# SELF STUDY REPORT

### FOR

## 4th CYCLE OF ACCREDITATION

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

POST BOX 21, STATION ROAD, AHMEDNAGAR
414001
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Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## December 2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

B.P.H. Education Society's Ahmednagar College is a Christian minority institution, situated on a 32.06-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 founder, Rev. Dr. B.P. Hivale, believed that the primary aim of the College "is to provide higher education for the students who, for various reasons, would not otherwise be able to have it." Translating the ideas of the founder, the College always strives to facilitate better teaching, better learning, and better results. True to its motto, the College makes every effort to provide access to education to all, irrespective of their background. In spite of being a Christian minority institution, the faculty and students of the College form a cosmopolitan atmosphere, with teachers and students coming from diverse backgrounds and from various parts of India and Maharashtra. Building personality, not merely producing degree-holders, is the purpose of education. The College continuously tries to go beyond syllabi so that learning becomes both meaningful and intensive. The College is committed to liberal humanist ideals and has been renowned for its active role in social justice initiatives, innovative educational programs, research, and community-oriented activities. Ahmednagar College has come to be known for its pioneering projects, the most notable among them being students' involvement in community development, which grew into the NSS; the 'Self Study' of the College undertaken in 1967; the postgraduate course in Drug Chemistry; and, in the recent past, the Resource Centre for the Differently-abled.

Ahmednagar College has emerged as a beacon of academic excellence, fostering a vibrant research environment that encourages both faculty and students to actively engage in cutting-edge research across various disciplines. The college's commitment to advancing research is evident through the establishment of research facilities that provide scholars with the necessary tools and infrastructure. In line with its commitment to sustainability, College has implemented a comprehensive green policy on campus, promoting eco-friendly practices and creating a sustainable environment.

**Vision**

The vision of the College is contained in its three mottos: "*Ye Shall Know the Truth", "Not Things But Men,"* and **"I Dare You."** The mottoes have been an essential part of the plans and programs of the College over the last seventy-five years. The founder of the College Rev. Dr. B.P. Hivale, believed that the primary aim of the college "is to provide higher education for the students who, for various reasons, would not otherwise be able to have it." He also believed that it is a bounden duty of the College to "walk a second mile," not to be satisfied with the fulfillment of minimum responsibilities, and to always preach and practice the quest for excellence. Translating these ideas of the founder, the College always strives to seek the best and to make learning dynamic and intense for the students.

**Mission**

The Mission of Ahmednagar College 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 millieu that ensures every student's emergence with a discerning mind, global competence, and preparedness for a proactive role in effecting change in their own lives, their immediate society, the nation, and the world at large.*

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

**Institutional Strength**

(i) 61 Ph.D. staff, 4 patents, 225 Ph.D. registered students, 39 awarded, 9 research centers, 67 research guides, 11 funded research projects, 277 research publications, 96 books, 22 conference proceedings, and Rs 75.77 lack funding during the assessment period.

(ii) An effective mentoring system catering to students and young colleagues.

(iii) Extensive extension and outreach programs (283 activities, participants 17011).

(iv) Maximum Grantable Courses.

(v) The green campus appreciation by the Social Forestry Department, Government of Maharashtra.

**Institutional Weakness**

(i) The 39 grantable positions are vacant.

(ii) Alumni fund contributions are very low.

(iii) There is no ambient air monitoring system on campus.

(iv) More efforts for environmental initiatives like the installation of biogas plants, paper waste recycling systems, etc.

(v) New reference books need to be updated.

(vi) Parking facility to be upgraded

**Institutional Opportunity**

(i) Scope to start a research center in History, Political Science and Economics.

(ii) Scope to start an MSc in Statistics.

(iii) Add on courses from every department.

(iv) More research journals need to be subscribed to.

(v) Alternative sources of energy (solar) need to be increased.

**Institutional Challenge**

(i) The number of permanent staff filled does not match the sanctioned post.

(ii) Increase the number of admissions to full strength.

(iii) The existing structure needs to be modernized.

(iv) The infrastructure facility required to run NEP.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Ahmednagar College follows the curriculum prescribed by Savitribai Phule Pune University. The Choice-Based Credit System (CBCS) was introduced in 2019 and was implemented in all streams. The faculty members of the College are members of the Board of Studies in ten subjects at the affiliated university.

The college ensures academic flexibility by giving elective options at the UG and PG levels. With a strong emphasis on Outcome Based Education, the prescribed curriculum is effectively delivered through the academic calendar, teaching plans, syllabus completion reports, etc. Efforts are being made to understand the application of subject knowledge through organizing various activities like guest lectures, field visits, educational tours, surveys, seminars, ICT lectures, projects, group discussions, etc., thereby supporting the enrichment of the curriculum. Field projects and internships are an integral part of the new curriculum. Internal examinations are conducted in accordance with the calendars of the affiliating university and the college. External examinations are carried out as per the schedule received from the university. In addition, 26 certificate, Add-on and value-added courses were introduced in the college, which aim to keep students up-to-date with emerging national and global trends, thus enhancing their employability skills. The syllabi of courses at the UG and PG levels address cross-cutting issues like professional ethics, gender, human values, the environment, and sustainability.

The same is further integrated into the curriculum through effective delivery of the syllabus, curricular and extracurricular activities, and various policies and practices. The foundation course on Cyber Security and Human Rights is compulsory for all postgraduate programs, i.e., M.Sc.I/M.A.I/M.Com.I. Add-on courses in value education and democracy are compulsory subjects for all F.Y. courses. The teaching and learning process is supplemented by project work, fieldwork, and internships.

The feedback mechanism is comprehensive as it encompasses students, faculty, alumni, and parents, and their feedback on the curriculum is considered valuable. Suggestions received on curriculum restructuring are communicated to the concerned authority. The entire process of curriculum transactions is monitored by the head of the institution and IQAC.

## Teaching-learning and Evaluation

Ahmednagar College's faculty seamlessly integrates teaching and research, with a nuanced approach that acknowledges the diverse needs of its student body. Particularly in departments catering to socially disadvantaged students, an enhanced focus on teaching is evident. The pedagogical methods employed amalgamate traditional teaching techniques with contemporary tools, fostering an enriched learning experience.

Recognizing the varying academic capacities of students, the college conducts remedial classes and bridge courses, ensuring that each learner is equipped to navigate their studies successfully. The integration of Information and Communication Technology (ICT) plays a pivotal role in sustaining a dynamic and continuous learning environment.

A transparent evaluation process, encompassing written examinations, class seminars, and assignments, underscores the commitment to fair and comprehensive assessment. With an average annual student enrolment of around 4000, the institution caters to a substantial cohort, maintaining a stable and vibrant academic community.

Diversified teaching methods, including experiential, problem-solving, and participative learning, underscore the institution's commitment to fostering a holistic education. The introduction of a robust feedback mechanism further exemplifies its dedication to continuous improvement. This mechanism involves reciprocal feedback loops, with inputs from students to teachers, subsequent actions taken by the principal and management, and diligent compliance measures.

The college adopted Bloom's Taxonomy to systematically calculate Course Outcomes (CO) and Program Outcomes (PO) attainment for all its courses over five years. The effective integration of ICT in teaching and learning enhances the overall educational experience.

The institution takes pride in its well-established grievance redressal mechanism, ensuring a proactive approach to addressing concerns promptly. Reflecting its academic prowess, the college has achieved an impressive 80% average pass rate over the past five years.

Moreover, Ahmednagar College has demonstrated success in facilitating exemplary placements both on and off campus, attesting to its commitment to preparing students for real-world challenges. Additionally, students have showcased commendable performance in competitive exams, showcasing the institution's dedication to nurturing holistic excellence.

## Research, Innovations and Extension

- The College has been providing quality education for the last 75 years, catering to all sections of society with outreach activities, research culture, and innovations.
- The research output increased substantially during the last five years, with staff being encouraged by

providing all required infrastructural facilities and learning resources, including some monetary incentives. The staff submits research proposals to the college Academic Research Committee which scrutinizes and approves proposals based on research ethics and further monitors and guides the researcher.

- The college has nine research centers, 67 research guides (43 internal guides and 24 external guides attached to our research centers from other institutes), and a total of 225 research scholars (130 scholars with internal guides and 95 with external guides). 39 scholars were awarded Ph.D. degrees (21 candidates with internal guides and 18 with external guides).
- Faculties successfully completed 11 funded research projects, including the DST-FIST grant, with an outlay of Rs. 75.77 lakh.
- Seed money of Rs. 2.6 lakh was sanctioned for institutional research projects with the release of the first installment.
- Established Incubation Centre to support and nurture innovative ideas in young minds for developing start-ups. The students are also encouraged to participate in innovation competitions to present their ideas.
- Faculties were granted four patents and published 277 research articles in reputed journals, 96 chapters in books, and 22 articles in conference proceedings.
- Plagiarism software like Urkund (Ouriginal) is available for researchers.
- Seminars and workshops, including an international conference, were organized on topics like research methodology, IPR and skill development.
- The college received 35 awards from well-known organizations, including the government of Maharashtra and the Delhi government, for actively engaging in extension and outreach programs highlighting societal responsibilities, National Day celebrations, and positive responsiveness to a sustainable ecosystem on campus. Units of the college, like NCC, NSS, and Gandhian Study Centre, conducted more than 283 activities, with 17011 students' participation in sensitization in social issues for their holistic development.
- The college has proactively signed 10 MoUs and established 24 collaborations. As a part of this initiative, 64 activities were carried out during this assessment period for the progressive development of research and extension.

**Infrastructure and Learning Resources**

Ahmednagar college, Ahmednagar (ACA) campus is spread over 32.06 acres. The infrastructure of ACA is easily accessible and well-maintained, offering a favourable setting for educational endeavours. ACA has sufficient teaching-learning facilities, including Classrooms, Labs, Computer labs, and Libraries (Institutional and Departmental). There are 69 classrooms and five seminar halls available for Arts, Commerce and Science Stream. There are more than fifty Laboratories for UG, PG and Research Students. More than two lakhs' books are available in the college library. Some of the departments have separate departmental library that provide subject related books and periodicals. The majority of the departments have their own computer lab. The Central Computer Facility is accessible to students as needed. The theatre group has its office, recreation hall to practice and centralized places in the college to present galli-nukkad, skit etc. The Recreation hall at the college is available for multipurpose use. Play ground and Open space of college is utilized for celebrating Independence day, Republic day, International Womens day, Yoga day etc. The college also provides access to a state-of-the-art gymnasium so that students can improve their physical fitness and strength.

The automation of the college library was started by adopting KOHA in 2021. Later, a modified,

customized and upgraded version 23.05, introduced in 2023, for effective functioning of the library. The college has 350 computers (desktops and laptops) and related accessories for students, both for teaching and practical purposes. There is a central computer facility with 78 computers along with modern audio-visual aids for teaching. In order to maximize classroom time and keep students interested, 38 LCD projectors are used in various departments for interactive presentations. All computer laboratories are internet-connected with good Wi-Fi facilities. Vriddhi Software is used for online admission procedures for students. The internet speed is offered at a minimum of 50 Mbps and a maximum of 100 Mbps, as per the requirements across various departments and offices. High-configuration Wi-Fi servers with multiple plug-ins are provided at the different locations. There are established standards and processes for using and maintaining the academic, support, and physical facilities of the ACA.

**Student Support and Progression**

BPHE Society's Ahmednagar College has implemented a robust system for Student Support and Progression, ensuring the holistic development and inclusivity of students, particularly those from socioeconomically weaker backgrounds. Various committees, comprising both teachers and student representatives, actively work to address academic, physical, economic, and social welfare needs. To facilitate financial assistance, the college has established a comprehensive policy and procedure for accessing scholarships and freeships. During the evaluation period, a significant 50.53% of students availed themselves of such opportunities from both governmental and non-governmental sources in Maharashtra.

Under the broader umbrella of Capacity Building and Skills Enhancement, the college conducted 187 programs covering a spectrum of initiatives, including soft skills development, remedial courses, study tours, and industrial visits. Notably, language and communication skills improvement, life skills development, and ICT computing skills were focal points in 35, 33, and 27 programs, respectively.

