieved also reflect the primary focus of the College as producing young men and women with transformative potential. This is achieved through quality education. The teaching-learning process in the College is very strong. The College has been offering in the past five years 13 certificate courses, one diploma, 24 undergraduate, 23 postgraduate, 3 pre-PhD and 8 PhD programs. These programs are taught by experienced and expert teachers. Average teaching experience of our teachers is 13.17 years. 57 of the teachers have PhD qualification. 52 have undertaken research projects sponsored by agencies such as UGC, DST, and 54 have published research papers and books. 34 have received awards. 97 have published papers in journals approved by UGC and 183 in other journals. 70 books or chapters in books have been published. 150 papers have been presented at international, national level seminars and conferences. All the teachers make use of ICT tools in their teaching.   The overall development of students is achieved by facilitating their participation in various activities – academic, sports, social service, leadership, cultural etc. Students are provided exposure to advanced learning through research projects, exhibitions and student seminars. They also attend the seminars and conferences organized by the College. In the past five years the College has organized 40 seminars/workshops/conferences. Students are also encouraged to take part in competitions, seminars and conferences organized outside the College by other institutes. The focus of the activities undertaken by the units of the College such as NSS, NCC and Gymkhana, as well as by the departments, is to raise the abilities of the students to play a proactive role in their neighbourhood. Our students have received many awards at international, national, state, university and district levels for their extracurricular activities through NSS, NCC, theatre group, sports, cultural activities, and research projects.

5. CONCLUSION

Additional Information :

Mr. Sachin More has appeared in award winning films like "Ghuma" and "Khwada". Dr. Chandrakant Joshi is an award winning poet, novelist and scholar with 22 books to his name, scripts and songs for 5 Marathi films and 2 television serials. Dr. Kamalakar Bhat, department of English, is an award-winning poet with three collections of poems to his name in Kannada. Mr. Tushar Rannavare, an administrative staff, is a film maker who has acted in one feature film, has directed a Hindi television serial and has directed three short films. Film actors like Ms. Smita Tambe, Ms. Chitra Kulkarni and Mr. Siddharth Jadhav and writers like Mr. Achyut Godbole, Mr. Ashok Naigaonkar, Mr. F M Shinde, Mr. Ranganath Pathare, Mr. Govind Pansare, Mr. Lahu Kanade, Mr. Naganath Kottapalle and Dr. Sarala Barnabas have visited the College.

Our NCC cadets have been bestowed with All India Best Cadet awards two times - in 2013 SUO Pushpendra Singh, and in 2014 SUO Prem Prasad Kolapkar. Our cadets were also selected for international Youth Exchange Programs: Pushpendra Singh (Kazakhstan) Prem Prasad Kolapkar (Russia), Shivani Parkhe (Srilanka), Shirish Deshmukh (Kazakhstan) and Aman Jagtap (Bhutan). 19 cadets participating in the Republic Day Parade. Aman Jagtap led the Rajpath Parade on 26th January 2016. Shirish Deshmukh led the Maharashtra contingent at the Prime Minister's Rally on 29th January 2015. Major S S Kharat received in 2014 the highest national award of NCC, the "Raksha Mantri Commendation Card".

Concluding Remarks :

Ahmednagar College undertook its first Self Study in the year 1968, 20 years after its founding. The findings of this Self Study were published in the form of a book titled *Profile of a College* (1969, published by Ahmednagar College). Since its inception, the very reason d'etre of Ahmednagar College, in its vision as in its practice, has been to provide the needy students quality education that will help them to live with dignity and to live up to their potentials.

In the last five years, the College has launched many initiatives that have contributed to the overall quality culture in the College. The College was granted "College with Potential for Excellence" recognition by the UGC in September 2011. The College received Rs. 1 crore as CPE grant from the UGC. The evidence of success of these quality initiatives is that the UGC was satisfied with the performance of the College and has extended the grant for another term by releasing an additional grant of Rs. 1.5 crore in February 2017. Further, the College received the DST-FIST grants in 2011 for the Science departments.

The College is well aware of its potentials and the immense opportunities available to it. In the days to come, the College is determined to set right what it sees as its weaknesses and build further on its strengths to raise itself to the next level and grow into an institution that truly makes a difference in the lives of its students and other stakeholders.