The provision of career counseling and guidance for competitive examinations proved beneficial to 67.5% of students. A remarkable 409 outgoing students secured placements during this period, a testament to the effectiveness of career guidance initiatives. Additionally, 1786 students continued their higher studies, highlighting the success of the overall support system.

In terms of academic achievements, 131 students excelled in various competitive examinations, such as NET/SET/GATE/JAM/Civil Services/State Government exams. Furthermore, students earned 94 medals and awards in sports and cultural events, with one student receiving a state government award for NSS work.

The college takes pride in its proactive Grievance Redressal Mechanism, ensuring the timely resolution of issues, including those related to sexual harassment or ragging. During the assessment period, no cases of such incidents were reported. A total of 62 student grievances and other examination-related issues were promptly resolved by statutory guidelines.

The involvement of the Registered Alumni Association in the institute's development is noteworthy, contributing through books, guidance talks, donations, mentoring sessions, and arranging campus placements. The alumni's overall contribution during the assessment period amounted to Rs. 54,000. This collaborative approach underscores the college's commitment to nurturing a supportive and enriching educational environment.

**Governance, Leadership and Management**

The institution deploys a strategic cum perspective plan, which is efficiently implemented through cooperative efforts between the Principal, IQAC, CDC, and various stakeholders. Aligning with the College vision and mission, the plan encompasses strategies, objectives on policy and policy documents, administrative setup, committees, college committees, the functioning of institutional bodies, visibility in policies, appointment and service rules procedures, and e-governance.

The physical environment of the college is known for its pro-environmental approach. The physical infrastructure of the college is hired by external organizations, institutes, and agencies at minimal charges for educational purposes. The government agencies, research scholars, teaching faculty, and other agencies utilize the resources and services of the college.

The college employs diverse strategies for fund mobilization and resource optimization. The institute opts for internal and external audits of the financial expenses. The primary source of funding includes student fees, service charges, facility charges, etc. The institute has formed a policy document to monitor the maintenance costs. The purchase committee oversees the meticulous utilization of the funds.

The institute offers various welfare measures, such as accommodation, health check-ups, group insurance, festival advance, banking facilities for teaching and non-teaching staff, and creates avenues for their progress.

The internal quality assurance cell plays a crucial role in ensuring and improving the quality of education through institutionalizing quality assurance, reviewing the teaching and learning process, feedback-based outcomes, and incremental improvements. The institute has separate appraisal mechanisms for grantable and non-grantable teachers and non-teaching staff.

The institute is using software like Tallies, Vruddhi, KOHA, Google Platform, and social media platforms to discharge its duties.

**Institutional Values and Best Practices**

Nestled in the heart of Ahmednagar city on a sprawling 32.06-acre campus, B.P.H.E. Society's Ahmednagar College stands as a beacon of educational excellence. Established in 1947 by the visionary Dr. B.P. Hivale, the college is the first of its kind in the Ahmednagar district, embodying a commitment to providing higher education to those who might otherwise be deprived of it. Aligned with its founding principles, the institution dedicates itself to fostering better teaching, learning, and results, transcending barriers of background or circumstance. The institution's ethos extends beyond academics, championing liberal humanist ideals through active participation in social justice initiatives, innovative educational programs, research endeavors, and community-focused activities.

Pioneering initiatives define the college's legacy, including the establishment of the National Service Scheme (NSS), the introduction of a postgraduate course in Drug Chemistry, and the inception of the Resource Centre for the Differently-abled. Upholding a commitment to quality education, the college offers an expansive array of courses.

The institution's dedication to environmental sustainability is evident in its Green Campus initiative, a comprehensive campaign fostering environmental awareness among students and faculty. This initiative

encompasses reduced plastic usage, clean and green campus practices, energy-efficient classrooms, rainwater harvesting, plantation drives, reduced air pollution, and effective waste management. Green audit and green power generation through solar further exemplify the college's commitment to a sustainable future.

Complementing this, the college's mentoring system stands as a dynamic and vital practice, empowering students academically and personally. This system, facilitated by experienced mentors, addresses emotional support, mental health, remote learning assistance, learning gaps, digital literacy, adaptive learning, career guidance, equity, inclusion, and the strengthening of connections between students and the college. Evidence of the success of the practice includes enhanced performance through university ranks, better results in examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus, and respectful relationships between teachers and students.

In essence, Ahmednagar College, rooted in its rich history guided by visionary principles, continues to evolve as an institution that not only imparts academic knowledge but also shapes responsible, aware, and empowered individuals for the challenges of the future.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | B.P.H.E. SOCIETY'S AHMEDNAGAR COLLEGE AHMEDNAGAR |
| Address | Post Box 21, Station Road, Ahmednagar |
| City | Ahmednagar |
| State | Maharashtra |
| Pin | 414001 |
| Website | [aca.edu.in](aca.edu.in) |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | R. J. Barnabas | 0241-2359571 | 9422226911 | - | ahmednagarcollege 1947@gmail.com |
| IQAC / CIQA coordinator | P. C. Bedarkar | 0241-359171 | 9422791870 | - | pritamkumar.bedar kar@aca.edu.in |

| 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<br>[ACA_Minority_issued by Mah_so in marathi.pdf](#) |
| If Yes, Specify minority status | |
| Religious | Religious |
| Linguistic | |
| Any Other | |

| Establishment Details |
|---|

| State | University name | Document |
|---|---|---|
| Maharashtra | Savitribai Phule Pune University | [View Document](#) |

| Details of UGC recognition | | |
|---|---|---|
| Under Section | Date | View Document |
| 2f of UGC | 14-09-2005 | [View Document](#) |
| 12B of UGC | 14-09-2005 | [View Document](#) |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|---|---|---|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Post Box 21, Station Road, Ahmednagar | Semi-urban | 32.06 | 129742.2 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English, | 36 | HSC | English | 960 | 236 |
| UG | BA,Marathi, | 36 | HSC | Marathi | 960 | 116 |
| UG | BA,Hindi, | 36 | HSC | Hindi | 960 | 88 |
| UG | BA,Urdu, | 36 | HSC | Urdu | 960 | 10 |
| UG | BA,History, | 36 | HSC | English,Marathi | 960 | 174 |
| UG | BA,Politics, | 36 | HSC | English,English + Marathi | 960 | 177 |
| UG | BA,Economics, | 36 | HSC | English | 960 | 148 |
| UG | BA,Sociology, | 36 | HSC | English,Marathi | 960 | 143 |
| UG | BA,Geography, | 36 | HSC | English,Marathi | 960 | 190 |
| UG | BA,Psychology, | 36 | HSC | English,Marathi | 960 | 123 |
| UG | BSc,Physics, | 36 | HSC | English | 480 | 137 |
| UG | BSc,Chemistry, | 36 | HSC | English | 480 | 269 |
| UG | BSc,Botany, | 36 | HSC | English | 480 | 185 |
| UG | BSc,Zoology, | 36 | HSC | English | 480 | 199 |
| UG | BSc,Mathem | 36 | HSC | English | 480 | 96 |

| | atics, | | | | | |
|---|---|---|---|---|---|---|
| UG | BSc,Statistics, | 36 | HSC | English | 480 | 93 |
| UG | BSc,Microbiology, | 36 | HSC | English | 480 | 139 |
| UG | BSc,Computer Science, | 36 | HSC | English | 240 | 240 |
| UG | BCA,Computer Science, | 36 | HSC | English | 720 | 618 |
| UG | BSc,Biotechnology, | 36 | HSC | English | 120 | 62 |
| UG | BBA,Bba, | 36 | HSC | English | 480 | 339 |
| UG | BCA,Commerce, | 36 | HSC | English | 480 | 241 |
| UG | BCom,Commerce, | 36 | HSC | English,Marathi | 840 | 625 |
| UG | BLibISc,Library Science, | 36 | HSC | English | 30 | 0 |
| PG | MA,English, | 24 | Graduation | English | 120 | 38 |
| PG | MA,Marathi, | 24 | Graduation | Marathi | 120 | 20 |
| PG | MA,Hindi, | 24 | Graduation | Hindi | 120 | 19 |
| PG | MA,History, | 24 | Graduation | English,Marathi | 120 | 34 |
| PG | MA,Politics, | 24 | Graduation | English,Marathi | 120 | 42 |
| PG | MA,Economics, | 24 | Graduation | English,Marathi | 120 | 26 |
| PG | MA,Sociology, | 24 | Graduation | English,Marathi | 120 | 22 |
| PG | MA,Geography, | 24 | Graduation | English | 96 | 20 |
| PG | MA,Psychology, | 24 | Graduation | English,Marathi | 48 | 36 |
| PG | MSc,Physics, | 24 | BSc Physics | English | 108 | 62 |
| PG | MSc,Chemist | 24 | BSc | English | 96 | 96 |

| | ry,Organic Chemistry | | Chemistry | | | |
|---|---|---|---|---|---|---|
| PG | MSc,Chemistry,Drug Chemistry | 24 | BSc Chemistry | English | 48 | 42 |
| PG | MSc,Chemistry,Biochemistry | 24 | BSc Chemistry | English | 48 | 39 |
| PG | MSc,Botany, | 24 | BSc Botany | English | 48 | 22 |
| PG | MSc,Zoology, | 24 | BSc Zoology | English | 48 | 38 |
| PG | MSc,Mathematics, | 24 | BSc Mathematics | English | 60 | 37 |
| PG | MSc,Microbiology, | 24 | BSc Microbiology | English | 48 | 48 |
| PG | MSc,Computer Science, | 24 | BSc Comp Sci OR BCA OR BE OR BTech | English | 120 | 112 |
| PG | MSc,Computer Science,MSc Computer Application | 24 | BSc Comp Sci OR BCA OR BE OR BTech | English | 90 | 50 |
| PG | MSc,Biotechnology, | 24 | BSc Biotechnology | English | 48 | 26 |
| PG | MCom,Commerce,Cost Accounting | 24 | B Com | English | 180 | 73 |
| PG | MCom,Commerce,Business Administration | 24 | B Com | English | 120 | 120 |
| Doctoral (Ph.D) | PhD or DPhil,English, | 60 | MA English | English | 28 | 24 |
| Doctoral (Ph.D) | PhD or DPhil,Marathi, | 60 | MA Marathi | Marathi | 88 | 51 |

| Doctoral (Ph.D) | PhD or DPhil ,Geography, | 60 | MA Geography | English | 40 | 16 |
|---|---|---|---|---|---|---|
| Doctoral (Ph.D) | PhD or DPhil ,Psychology, Doctoral Studies in Psychology | 60 | MA Psychology | English | 20 | 12 |
| Doctoral (Ph.D) | PhD or DPhil,Physics, | 60 | MSc Physics | English | 47 | 21 |
| Doctoral (Ph.D) | PhD or DPhil ,Chemistry, | 60 | MSc Chemistry | English | 20 | 12 |
| Doctoral (Ph.D) | PhD or DPhil,Botany, | 60 | MSc Botany | English | 30 | 20 |
| Doctoral (Ph.D) | PhD or DPhil ,Zoology, | 60 | MSc Zoology | English | 28 | 7 |
| Doctoral (Ph.D) | PhD or DPhil ,Commerce, | 60 | M Com | English | 42 | 27 |

## 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 | 20 | | | | 34 | | | | 59 | | | |
| Recruited | 18 | 2 | 0 | 20 | 31 | 3 | 0 | 34 | 16 | 4 | 0 | 20 |
| Yet to Recruit | 0 | | | | 0 | | | | 39 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 66 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 53 | 0 | 66 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 84 |
| Recruited | 57 | 6 | 0 | 63 |
| Yet to Recruit | | | | 21 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 12 | 2 | 0 | 16 | 2 | 0 | 20 | 1 | 0 | 53 |
| M.Phil. | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 3 | 0 | 0 | 11 | 4 | 0 | 18 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 37 | 0 | 63 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 1825 | 23 | 0 | 0 | 1848 |
| | Female | 1248 | 18 | 0 | 0 | 1266 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 464 | 12 | 0 | 0 | 476 |
| | Female | 565 | 5 | 0 | 0 | 570 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 36 | 7 | 0 | 0 | 43 |
| | Female | 57 | 1 | 0 | 0 | 58 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 217 | 273 | 250 | 288 |
| | Female | 201 | 251 | 216 | 223 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 162 | 121 | 58 | 31 |
| | Female | 93 | 64 | 34 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 341 | 502 | 486 | 552 |
| | Female | 306 | 361 | 367 | 412 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 1330 | 1220 | 1142 | 1150 |
| | Female | 1177 | 1004 | 976 | 927 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 231 | 407 | 418 | 375 |
| | Female | 173 | 239 | 286 | 266 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 4231 | 4442 | 4233 | 4248 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Having served in higher education for a remarkable 75 years, BPHE Society's Ahmednagar College stands as a stalwart. The institution has successfully navigated two prior education policies, showcasing its adaptability and willingness to embrace change. Curricular Transformation: The institute has traversed various curriculum models (annual pattern, semester pattern, credit pattern, choice-based credit pattern) and is now gearing up for NEP. The transition from choice-based credit to NEP underscores a proactive stance in aligning with evolving educational paradigms. Diverse Academic Approach: The institution offers a wide array of programs encompassing the arts, commerce, science, |
|---|---|

computer science, and management, fostering a multidisciplinary educational environment. Students fulfill degree requirements through core, essential, and choice-based credits, promoting a holistic and well-rounded learning experience. Interdisciplinary Learning Opportunities: The institute provides research projects that empower students to partake in interdisciplinary learning. Faculties collaborate across different subjects, sharing research infrastructure and contributing to joint publications and patents. Infrastructure Support: The institution's infrastructure facilitates faculty collaboration and academic functioning in a multidisciplinary and interdisciplinary manner. The shared infrastructure supports cross-disciplinary research initiatives, fostering a holistic academic milieu. Integration of NEP: The institute is gearing up to integrate NEP into its curriculum, providing students with opportunities to select courses from major electives, minor electives, open electives, Indian knowledge systems, and on-the-job training. NEP seamlessly aligns with the institution's existing multidisciplinary and interdisciplinary approach, ensuring a smooth transition. Collaboration with Sister Institutes: BPHE Society's Ahmednagar College, with a legacy spanning 75 years in higher education, stands as a testament to adaptability and commitment to academic evolution. Having navigated two previous education policies, the institution is now well-prepared for the challenges of the third, NEP. Over the years, the college has embraced diverse curriculum patterns, including annual, semester, credit, and choice-based credit systems, demonstrating a commitment to staying abreast of educational trends. Currently transitioning from choice-based credit to NEP, the institute attributes its success to a well-defined understanding, foolproof planning, objective implementation, precise feedback mechanisms, and a readiness for operational change. The college's approach to education is inherently multidisciplinary, offering programs in arts, commerce, science, computer science, and management. Students undergo a comprehensive degree program, accumulating core, essential, and choice-based credits. This approach fosters a holistic and interdisciplinary perspective, with students exposed to a range of subjects across faculties. Interdisciplinarity is further encouraged through

| | |
|---|---|
| | research projects integrated into the curriculum, providing direct opportunities for undergraduate, postgraduate, and research degree students to engage with diverse perspectives. The institute's infrastructure supports faculty collaboration, exemplified by joint publications and patents, showcasing a commitment to interdisciplinary academic endeavors. Looking ahead to NEP, the college anticipates offering courses in major electives, minor electives, open electives, Indian knowledge systems, and on-the-job training, providing students with a multidisciplinary and interdisciplinary curriculum. Additionally, with three sister institutes under the BPHE Society—Ahmednagar College, CSRD-ISWR, and IMS-CDR—there is a promising prospect for expanded multidisciplinary offerings. The clustering of these institutes enhances opportunities for collaborative initiatives, ultimately enriching the educational landscape in preparation for the dynamic requirements of NEP. |
| 2. Academic bank of credits (ABC): | The BPHE Society's Ahmednagar College is affiliated to Savitribai Phule Pune University. The institute follows the rules, guidelines, and syllabi of the University. For the implementation of the Academic Bank of Credits (ABC), the institute adopted the guidelines issued by Savitribai Phule Pune University. As per the guidelines, students have to register their names on the web portal of the Academic Bank of Credits. Accordingly, the institute has prepared a multistage program to enroll the maximum number of students. At the institute level, the examination section volunteers to cater to the students' requirements. First, information about opening the account on ABC is extensively publicized by various means, i.e., (i) classroom notice boards, (ii) institutional email IDs, (iii) notices on WhatsApp groups, (iv) notices on the ACA Helpline, (iv) notices displayed on digital boards and LED boards, and (v) institutional websites, i.e., aca.edu.in. Government circulars and guidelines are promptly conveyed to students through institutional social media (http://unipune.ac.in/sol/pdf/pdf2023/Steps%20to%20create%20ABC%20Id_04082023.pdf), YouTube video (https://www.youtube.com/watch?v=Jga8dwnwJyg) prepared and issued by Savitribai Phule Pune |

| | University. Third, students were provided support at different levels and sections. (i) The students were given additional support from the inquiry help desk and admission window. (ii) Technical support was given by the computer science laboratory. Fourth, students were given a Google form by the examination section of the institute to obtain email IDs, name of the student, mobile number, faculty, subject, program opted for, academic year, PRN, and ABC ID. The Aadhar number is already linked while opening ABC ID. (h ttps://docs.google.com/forms/d/ 1wBqMZEJuR2I9dJYSIrpKmLHUMq_H4Kdfv7TA rG-Kbnw/edit) Fifth, the institute has shared the said data base of ABC details with Savitribai Phule Pune University on October 22, 2022. As per the curriculum structure of the affiliating university, SPPU, students in the undergraduate stream earn 132 compulsory credits and 8 additional credits through their participation in AVISHKAR, field visits, NCC, NSS, conferences, seminars, etc. However, for a PG degree, students have to complete 80 credits for science, arts, and commerce, courses. Along with this, students earn 10 credits from Human Rights and Cyber Security and 2 credits from Introduction to the Constitution. |
|---|---|
| 3. Skill development: | Skill development includes communication skills, interpersonal skills, job skills, and various soft skills. The Choice-Based Credit System (CBCS) offered by Savitribai Phule Pune University has offered students the opportunity to learn skills-based courses from their respective disciplines. In every undergraduate course, students are offered a Skills Enhancement Course for a certain amount of credits, i.e., 8 credits for science faculty and 6 credits for arts and commerce faculty students at the undergraduate level. Students learn research skills by undertaking research projects, observation skills through case studies, job skills through short internships, etc. (https://www.ugc .gov.in/pdfnews/8023719_Guidelines-for-CBCS.pdf) (http://collegecirculars.unipune.ac.in/sites/documents /Syllabus%202019/UG%20Rules%20and%20Regula tions_24.02.2021.pdf) Students learn different socio-ethical values from courses that include democracy, constitution, generic electives, personality development, consumer affairs, cyber security, etc. The students learn information about these aspects at the conceptual level to deal with interpersonal skills. |

| | |
|---|---|
| | Value-added courses were chosen by the students. The students are offered add-on courses. The purpose of these courses is to bridge the gap between the theory offered in the curriculum and market demand. The majority of these courses are operational skills-based. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The Indian Knowledge System (IKS) deals with the integration of Indian knowledge and global knowledge together. The institute opted for this opportunity of integration through the curriculum offered by SPPU and to meet local demands. The curriculum offered by SPPU gives students the opportunity to learn Indian knowledge systems through essential courses and choice-based credit courses. The core curriculum draws from the Vedas, Puranas, Mahakaavya, saintly literature, and the philosophy of national leaders. The courses offered in social sciences cover the Indian knowledge system. ( http://collegecirculars.unipune.ac.in/sites/documents/ Syllabus%202019/FYBA%20Psychology%202019_1 5.072019.pdf) Health promotion skills are derived from Indian knowledge and the philosophy of Indian political thinkers. However, the extra credits cover courses like Democracy, Elections, and Governance, Introduction to the Constitution, Human Rights, and Consumer Affairs. Ahmednagar College is located in a semi-urban area, and the majority of the students come from rural backgrounds in Marathi-medium schools. This gives an opportunity to prepare, translate, and teach the content of the syllabus in Indian language, i.e., Marathi. It also gives an opportunity to translate the learning material available in a foreign language into an Indian language. The library of Ahmednagar College is equipped with manuscripts and archival writings dating back to the 18th century, giving the opportunity to integrate Indian knowledge. |
| 5. Focus on Outcome based education (OBE): | Outcome-based education benefited stakeholders in many ways. The academic program began with the induction program and Bridge Course. In the welcome program, students were made aware of the Program Specific Outcome (PSO) and Program Outcome (PO). However, in the Bridge Course, though it was made to bridge the gap between content learned at the previous level of education and the present, the learners were made aware of the Course Outcome (CO). The induction program was offered |

|  | based on perceiving the psychological and cognitive level of that particular batch. Ways in which Program Specific Outcome (PSO), Program Outcome (PO), and Course Outcome (CO) were beneficial: The teachers benefit was that they were confident in the width and depth of the curriculum they were supposed to offer. Further, it benefited in defining the approach of evaluation, and they could also learn how to relate the normative and individualistic grades obtained by the students to the outcome defined.The students benefit was that they received better insight into Program Specific Outcomes and Program Outcomes at the induction program level. Secondly, the students were focused while attending the bridge course. Thirdly, students could perform better while appearing for their examination. Further, students showed their interest in add-on courses, value-added courses, and participation in co-curricular activities. The institute observed the outcome in many ways: first, students performance in the in-semester and university examinations. Second, students participation in various co-curricular and extracurricular programs, i.e., participation in research project competitions, research paper reading events, planning and running different activities volunteerly, participation in employability skills activities, and selection in various services, including defense entrance. The institute received a deep understanding of the PSO, PO, and CO at their level. The teachers and students were made aware of the same, whichever applies. This resulted in the mapping of the outcome at its appropriate level. The mapping of PSO, PO, and CO is done in a quantitative and qualitative style. As an outcome, the institute was able to prepare a detailed report on PSO, PO, and CO. |
|---|---|
| 6. Distance education/online education: | The institute adheres to the curriculum given by the affiliating university on a regular basis. However, the COVID-19 pandemic phase developed adequate competence among the teachers to teach in an online mode. This competence in teaching in online mode has benefited them in various ways. The institute has a G-Suite platform to offer online education. Every department and its faculty members are equipped with online teaching. The departments are equipped with the technology required and the teachers with the skills. A course coordinator has been appointed |

for SWAYAM, and the coordinator makes efforts to encourage the teachers and students to opt for online courses. As an outcome of this, teachers attended short-term courses, faculty development courses, refresher courses, training on distance and online courses, etc. The Choice-Based Credit System (CBCS) gives students the opportunity to offer essential and extra credits. A few extra credit courses were offered using the online platform. A few add-on courses were offered in online mode. As an outcome, the institute was able to complete the extra credit part of the curriculum given by SPPU. Whereas value-added courses like Hindi translation were offered at the national level.

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | An Electoral Literacy Club has been established at Ahmednagar College. The members of the Club constituted last year include Principal Dr. R. J. Barnabas (chairperson), Dr. Popat Sinare (nodal officer), and student representatives from different UG and PG programs. Under the guidance of the Hon. Chairman of the Club, year-round activities were planned. The Nodal Officer executes the activities, whereas program and class representatives volunteer to spread the information about the activities. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The BPHE Society's Ahmednagar College has established the Electoral Literacy Club. Dr. Popat Sinare (Nodal Officer) serves as a faculty coordinator. Mr. Shubham Raut is the chairman of the student group, and Budhabhushan Ghevande volunteers as the Campus Ambassador. The electoral literacy club is functional. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, | As far as innovative initiatives are concerned, the following activities are highlighted: (a) An MoU has been signed with the District Election Office, Ahmednagar, and the BPHE Society's Ahmednagar College, Ahmednagar. This MoU includes various activities such as (i) informing the younger generation about the electoral process; (ii) motivation and facilitation for electoral participation; (iii) promoting information and ethical voting; (iv) |

| | |
|---|---|
| commercial sex workers, disabled persons, senior citizens, etc. | introducing the Electoral Literacy Club College; and (v) setting up the executive committee in Ahmednagar College. (B) A selfie point on the campus for the students to take a snap. (C) Every year, the institute celebrates Voter Awareness Week. The activities this week include an essay competition, a quiz, songs, posters, and slogan writing. (D) The Aadhar Card link to the voter ID program has been conducted by the institute. (E) Every year, the institute observes the oath-taking activities. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The institute conducts an awareness drive through various activities. The activities, such as (i) releasing the e-poster on National Voters Day, (ii) issuing the electoral identity card on September 3, 2022 (35 voters benefitted), (iii) Every year, the institute celebrates National Voters Day (iv). Undergraduate students from the arts, commerce, science, and computer science faculties are offered an extra credit course on Election and Governance. At the undergraduate level, arts faculty students were offered a course on Introduction to the Indian Constitution. However, at the postgraduate level in Political Science, students are offered three courses, i.e., Election Studies, Political Party System in India, and Political Institutions in India. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Ahmednagar College takes the deepest efforts to encourage the students to enroll themselves as voters. The following efforts are made to reach the prospective voters: (i) On the voter enrolment government website (http://voters.eci.gov.in), information is provided to the students from different platforms, i.e., LED display, digital board, information on WhatsApp helpline, institutional website, voter enrolment Google Sheet, etc. (ii) The number of students who enrolled themselves as voters is checked with the help of Google Forms (http://forms.gle/tJPNTghATREHEppeA). The National Service Scheme, National Cadet Corps, Student Development Officer, and Gandhian Studies Centre take leading efforts independently and collectively to spread the information on the electoral voter ID. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4063 | 4248 | 4233 | 4442 | 4231 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

**Response: 187**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 139 | 142 | 150 | 143 | 149 |

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 318.48 | 222.42 | 165.09 | 250.12 | 350.35 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

Ahmednagar College ensures effective curriculum planning and delivery through a well-planned and documented process.

1. **Curriculum planning and delivery:**

(**i**) **Syllabus Design:** Ahmednagar College adheres to the curriculum designed, approved, and prescribed by the SPPU. The faculty members of Ahmednagar College actively participated in the university workshops on syllabus restructuring. The faculty members of the college are members of the BOS for ten subjects. For the postgraduate programs in Drug Chemistry and Biochemistry, the concerned departments of the college have the liberty of curriculum planning and student evaluation as they are autonomous.

To bridge the gap in the required skills among students, the college offers various add-on and value-added/certificate courses. Once the courses are designed, they are widely publicized.

**Preparation of the College Academic Calendar:** The institute prepares the academic calendar in light of the commencement and conclusion of the semester declared by SPPU. The academic calendar contains the tentative dates of internal examinations and co-curricular and extracurricular activities.

https://www.aca.edu.in/Attachments/IQAC/File5/dzmhfxee.pdf

Academic processes are streamlined with timetables and workloads for each academic session. The academic plan is displayed on the notice board and website of the college and shared via social platforms.

The HODs conduct departmental meetings for the planning and implementation of the curriculum and distribute the workload. A separate timetable for skill-based certificate courses, a bridge course, and a remedial course are also prepared. The timetable committee prepares an annual timetable for the departments, and teachers conduct their lectures as per the schedule.

Faculty members are directed to prepare teaching plans for their given workload.

(ii) **Conducting continuous internal assessment:** A brief academic orientation is given in induction programs organized by the department, sharing information about the institution, curriculum, examinations, and facilities. The CIE of the students is conducted by performing internal assessment tests, assignments, quizzes, group discussions, presentations, research projects, poster presentations, oral

examinations, etc. Students are informed in advance about deadlines for the submission of assignments, dates for tests, presentations, and criteria for assessment. Students are informed about the marks obtained.

Slow and advanced learners are identified through their performance in previous examinations, continuous evaluation, participation in class proceedings, and participation in extracurricular activities. They are given the assistance of a mentoring facility to achieve their goals. The examination committee monitors the overall internal assessment process.

Field visits and internships are arranged to provide practical exposure for the students. Seminars, webinars, debates, quiz competitions, and workshops are organized regularly. A result analysis of every course is carried out, and corrective measures are suggested by the IQAC.

Stakeholders such as teachers, parents, employers, and alumni are informed of the curriculum in their respective meetings. Some alumni are entrepreneurs and authorities in different organizations who share their input through informal and formal meetings.

**Feedback on curriculum:** The feedback on curriculum delivery is taken from students, teachers, parents, employers, and alumni. It is collected and analyzed by IQAC. Based on this, the curriculum enrichment plan is executed.

https://www.aca.edu.in/Attachments/IQAC/File2/yxkfeerw.pdf

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 24

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

**1.2.2**

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

**Response:** 36.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 2123 | 1216 | 1282 | 1653 | 1534 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

Academic institutions share a responsibility for creating professionals who are not just highly skilled and competent in their respective fields but also sensitive to issues pertaining to gender equality, sustainable development, and maintaining integrity in their professional and personal lives. Educational organizations should channel all their efforts into developing students who can empathize and act towards the betterment of humankind. Hence, the curriculum for various courses offered by the university needs to be relevant to the evolving human values, scientific progress, and collective challenges faced by humankind. The commitment of the institution towards establishing a just and equal society is reflected in its vision and mission, its core values, and the curriculum of all programs offered by the institution.

The college is affiliated to Savitribai Phule Pune University, Pune, and follows the curriculum designed by the university. Savitribai Phule Pune University, Pune, has introduced Environmental Studies as a compulsory subject for second-year students of B.A., B.Sc., B.Com., and BCS. This subject, especially, deals with topics like natural resources, ecosystems, biodiversity, pollution, social issues, and population. Almost all courses taught at the UG and PG levels cover one or more topics dealing with these cross-cutting issues. The concerned teachers try to raise students awareness about these burning issues. The CBCS course matrix for all programs allows for a seamless integration of issues pertaining to gender, environment and sustainability, human values, and professional ethics. The courses, which include languages, integrate issues pertaining to gender and caste, the environment, and the development of human values through essays, personal narratives, fiction, poetry, films, and documentaries. The discussions in class help students gain an understanding of contemporary Indian society and global challenges. The texts in language courses help students understand human values through a view of literature and language. The foundation course on Cyber Security and Human Rights is compulsory for all postgraduate programs, i.e., M.Sc. I/M.A./M.Com-I. Add-on courses in value education and democracy are compulsory subjects for all F.Y. courses. Through various certificate courses, human values and professional ethics were also imbibed in the student community.

Our NCC and NSS units organize environmental conservation activities such as tree plantations, cleanliness campaigns, road safety, and swachhata awareness programs. Snehbandha is the social outreach unit of Ahmednagar College, which has entered into MOU's with four NGO's, viz., Mauli Seva Pratishthan, Apang Kalyan Kendra, Karmayogi Pratishthan, and Navjivan Pratishthan. The objective of Snehbandha is to make our students responsible, sensible, and understand their social responsibility at large. This helps students develop a well-rounded understanding of society, enhancing their sense of responsibility to work towards creating a progressive society.

Women's Cell organizes activities for female students, including health camps, healthy diets, yoga and meditation, and the importance of nutrition, diet, and hygiene. International women's day, international girl child day, Savitribai Phule birth anniversary, etc. were celebrated by the cell. Various departments have organized capacity-building programs and co-curricular and extracurricular activities to instill ethical principles.

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

**1.3.2**

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

**Response:** 42.87

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

Response: 1742

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

## 1.4 Feedback System

**1.4.1**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 67.71

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1775    | 1946    | 1714    | 2047    | 1978    |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2836    | 2836    | 2836    | 2732    | 2732    |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 737 | 737 | 737 | 710 | 710 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 737 | 737 | 737 | 710 | 710 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 29.23

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Educators facilitate direct experiences and structured reflections to enhance students' knowledge, skills, and values through experiential learning modalities, such as:

- Hands-on laboratory demonstrations.
- Fieldwork.
- Study tours, training sessions, and industrial visits.
- Exhibitions from various departments, including science and commerce.
- Surveys.
- Online and offline guest lectures featuring distinguished experts from administrative, industrial, and academic backgrounds.
- Creation of posters and PowerPoint presentations for workshops, conferences, and competitions at the college, intercollegiate, university, state, national, and international levels.

Participative learning empowers students to achieve specific objectives and desired outcomes through active involvement in activities such as:

- Students are editing and writing magazines (Yadein and Pratibimba).
- Quizzes, debates, and group discussions.
- Initiatives like Swachha Bharat Abhiyaan.
- Role-playing and street performances.
- Teamwork and rallies are organized through the National Service Scheme (NSS) and the National Cadet Corps (NCC).
- Institutional social responsibility initiatives, including collaborations with the Red Cross Society, village adoption programs, and tree plantation drives.
- Certificate courses for developing employability skills.
- Hands-on training workshops on advanced topics.

Problem-solving methods equip students with the skills to address real-world challenges and complex issues through activities such as:

- Conducting socio-economic surveys.
- Data analysis and reasoning.
- Research-based projects.
- Case studies.
- Internships.
- Participation in research-based state, national, and international-level conferences.

These multifaceted methods provide a dynamic and engaging educational environment, fostering holistic student development and empowering them with a broad range of skills and knowledge.

The institution is equipped with state-of-the-art facilities, featuring ICT-enabled classrooms, seminar halls, and laboratories equipped with internet access and software. Educators utilize ICT tools, including Google Classroom, YouTube, and WhatsApp, for effective communication and sharing of study materials. During the COVID-19 pandemic period, the institution seamlessly transitioned to online learning using the Google Meet application for lectures and practicals. Google Forms were employed for surveys, tests, and feedback. The institution has a YouTube channel for online lectures and live

streaming of seminars, conferences, and workshops. The principal communicates regularly with staff and students through this channel (https://www.youtube.com/channel/UCjZq6pHf9dJ-h9epU2XvBGg). The college has a well-equipped media center for ICT-related activities, such as recording classes and other e-content development (https://www.aca.edu.in/Facilities/FacilitiesDetails.aspx?FacilityID=26).

To ensure effective communication, every student and educator is provided with an institutional email address. Educators have embraced technology by creating electronic resources such as video lectures, PowerPoint presentations, electronic notes, question banks, subject-related e-notes, and study materials. The educational content is diversified with the incorporation of subject-related movies, video clips, animated videos, and relevant YouTube content. The institution's library and departments house educational CDs, subscriptions to INFLIBNET N-LIST, and access to e-resources from the National Digital Library (NDL) through Shodhganga to enrich learning processes.

The effective use of ICT in the learning process includes methods like online internal marks displayed for students, online assignments and seminars, online practice tests, and online practical video demonstrations on Google Classroom; many faculties have their own YouTube channels.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 80.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 178 | 179 | 180 | 178 | 181 |

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

**2.4.2**

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

**Response:** 62.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 102 | 94 | 99 | 82 | 78 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

**Mechanisms of Internal and External Assessment**

Internal assessment includes the following:

- Class tests
- Seminars
- Assignments
- Reports

- Case studies
- Project Orals
- Practical Orals

External assessment includes:

- University Theory Examinations
- University practical examinations
- University dissertation presentations and assessments
- Case studies
- Project Orals

**MECHANISM FOR GRIEVANCE REDRESSAL:**

Our institution places a strong emphasis on addressing the grievances of students related to both the Continuous Evaluation Examination (CEE) and Continuous Internal Assessment (CIA) to uphold a fair and transparent assessment system. To facilitate the resolution of student concerns, the college has adopted a multi-faceted approach to grievance redressal. Students can communicate directly with key stakeholders, including course teachers, the head of the department, the controller of examinations, and the Principal. Alongside personal communication channels, we have introduced a user-friendly web portal, offering students an accessible online platform to register grievances at any time from any location. College-level issues are resolved internally, while university-level concerns are directed to the university for resolution. This systematic approach ensures that each grievance is addressed in the most relevant and efficient manner.

**COLLEGE -LEVEL:**

Modern communication channels, including a web portal, QR codes, and suggestion boxes, enhance accessibility for expressing grievances. Key figures, such as the Principal, Internal Quality Assurance Cell (IQAC), and Controller of Examinations, maintain vigilant oversight to promptly identify and address discrepancies. The institution is committed to efficiently resolving grievances within a defined timeframe, reflecting a dedication to transparency and fairness in the assessment process, and fostering a supportive learning environment for students.

**UNIVERSITY-LEVEL:**

To ensure an effective resolution process for such grievances, a structured approach is in place. The initial step involves the collection of grievances by the Principal, who collaborates with the heads of departments and the Controller of Examinations to gather and compile the concerns raised by students. This collaborative effort ensures that grievances are accurately documented and that the appropriate authorities are informed.

Once these grievances are collected and verified, they are promptly communicated to the exam section of the University, which is responsible for overseeing the university-level examination processes. To provide students with a deeper understanding of their performance in these university-level examinations, they are given the option to obtain photocopies of their answer sheets directly from the University. This additional transparency empowers students to review their assessments and provides them with the necessary information to make informed decisions regarding any further actions.

**Measures for Achieving Transparency in Internal Assessment**

Our institution has implemented a series of measures to ensure transparency at every stage of the internal assessment process:

- Planned Exam Schedule in the College Calendar
- Consolidation and Calculation of the CIA Explained to Students
- Circulation of the CIA Schedule and Question Paper Patterns
- Distribution of Evaluated Answer Scripts (Internal Papers)
- Verification and Display of 'Internal Mark'

This approach not only fosters trust between students and the institution but also contributes to a more equitable and accountable educational environment. The BOS of SPPU provides a question paper pattern along with the syllabus.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

In strict adherence to the principles of Outcome Based Education (OBE), the department responsible for the program conducts extensive consultations with faculty members and stakeholders to formulate the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Once a consensus is reached, these outcomes are widely disseminated through various channels, including:

- The college website
- Individual departmental web portals are provided with separate tabs for displaying CO POs and attainments.
- University syllabi, which include CO PO and PSO, are shared with students in regular classrooms.
- During the COVID pandemic, CO PO and syllabi were shared via Google Classroom.
- Student Induction Programs

To promote understanding among students, Heads of Departments (HODs) address them about POs, PSOs, and COs. Additionally, faculty members, class teachers, mentors, course coordinators, and program coordinators educate students about these outcomes and stress the importance of achieving

them.

Program-specific outcomes (PSOs) define the specific skills and achievements that students should attain at a detailed level by the end of the program. Program coordinators, in consultation with course coordinators, typically establish four to eight PSOs.

Program Outcomes (POs) are broad statements that outline the professional achievements that the program aims to instill in students by the time they complete the program. POs encompass various areas of interconnected knowledge, skills, and personality traits that students should acquire during their graduation.

Course Outcomes (COs) are direct statements that specify the essential and lasting disciplinary knowledge and abilities students should possess upon finishing a course. COs are explicit and communicated clearly. Course coordinators, in collaboration with relevant faculty members teaching the same course, prepare COs. These COs are verified by the module coordinator and subsequently discussed in department-specific BOS meetings, course by course, for approval.

The POs and PSOs of the program are made accessible to students through electronic media on the respective department sites on the college website (https://www.aca.edu.in). Likewise, the COs for individual courses are also available on the department's site on the college website: http://www.aca.edu.in/. Through interactions with students, there is a deliberate effort to raise awareness of POs, PSOs, and COs.

- **CO PO weblink of the college website**

https://www.aca.edu.in/Attachments/IQAC/File1/5ttwuex1.pdf

- **CO PO weblinks on the departmental web portal**

https://drive.google.com/file/d/1leFTUnZTWhqU96VH5yEkikHDvKSDsyli/view?usp=sharing

- **CO PO, along with the syllabus shared via Google Classroom**

https://classroom.google.com/u/4/w/NjE2MjQ1NTc5ODY0/tc/NjE2MjQ1NzQ5NDQ1

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

Program and Course Attainment in Outcome-Based Education (OBE) plays a vital role in assessing educational effectiveness. The accurate evaluation of Course Outcomes (CO) and Program Outcomes (PO) is contingent upon a well-structured strategy for gauging student performance using both direct and indirect assessment methods.

CO are concise statements detailing what a learner should know or be capable of after completing a learning activity. These outcomes typically encompass knowledge, skills, or attitudes and must be specific, measurable, and observable. They signify what students can demonstrate in terms of knowledge, skills, and values upon finishing a course or a series of courses. POs describe what a program aims to achieve. The clear articulation of COs, POs, and PSOs forms the basis for evaluating the teaching and learning process's effectiveness.

Evidence of Program and Course Attainment evaluated through;

- Result analysis
- Competitive exam success
- Placement on and off campus
- Mapping of CO and PO using Bloom's Taxonomy
- Calculation of CO-PO attainment

*Result*- The college has witnessed remarkable results consistently for the past five years with an average result of more than 80% pass percentage.

Weblink:

https://drive.google.com/file/d/1IeRiEvPzJluE6iTMaGMIR1V101VnRwA8/view?usp=sharing

*Competitive exams success*- Many students of the college have come out with flying colors in competitive exams like IIT, JAM, NET, SLET, GATE, GMAT, GPAT, CLAT, CAT, GRE, TOEFL, and IELTS.

Weblink:

https://drive.google.com/file/d/1KOajb2W-jqsSuCYv2AD-sHDsFAA8bUJN/view?usp=sharing

*Placement* -The college has a good track record of consistent recruitment both on and off campus through efforts of the placement cell of the college.

Weblink:

https://drive.google.com/file/d/1Q0vk9JnBOoV0YFgTMpDdSZ9hV0E4FHAU/view?usp=sharing

Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels.

CO-PO and CO-PSO mapping for every subject including practical, theory, and projects is done extensively for the entire five years of assessment time. CO-PO attainment is calculation includes following steps viz., Direct assessment and Indirect assessment.

Direct Assessment involves evaluating POs and PSOs through internal tests, assignments, tutorials, group discussions, seminars, aligning each course's competency and attainment levels. Also through university examinations, as well as performance evaluations like viva voce, presentations, group discussions, and project reviews.

Indirect Assessment is carried out through Program Exit Surveys which was carried out at the end of every academic year.

For CO -PO mapping attainment Levels are categorized into three levels:

Level 3: Score of 3 is assigned if percentage of students with greater than 60% marks exceeds 80.

Level 2: Score of 2 is assigned if percentage of students with greater than 60% marks is between 70 to 80.

Level 1: Score of 1 is assigned if percentage of students with greater than 60% marks is between 60 to 70.

Score of zero is assigned if percentage of students with greater than 60% marks is less than 60.

Sample Excel template for CO-PO attainment calculation (Statistics Department 2022-23).

Weblink:https://docs.google.com/spreadsheets/d/1Ntqxi8_Ft-KaBEwOHleBGbEh8-mOXNq4/edit?usp=sharing&ouid=116329442655469304146&rtpof=true&sd=true

Weblink for evidence for CO-PO attainment for all subjects for five years:

https://drive.google.com/file/d/1F2pGioLMaaWo9pu_m_gElVcrT5YWpcHN/view?usp=sharing

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

**2.6.3**

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

**Response:** 80.42

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 989 | 1225 | 1225 | 965 | 824 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1259 | 1379 | 1349 | 1291 | 1223 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.76

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 71.77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.3 | 2.119799 | 2.4 | 65.95 | 0 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The College firmly adheres to promoting and institutionalizing the training of innovation, awareness of IPR, and knowledge systems by initiating training sessions and providing necessary infrastructure and informational material.

The college has created an ecosystem for research and innovation through the Incubation Cell, the use of Indian knowledge systems, cyber security, and the ethical use of the Internet as a value addition. Awareness about Human Rights and the Indian Constitution is also achieved through the courses taught.

**RESEARCH CENTRE**:

The college has 9 research centers, 67 research guides (43 internal guides and 24 external guides attached to our research centers from other institutes), and a total of 225 research scholars (130 scholars with

internal guides and 95 with external guides). 39 scholars were awarded Ph.D. degrees (21 candidates with internal guides and 18 with external guides).

Faculty members have successfully completed 11 funded research projects, including the DST-FIST grant, with an outlay of Rs. 75.77 lakh.

Seed money of Rs. 2.6 lakhs was sanctioned for institutional research projects, and its first installment has been disbursed.

Faculty members have published 277 research articles in reputed journals, 96 book chapters, and 22 articles in conference proceedings.

In order to develop an interdisciplinary and multi-disciplinary research atmosphere, the college organizes many workshops, conferences (state, national, or international), seminars, and competitions, like in Avishkar.

**IPR:** We are proud that our faculty members in life sciences have been granted four patents during the last five years. This is the outcome of the IPR-related activities organized by the college to create awareness among staff and students.

**INCUBATION CELL**: The incubation cell motivates students and staff to utilize their innovative minds and nurture and grow their ideas into viable and feasible business proposals. The Cell arranges training sessions for students with the prospect of enhancing their entrepreneurial skills. It manages to pool up proposals and screen them with the idea of making working models. Our students have participated in start-up competitions.

The incubation cell organizes sessions on

- The process of "dos and don'ts in presenting a proposal"
- The parameters to decode the financial potential of start-ups

As a part of training, Incubation Cell, in association with DELL Technologies, the American India Foundation, and NANDI Foundations, organized five-day skill enhancement sessions wherein the students of the college were trained in different batches.

**INDIAN KNOWLEDGE/ TRANSFER OF KNOWLEDGE:** The Academic Council of the college has a system for imparting Indian knowledge to the students, especially the first-year UG and PG students, through the following subjects:

- Physical Education
- Democracy, Elections, and Governance
- Introduction to the Constitution
- Cyber Security
- Human Rights
- Consumer Affairs

The concepts taught in all the aforesaid courses are included in the syllabi of these courses provided by SPPU. Regular lectures are conducted in English, along with the use of Marathi and Hindi languages for

better subject understanding by the students.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 30

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 12 | 07 | 04 | 02 | 05 |

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

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.98

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 42 | 33 | 31 | 35 | 43 |

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

**3.3.2**

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

**Response:** 0.47

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 19 | 18 | 17 | 21 | 12 |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

Ahmednagar College believes that community extension activities are integral to the holistic development of students. Accordingly, the objectives of community extension activities at the college are as follows:

- engage a significant percentage of the student body in community service activities, by way of which students gain a deeper understanding of various social issues and develop a sense of social responsibility and empathy.
- To reach out and help the underprivileged in society.
- To establish and maintain strong partnerships with local organizations, NGOs, and community stakeholders for collaborative community service initiatives.

The college carries out these activities at two levels: college-level and departmental-level.

**College-level: a)** NCC; b) NSS; c) Snehabandha; d) Gandhian Study Centre

**Departmental-level:** a) donations; b) visits to orphanages, NGOs, etc.; **c)** rallies and street plays d) Training and awareness programs

**College-level**

- **NCC and NSS**
  - The NCC and NSS units of the college conduct regular clean-up drives on campus and in the neighborhood. Clean-up drives were organized at Ahmednagar Fort, Chandbibi's Mahal, Damadi Masjid, district hospitals, MSRTC bus stands, etc. Also, under the aegis of '*Shram Sanskar*', the NSS unit organized *shramdan* in villages like Manjarsumba, Dongargaon, etc., where village cleanliness drives were organized on a large scale.
  - Under the *Ek Paudha, Ek Sankalp* initiative, the NCC and NSS carried out tree plantation drives in more than 15 locations in Ahmednagar. In addition, bird-feeding activities are organized regularly.
  - Regular blood donation camps, mask-making and distribution drives, awareness programs on road safety, on HIV-AIDS, Nutrition Pandharwada, Nasha Mukt Bharat Abhiyan, cycle rallies for voter awareness, Fit India Freedom Run, capacity-building training for healthcare professionals during COVID-19, lectures on gender-sensitivity, lectures on environmental awareness during and after the Ganesh festival, etc., were organized successfully.
- **Snehabandha** organized *Rakshabandhan* celebrations with students of *Apang Kalyan Kendra* (differently-abled students), clothes distribution to underprivileged people (Karmyogi Prathishtan and Navjeevan Prathishtan), visits to and *shramdan* at Mauli Seva Prathishtan's 'Mangaon' Project (for destitute women), cleanliness drives at historical places, etc.
- **Gandhian Study Centre** organized awareness programs and guest lectures on days with national significance. This includes Constitution Day, National Unity Day, Jayantis and Punyatithis of national leaders, etc. Tree plantation drives were organized under the Unnat Bharat Abhiyaan.

**At the departmental level,** teachers and students conducted

- Street plays on and outside the campus about issues such as social media addiction, gender sensitivity, and other contemporary concerns of our society.
- Students visited *Anamprem* Orphanage, Darul Ulum Alamgir, participated in Swachh Bharat

Abhiyan in various parts of the city, carried out tree plantations on Mirawali Pahad and Kapurwadi Lake, carried out field visits to the Regional Mental Hospital, Ratnagiri, organized lectures on plasma donation, etc.

- The Biodiversity Club organized various programs to sensitize students regarding various environmental issues.

**Conclusion**

Students have developed a sense of responsibility toward their local community and the environment, realizing that they can make a significant difference. These initiatives have been instrumental in promoting environmental awareness, sustainability, and community engagement, aligning with the college's commitment to fostering responsible citizens and sustainable practices.

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

**3.4.2**

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

**Response:**

Ahmednagar College's commitment to community engagement and social impact and our extension and outreach activities have received significant recognition from society, universities, NGOs, and individual organizations through a series of prestigious awards and accolades. These accomplishments highlight Ahmednagar College's dedication to making a meaningful difference beyond the classroom and its impressive contributions to societal betterment.

Following are a few of the numerous awards received by the college:

1. **'Best Environmental Awareness Campaign Award for the NCC Unit'**

In recognition of the NCC unit's exceptional efforts in fostering community connections and addressing local needs through its remarkable role in environmental awareness, it was honored with the '*Best Environmental Awareness Campaign Award for the NCC Unit'*, a distinguished accolade in the field of community engagement, by the Indian Solidarity Council, New Delhi.

1. **'Award for Volunteering During the COVID-19 Pandemic'**

The NSS unit's remarkable community service activities and spirit of volunteerism during the trying times of the COVID-19 pandemic were acknowledged with the '*Award for Volunteering During the COVID-19 Pandemic'*, an accolade that applauds their remarkable dedication and impact. This award

was presented by the International Institute of Education and Management, New Delhi.

1. **Principal, Dr. R.J. Barnabas**

Principal Dr. R.J. Barnabas has received several awards for the innovative educational outreach initiatives that were taken by the college under his leadership.

They include:

- *'Pride of Asia International Award'* - Bangkok
- *'Best Principal Performance Award'* New Delhi
- *'Sakal Idols of Maharashtra' Award (Son of Soil): New-Age Achiever,* Sakal Media Group
- *'Leadership Excellence'Award'—Mumbai*
- *'Rashtriya Ekta'Puraskar'—Commission of OBC, Govt. of NTC of Delhi*

1. **Prof. (Dr.) Satappa Lahu Chavan**

Prof. Dr. S. L. Chavan received various prestigious awards from national and international agencies for his contribution to the field of education.

- *Sahiya Bhushan Sanman (2022)*
- *'Antarrastriya Sahitya Setu Sanman'* by Hindi Academy Mumbai
- *'Baburao Vishnu Paradkar Suvarn Puraskar'* (Patrakarita Kala)—Hindi Sahitya Acadami

1. **Lt. Dr. Madhav Jadhav** received the *'NCC PRCN Course Award* and **'***Best NCC Officer Yuva Sanman 2019***'** for his excellent work towards NCC.
2. **Prof. Dr. Maya Unde** received the national-level *'Best Teacher Award'* from Global Foundation India and the *'Best Researcher Award'* from Avishkar Foundation, Solapur, for her noteworthy work in the field of education and research.

These are a few of the many awards received by Ahmednagar College. These awards and recognitions reflect the tireless efforts of the college community in ensuring that the college remains at the forefront of creating a positive and enduring impact on society. The college takes great pride in these accomplishments and views them as an inspiration to continue its journey of outreach and extension with even more enthusiasm and determination. It is the collective commitment to serving the community and making an impactful difference that has earned the college these accolades, and it looks forward to building upon these successes as it moves forward in its mission of being a force for positive change in society.

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

**3.4.3**

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

**Response:** 177

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 71 | 24 | 34 | 16 |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 26

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The campus of Ahmednagar College, Ahmednagar (ACA), is spread over 32.06 acres. The infrastructure of ACA is easily accessible and well-maintained, offering a favorable environment for educational endeavors. ACA has sufficient teaching and learning facilities, including classrooms, laboratories, computer labs, and libraries (institutional and departmental). It guarantees effective use of the resources by promoting creative approaches to learning and teaching, such as smart boards, LCD projectors, PowerPoint presentations, sound systems, etc. The PPT presentation provides thorough information about the curriculum. There are 69 classrooms available for the Arts, Commerce, and Science streams. Almost every department has a distinct classroom for teaching undergrad and postgraduate classes. Five seminar halls are available for use by the college for events like conferences, meetings, workshops, and guest lectures.

There are more than two lakh books in the college library. Some of the departments have separate departmental libraries that provide students with easy access to books and periodicals related to their respective subjects. There are more than 50 laboratories for UG, PG, and research students. The majority of the departments have their own computer lab. The Central Computer Facility is accessible to students as needed. Online classes for Cyber Security, Human Rights, and Introduction to the Indian Constitution that are common subjects for Arts, Commerce, and Science stream students are held at the college level using a G-Suite account.

The ACA campus is protected by a fenced wall and CCTV surveillance, in addition to security guards.

Ahmednagar College has students from different states of India. This gives students the opportunity to be exposed to different cultures. To cultivate the cultural skills of the students, the college has a theater group. The college hosts a cultural presentation each year. The theater group has its office in the recreation hall for rehearsals, and their performances are arranged in centralized places in the college. The recreation hall is available for multipurpose use, such as cultural events, competitions, exhibitions, prize distribution days, discussions, debates, quiz contests, and more. Playground and open space at the college are utilized for celebrating Independence Day, Republic Day, International Women's Day, Yoga Day, etc.

The college has spacious playgrounds for athletic events such as football, hockey, basketball, volley ball, cricket, and other indoor and outdoor games. Facilities include a main ground of 18384.12 sq m, a

basketball court of 576.36 sq m, a football ground of 13593.06 sq m, and a volleyball court of 1307.89 sq m. The gym has weightlifting, powerlifting sets, and multi-station weight training machinery. A well-equipped gym offers facilities for chess, carrom, and table tennis. The college supports its students' holistic development through NSS, NCC, etc. activities. The majority of the departments in the Arts, Commerce, and Science streams continuously encourage students to participate in extracurricular activities in order to ignite their passions and foster a sense of teamwork and leadership.

International Yoga Day is celebrated at the college by all staff. Additionally, the college offers 5-day yoga training to the NSS program officers too.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

### 4.1.2

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

**Response:** 11.82

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 13.39 | 33.55 | 62.14 | 29.22 | 16.17 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The automation of the college library was started by adopting KOHA in 2021. Later, a modified, customized, and upgraded version 23.05 was also introduced in 2023, as it contributes to the effective functioning of the library. KOHA is an automation system for libraries that offers various tools and flexibility for smooth functioning. It is an integrated Library Management System with all the necessary modules needed to operate the library very professionally and efficiently. It follows internationally accepted library standards like MARC, AACR2, ISO, 2709, and Z39.50. Some of the major areas where the software is being used to manage functions like services include cataloging, acquisition, circulation, and serial control.

The library has access to e-contents, e-journals, e-books, videos, PPTs, etc. through its subscription to NLIST (National Library and Information Services Infrastructure for Scholarly Content). The user's name and password for the INFLIBNET (NLIST services) have been made available to faculty members, research scholars, and students of all departments. ACA Library has become a member of DELNET, which facilitates e-journals (full text) for all faculties, access to manuscripts, rare books, archival materials, e-books, theses and dissertations, e-newspapers, online databases, etc. We utilize IP-based D-Space software as an institutional repository (IR).

In addition, the majority of the faculty and research scholars of the institution registered on the VIDWAN portal to interact with scientists, researchers, and academicians. The institute has an online student grievance redress mechanism.

The main college library is frequently visited by college staff members, research scholars from the research departments, and outside research scholars. The college students also avail themselves of the facility to gain access to their subject-related books as well as competitive exam books, both online and offline. A separate reading hall is available for men and women. The rare books and manuscripts, old historical monuments, etc. available in the main library are frequently used as knowledge resources. The central library has a collection of Dnyanodaya (magazines) published from 1842 to 2000, which is an authentic source of social, political, economic, religious, and cultural information during that respective era.

The separate study Cubicles (gents and ladies) are available for PG students and research scholars at the college. A separate reference section with seating arrangements containing various subject encyclopedias, dictionaries, directories, etc. is also available.

The departmental libraries are also available for physical access to books, volumes, theses and dissertations, and additional knowledge resources.

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

350 desktop computers are available to students in all disciplines of the college. All computer laboratories are internet-connected with good Wi-Fi facilities. These facilities are timely updated as per the requirements to teach the program offered by SPPU and the value-added and add-on courses offered by the institution.

The majority of desktop computers run on the Windows 7, Windows 10, and Windows 10 Pro operating systems. A few of the computers operate on Linux, Ubuntu, Fedora, and Windows XP. The department computers are provided with Core i3 processors with 4GB/8GB of RAM and 1TB of HDD. Among them, a few computers have core i5 and core i7 processors.

The institute has signed an annual maintenance contract to receive continuous technical support. The computers that cannot be upgraded on a hardware or software basis are either used for secondary purposes, i.e.facilitating students to apply for admission and examination, teaching students basic programming, and/or disposed of as per the guidelines prescribed in the e-waste management document.

Vriddhi Software is used for online admission procedures for students. The institute assures that the Vriddhi service provider updates its programming to ensure the services have clarity, transparency, and accountability. QHAS is frequently acquired and updated. Tally software is used in the Accounts Section. A few departments make use of open-access software, such as the Chemistry department, which uses ChemDraw, GAMESS, and ISIS/Draw software. Mathematics Computer Laboratory has LaTeX, Anaconda, GeoGebra, and IDLE. UG and PG students in the Geography department are using ArcGIS Desktop, Global Mapper, and QGIS software for performing their practicals. The "FOIF TOTAL STATION RT351" is available, which has a model name and number of RT352, 2SECOND.

ACA website is updated regularly with suggestions from IQAC. It enables faculty to upload their accomplishment information and department events, which is required for NIRF and NAAC surveys.

Major events were conducted virtually in online mode during lockdown period. In 2020, ACA invested in Google Workspace for education, which can host larger meetings for up to 250 participants and livestream events with up to 10,000 in-domain viewers.

ACA teaching staff are using premium Google Meet features to interact with students. A few departments created interactive Q&As and polls to encourage more participation during classes. Some of the events were live streamed on the Ahmednagar College YouTube channel. The Google Meet feature also preserves all the records and archives of the meetings directly to drive to watch and share later as needed. All the staff and students are provided with separate institutional email IDs, and they can access the G-Suite platform using their credentials.

The college has more than 37 CCTV cameras, which have been timely upgraded for security reasons.

The institute offers an internet facility with multiple connections throughout the campus to provide uninterrupted internet service. The internet speed is offered at a minimum of 50 Mbps and a maximum of 100 Mbps, as per the requirements across various departments and offices. High-configuration Wi-Fi servers with multiple plug-ins are provided at the different locations.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 11.61

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

Response: 350

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 20.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 91.43   | 65.44   | 16.03   | 25.2    | 72.68   |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 51.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1637 | 4248 | 1229 | 1846 | 1875 |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document] |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document] |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document] |
| Institutional data in the prescribed format | [View Document] |
| Provide Links for any other relevant document to support the claim (if any) | [View Document] |

### 5.1.2

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 65.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 4063 | 4022 | 1262 | 2314 | 2296 |

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

## 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 13.03

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 186 | 294 | 86 | 44 | 71 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 989 | 1225 | 1225 | 965 | 824 |

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

**5.2.2**

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

**Response:** 4.32

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 42 | 33 | 06 | 25 | 25 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 40

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 02 | 0 | 03 | 17 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

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

**Response:** 19.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 12 | 0 | 32 | 23 |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

**Ahmednagar College, as the oldest educational institution in the district, boasts a vast and accomplished alumni base spanning diverse fields, with individuals achieving remarkable success at both national and international levels. Facilitating this connection is the Ahmednagar College Alumni Association, a registered entity (F-22972) overseen by the Charity Commission of Maharashtra State.**

**Regular communication channels, particularly through the alumni social platform, keep alumni abreast of the institution's activities, achievements, and overall progress. The Alumni Association plays a pivotal role in cultivating employability and entrepreneurial skills among current students, aligning its mission to bridge the gap between academia and the corporate world. This collaboration unfolds through various events held in partnership with the college.**

**Operational from an independent office at the Student Facility Center, the Alumni Association's office bearers drive its initiatives. In the academic year 2022–23, the Association organized alumni meetings with departments such as Mathematics, Zoology, Computer Science, BBA, Physics, Botany, Urdu, English, and Biotechnology, among others. These gatherings facilitated meaningful interactions, enabling alumni to share experiences, deliver guest lectures, and extend valuable career guidance and job opportunities to current students.**

**Beyond fostering mentorship, the Alumni Association made a tangible financial impact by generously contributing Rs. 53,794 towards the institution's development. Some alumni expressed their commitment to supporting both off-campus and on-campus recruitment, thereby enhancing job prospects for current students. Looking ahead, the college aims to further boost financial contributions from alumni in the upcoming academic year.**

**The alumni's connection with Ahmednagar College goes beyond financial assistance and career guidance; it reflects a profound emotional attachment. Alumni highlighted the institution's pivotal role in shaping their lives, expressing sentiments of gratitude and nostalgia. This report underscores the symbiotic relationship between alumni and the college, emphasizing the substantial impact of alumni involvement across various facets of the institution's growth and development.**

**As Ahmednagar College continues to foster and strengthen these connections, the future holds the**

**promise of even more significant contributions from its dedicated alumni. The enduring commitment of the Alumni Association and the profound bond shared between the alumni and the institution underscore the integral role played by alumni in the ongoing success and development of Ahmednagar College**

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

Vision of the BPHE Society, which runs Ahmednagar College, is contained in its three mottoes, viz., 'Not Things but Men." "I Dare You" and "Ye Shall Know the Truth." College tries to realize the vision by giving equal priority and opportunity to all the stakeholders, with an emphasis on students. The college provides the best educational opportunities for the overall development of students. The mission statement of the college 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 lives, their immediate society, and the world at large."

The college periodically reviews its short- and long-term plans to offer quality education and achieve its vision, mission, and goals in light of the policies of the UGC, state government, university, and local authorities. IQAC reviews these guidelines and prepares a plan of action that it submits to higher authorities for their approval for execution. By taking into account the feedback from all stakeholders, including the government and university, the plans are executed. Institute's democratic principles of decentralization and participative management are reflected in the involvement of staff members and students in various committees. The Principal holds authority over administration, supported by three Vice Principals who contribute to the administrative process. Non-grant sections benefit from dedicated coordinators to ensure seamless operations. Departmental heads enjoy autonomy in managing their respective departments, serving as intermediaries between the Principal and teaching staff.

(i) NEP implementation: Institution appointed an NEP coordinator who looked into various aspects of NEP since its inception in the college. The coordinator, as an initiative, offered an orientation talk on NEP to the heads and coordinators of the college. The institute offered a one-day workshop for all staff on NEP with resource persons from in-house and invited. Following these workshops, the departments initiated their own departmental meetings, highlighting the status of their subject in line with NEP. As a short-term plan, the faculty of the departments attended workshops organized by the respective BoS and SPPU. As a long-term plan, the departments prepared the strategy for the implementation of NEP.

(ii) Sustained Institutional growth: The institution is visualizing sustainable growth in light of NEP. Knowing the NEP focus on skills-based education, every department is working on infrastructure building accordingly. The teachers are adapting to the skills-based teaching methods and techniques through various faculty interaction programs.

The incubation cell is strengthening its capacity for the students to train. As a short-term plan, the

institution is adapting its infrastructure and skills to cater to NEP-based education. As a long-term plan, the institute is developing its infrastructure, knowledge system, and budgetary provisions.

As the institute proudly boosts its vision, 'Not Things But Men' is in line with the mission of NEP, which is at its core proposing capacity building in students.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

**Deployment of an institutional strategic or perspective plan:**

The institutional strategic/perspective plan is effectively implemented at Ahmednagar College, crafted through cooperative efforts between the Principal, IQAC, CDC, and various stakeholders. Aligned with the college's vision and mission, the plan encompasses strategic objectives. The brief on the deployment of the perspective plan is as follows:.

**(i) Policy and Policy Document:** The institute has constituted committees for different purposes and amended policy documents to provide a transparent and operational procedure. These policy documents are open to revision as and when required.

**(ii) Administrative setup:** Administrative setup is bottom-up and top-down in nature. The higher authority issues instructions to the subordinate levels. However, the subordinates report their compliances to the higher authority for continuous, effective functioning. The employee in the hierarchy has a voice to seek out at any level to resolve his or her dissatisfaction.

**(iii) Committees: The** College Development Committee, Internal Quality Assurance Cell, Academic Council, Administrative Council, and Grievance Redressal Committee are the statutory committees constituted as per the Maharashtra Public Private University Act-2016.

The College Development Committee acts as a link between the management and the college. The Internal Quality Assurance Cell coordinates with all stakeholders and reports it to the respective authorities. The stakeholders from the hierarchy form a syndicate to propose and overview the process of deployment. The academic council focuses on the planning and execution of academic activities. Any

failures in the functioning of the above deployment are addressed through a proper grievance redressal system.

**(iv) College Committees**: Various committees are constituted for the execution of academic, administrative, and curricular and extracurricular activities. The institutional administrative setup, which includes the organizational structure, roles, and responsibilities of various administrative positions, should be designed to support the successful execution of the perspective plan.

**(v) Functioning of Institutional Bodies: The** BPHE Society is the governing body, and it functions through the board of directors and college administration bodies. The effectiveness and efficiency of these are crucial in making decisions, setting policies, etc.

**(vi) Visibility in Policies: The** institutional perspective plan of Ahmednagar College, Ahmednagar, is reflected in the institution's policies. Policies are consistent with the goals and objectives outlined in the perspective plan.

**(vii) Appointment and Service Rules and procedures:** The college follows the rules and regulations laid down by SPPU, UGC, and the Government of Maharashtra for the recruitment of teaching and non-teaching staff. (a) **Promotion policies**: All the promotions of teachers are as per the career advancement scheme setup by the UGC and the Government of Maharashtra. The promotion of non-teaching staff is conducted as per the Government of Maharashtra norms. (b) **Procedures: Ahmednagar** College has been following the procedures for various operational aspects, including finance, curriculum aspects, academic processes, and decision-making, which play a crucial role in ensuring that the institution runs smoothly in accordance with its plan.

**(viii) e-governance:** The IQAC, administration, accounts, examination, and library services are adapting to e-governance gradually for the discharge of effective and efficient functioning.

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

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

**(1) Performance Appraisal System:**

The B.P.H.E. Society's Ahmednagar College, Ahmednagar, follows the performance appraisal system as per the guidelines offered by the UGC, the Circular issued by the State Government, and those accepted by SPPU. The BPHE society is the appointing authority for promotions under the CAS.

The institute has separate appraisal mechanisms for grantable and non-grantable teachers and non-teaching staff.

The teaching and non-teaching staff have a separate time interval for the promotions.

Confidential reports of teaching and non-teaching staff are prepared by the HoD and Registrar of the College. The appraisal system for performance reviews is conducted by IQAC. This report is examined and recommended for promotion by the Principal.

Non-teaching staff appointments: On the basis of workload received from the Joint Director of Higher Education, a roster is verified by the SPPU and the Joint Director, Higher Education, Pune region, Pune. An NOC is obtained from the Joint Director for the advertisement of various posts.

Ahmednagar College, under the aegis of the B.P.H.E. Society, is committed to the well-being of both teaching and non-teaching staff through a range of effective welfare measures.

**(ii) Effective Welfare Measures for Teaching and Non-Teaching Staff**

**The welfare measures include**

**(a) Motivation and Encouragement:** The institution motivates and encourages teaching staff to engage in orientation, refresher, and short-term/FDP courses offering duty leave. Non-teaching staff are similarly supported to participate in professional development courses related to administration, with sanctioned duty leaves.

**(b) Support for Research:** The institution actively supports teaching staff in undertaking (i) research projects, fostering an environment conducive to academic exploration, and (ii) the creation of common instrumentation facilities with high-end analytical instruments.

(c) Safety Laboratory Program: A safety laboratory program is provided for both teaching and non-teaching staff, prioritizing their well-being.

**(d) Other Welfare Schemes:** Staff benefit from a range of welfare schemes, including staff quarters, a health center, health check camps, gymnasium access, sports facilities, festival advance, and group insurance. B.P. Hivale Education Society's Employees Cooperative Credit Society Ltd. provides shares, deposits, and loan facilities. The staff volunteers in the blood donation drive.

**(e) Other Benefits:** The other benefits include staff rooms, casual leave, medical leave, sports events for the staff, library facilities, internet facilities, etc.

(f) Avenue for Career Development/Progress: The staff members are encouraged to enroll in higher education. The teaching staff takes advantage of FIP and completes their PhD program. However, non-teaching staff are allowed to complete their masters or management degree program. As an outcome of this assessment period, one teaching staff member completed a PhD degree program. Two non-teaching staff completed their master program, and three non-teaching staff completed masters in management science through distance learning.

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

**6.3.2**

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

**Response:** 14.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24 | 15 | 26 | 12 | 27 |

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

## 6.3.3

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

**Response:** 63.67

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159 | 66 | 158 | 149 | 148 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68 | 66 | 69 | 69 | 73 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The physical infrastructure (physical and structural resources) of Ahmednagar College is spread on 32.06 acres of land, housing 69 classrooms, 52 laboratories with analytical instruments, 21 computer laboratories, and up to 350 desktops for students. This also includes three play grounds. The library is equipped with more than 2 lakh books, journals, and periodicals. The Meteorological Survey of India has recognized the Geography Department as a Meteorological Observatory Center. These resources are hired by external organizations, institutes, and agencies. The institute offers these resources at minimal charges for educational purposes. Government agencies, research scholars, teaching faculties, and other agencies utilize the resources and services of our college. As an outcome, the faculty and departments have signed a Memorandum of Understanding and Collaboration for research and social services purposes.

Every year, more than 6,000 students, including research scholars, volunteer for social causes.

Ahmednagar College employs diverse strategies for fund mobilization and resource optimization (monitory resources). Primary sources of funds include student fees, service charges, and facility charges. Additionally, the college obtains funds and research grants from prominent funding agencies such as UGC, DBT-STAR, DST, and ASPIRE-SPPU. The SPPU partly contributes funds for quality improvement programs; the Earn and Learn Scheme, NSS, and endowment scholarships from alumni further contribute to the college's financial resources.

For optimal utilization of funds, a meticulous approach is taken in the procurement process through the Purchase Committee. This committee, adhering to a well-defined procedure, thoroughly reviews vendor

quotations and makes purchase decisions based on a comprehensive comparative analysis. Infrastructure development and the creation of permanent structures are authorized by the governing body, ensuring a strategic approach to campus expansion. The process of fund utilization for maintenance purposes is as per the College Maintenance Policy.

Annual budget preparation is a systematic process that considers the specific requirements of each department, office, and various committees. The budget undergoes scrutiny by the parent society and receives approval. Rigorous monitoring accompanies the utilization of budgeted amounts, with special permissions mandated for any non-budgeted expenditures. This comprehensive approach reflects the college's commitment to financial prudence and effective resource management.

Endowment Scholarships from alumni are also a source of funds for college. The Purchasing Committee takes the decision to purchase capital equipment. A well-defined procedure is followed for purchases. The committee reviews quotations given by vendors thoroughly, and a final decision is taken on the basis of comparative analysis.

The staff members of the account section monitor the precision of financial utilization and its record maintenance. The entire process of documentation in finance is monitored, approved by respective committees, and finally endorsed by the BPHE Society.

For an external audit, the institute has hired the services of Chartered Accountant S.K. Saptarshi and Co., Ahmednagar (M/S K.G. Saptarshi Co., Chartered Accountant, 230, Choupati Karanja Ahmednagar, No. 030791 F.R.N. No.109236W). Moreover, all the funds received from various funding agencies are provided with a report and utilization certificate signed by a chartered accountant.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

**The Internal Quality Assurance Cell plays a crucial role in ensuring and improving the quality of educational institutional processes.**

**Institutionalizing Quality Assurance: The** IQAC contributes to institutionalizing quality assurance

strategies and processes. IQAC continuously strives to integrate quality assurance practices as a fundamental part of the institutional culture and operation. This is crucial for maintaining and enhancing the quality of education and services provided.

(i) Reviewing the **Teaching and Learning Process:** The IQAC regularly reviews the teaching and learning processes within the institute. This involves assessing the methods, pedagogical approaches, and overall effectiveness of education delivery. This involves an in-depth examination of the curriculum, teaching methods, teaching plan, and assessment procedures.

**(ii) Feedback-based outcome:** IQAC diligently monitors and assesses the learning outcomes achieved by students and the effectiveness of various activities conducted within the institution. By analyzing data and feedback, it records incremental improvements in these activities. Through data analysis and feedback mechanisms, the IQAC records incremental improvements in learning outcomes. It tracks the progression of students and teachers, identifies areas where they may be falling short, and offers recommendations to bridge these gaps. The result is a continuous process of improving the overall quality of education, ensuring that students leave the institution with a well-rounded and relevant education that equips them for their future endeavors.

**(iii) Incremental improvements:** Ahmednagar College has seen a series of incremental improvements aimed at enhancing the overall educational experience for both students and faculty. The college established an incubation center to cultivate entrepreneurial abilities among its students, encouraging innovation and creativity. Additionally, a competitive exam cell was introduced to prepare students for various competitions, aiding in their career aspirations.

The implementation of the Unnat Bharat Abhiyan has allowed students to engage in meaningful community services and outreach programs that promote awareness and social responsibilities. To ensure a seamless educational journey, the college has put mechanisms in place for addressing students' grievances and collecting feedback from students and teachers. Furthermore, certificate courses have been introduced to provide students with additional skills and qualifications.

Improved library facilities, admission processes, and a dedicated students' facility center have made the educational journey more convenient and accessible. The college has undertaken teacher training programs on intellectual property rights, plagiarism, and the New Education Policy. The IQAC is approaching adopting paperless documentation. The institution has adopted e-governance through the use of *Vrudhi*, Tally, KOHA Software, etc. to streamline administrative tasks.

Extension activities like NSS and NCC and collaboration with various stakeholders have created a strong sense of community within the college. Financial management and infrastructure development have been prioritized to ensure sustainable growth, and the college has embraced environmental reasonability through the Green Campus initiative.

Efforts have been made to streamline grievances through the implementation of QR codes, ensuring a more efficient grievance resolution process. Regular audits have been conducted, including AAA, green energy, gender audits, etc.

Consistent pass percentage, placement, success in competitive exams, and a vibrant research record are some of the proofs of improvements.

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

**6.5.2**

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

Ahmednagar College initiated an external gender audit, forming a three-member committee comprising eminent female personalities from diverse fields. Led by the esteemed HON. ADV. NALINI GAIKWAD, the committee included distinguished professionals, each bringing a unique perspective and expertise from various sectors. Adv. Gaikwad, serving as the Chairperson, holds a significant role as a Mahila Dakshata Member in the Maharashtra Police, emphasizing her dedication to gender empowerment and justice. She also chairs Niwara Smajik Sevabhavi Sanstha in Ahmednagar, showcasing her commitment to social service. The committee featured ADV. MANISHA KELGANDRE, a Special Public Prosecutor, and Mrs. KAJAL RAUT, a successful entrepreneur and Director of Saitech Corporation in Ahmednagar, Maharashtra. The Gender Audit report's suggestions are carefully considered, and measures for compliance are diligently implemented.

Initiatives for Gender Equity Promotion:

The college actively cultivates an inclusive campus environment, ensuring equal participation for both female and male students in all activities. To uphold gender equity and address student concerns, our institution has established specialized bodies, including the Women Cell, the Student Grievance Redressal Cell, the Anti-Ragging Committee, and the Discipline Committee. These committees are dedicated to fostering gender equity and maintaining a secure campus environment. A vigilant team of security personnel oversees security measures.

Safety and Security Measures:

In our commitment to providing a secure campus environment, we have implemented various initiatives, including:

Inclusive Co-curricular Activities: By encouraging active participation in co-curricular, sports, and extension activities, we promote inclusivity and ensure equal opportunities for all students.

CCTV Surveillance: Enhancing security with 37 CCTV cameras strategically placed across the campus for continuous monitoring and surveillance.

Well-lit Campus: Utilizing energy-efficient LED street lamps during night hours to ensure a well-lit and

secure environment.

Controlled Access: A stationed security guard at the main gate grants access only to students with valid identity cards.

Faculty Supervision: Faculty members engage in rotational supervision to maintain discipline and security on campus.

Grievance Platform: "QR Code" and "Suggestion Box" allow students to share grievances or suggestions, fostering transparency and accountability.

Female Faculty Accompaniment: Ensuring the safety of female students during outdoor activities and tours by having them accompanied by female faculty members.

Emergency Contacts: Prominent locations display emergency contact numbers for easy access to assistance.

Collaboration with Local Authorities: Collaborating with local police station authorities, including the "DAMINI TROUP," to boost security measures and create a safer environment for female students.

Common Room Facilities: Equipping common rooms with essential amenities, including vending machines and sanitary napkin incinerators,.

Educational Initiatives: Conducting guidance programs on constitutional law tailored to women's needs and rights; lectures on workplace harassment; International Women's Day celebrations; self-help group guidance; personality development camps; felicitations of women in various fields; and talks by accomplished women to inspire students.

Empowerment Activities: undertaking women's health check-ups, health surveys, and commemorating special occasions like International Women's Day to celebrate the role and achievements of women in our society.

Our overarching goal is to educate, empower, and celebrate women, fostering their personal and professional growth in a safe and inclusive environment.

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

**7.1.2**

**The Institution has facilities and initiatives for**

    **1.Alternate sources of energy and energy conservation measures**

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

**Response:** A. 4 or All of the above

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

## 7.1.3

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

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

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

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

**7.1.4**

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

**Response:**

The college undertook many positive efforts and initiatives to provide an inclusive environment. Some of the key institutional efforts in this regard are as follows:

**Diversity and Inclusion Policies:** Being a Christian minority college institution, we have developed and implemented diversity and inclusion policies that emphasize the importance of respecting and celebrating cultural, regional, linguistic, communal, and socioeconomic diversity. These policies set the tone for an inclusive culture on campus.

**Cultural and Regional Celebrations:** The College often organizes cultural festivals, regional events, and linguistic celebrations. These activities allow students and staff to learn about and appreciate different cultures and traditions, fostering a sense of unity and mutual respect.

**Multilingual Environment:** The college promotes a bilingual environment by offering courses and communication in Marathi and English. This not only facilitates inclusivity but also helps break language barriers.

**Socioeconomic Inclusivity**: Scholarships, financial aid programs, and other initiatives are put in place to ensure that students from diverse socioeconomic backgrounds have equal access to education. This not only promotes social harmony but also upholds the principle of equal opportunity.

**Sensitization students and employees:** Regularly important days like National Voters Day, Kargil Day, Army Day, National Unity Day, and Birth Anniversary of Mahatma, Tribute to eminent leaders,

Sadbhavana Diwas, Pandit Jawaharlal birth anniversary, Gandhi Jayanti, Minority Day, Birth anniversary of Netaji S. Bose, Mahatma Gandhi Punyatithi, Gandhiyan Week, Gandhi vichar sanskar pariksha, AIDS Day, Babasaheb Ambedkar Birth Anniversary, Hiroshima Day, Death Anniversary of Lokmanya Tilak, and Birth Anniversary of Annabhau Sathe. The birth anniversary of Indira Gandhi, the birth anniversary of Swami Vivekananda and Rajamata Jijau Maa Saheb Bhosale, National Education Day, and International Human Rights Day are celebrated with the participation of students and employees, focusing on constitutional obligations, fundamental rights, duties, and responsibilities of citizens. These help in building awareness and promoting responsible citizenship.

Various significant occasions, such as National Voters Day, Kargil Day, Army Day, and National Unity Day, are commemorated through special events. Additionally, we pay tribute to prominent leaders and historical figures on specific days: Gandhi Jayanti, Minority Day, Netaji Subhas Chandra Bose's birth anniversary, Mahatma Gandhi Punyatithi, Gandhian Week, Gandhi Vichar Sanskar Pariksha, AIDS Day, Babasaheb Ambedkar's birth anniversary, Hiroshima Day, the death anniversary of Lokmanya Tilak, and the birth anniversary of Annabhau Sathe.

The College organizes events commemorating the birthdays of Mahatma Gandhi, Pandit Jawaharlal Nehru, Indira Gandhi, Swami Vivekananda, and Rajamata Jijau Maa Saheb Bhosale, along with National Education Day and International Human Rights Day. These events aim to educate students and employees about constitutional obligations, fundamental rights, duties, and citizenship responsibilities. The workshops and observances are instrumental in promoting responsible citizenship and social-cultural awareness, fostering tolerance, inclusivity, and civic responsibility. The NSS and NCC units actively support these initiatives. In recent years, the college has consistently conducted a significant number of activities to mark these occasions: 29 activities in 2018–19, 25 activities in 2019–20, 18 activities during the COVID-19 pandemic in 2020–21, 27 activities in 2021–22, and 30 activities in 2022–23.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

BEST PRACTICE: 1

1. Title of the Practice: GREEN CAMPUS INITIATIVE

2. OBJECTIVES OF PRACTICE:

Ahmednagar College's environmental objectives include fostering awareness, enhancing sustainability,

exploring innovative solutions, implementing rainwater harvesting, integrating green protocols, cultivating motivation, managing e-waste, advocating a plastic-free campus, creating a no-vehicle zone, and transforming the campus into a pollution-free and responsible environment.

3. THE CONTEXT:

Rapid urbanization, coupled with the conversion of green areas into industrial and residential zones, has led to increased pollution in Ahmednagar City, significantly affecting Ahmednagar College, which has seen its campus size reduction due to flyover.

In response, Ahmednagar College has launched a Green Campus campaign, aiming to raise environmental awareness among students and faculty.

4. THE PRACTICE:

Key initiatives and activities include:

No Vehicle Inside Campus: Prohibiting vehicles during working hours.

Barrier-free Movement: ensuring accessible infrastructure with graded pathways, ramps, and wide entrances for individuals with disabilities, promoting inclusivity.

Reducing Plastic Usage: Minimizing plastic pollution through guidelines, campaigns, recycling drives, and awareness classes.

Rainwater Harvesting Roofs: Incorporating rainwater harvesting to recharge groundwater.

Separate Bins for Wet and Dry Wastes: Composting programs with separate bins for organic and non-organic waste.

Tree Plantation Program: Active participation in tree planting initiatives on and off campus.

Energy Management: Installation of solar panels and LED bulbs to reduce electricity consumption.

Green Campus Committee: A dedicated committee for maintaining the college garden and nurturing plants, contributing to green initiatives.

5. EVIDENCE OF SUCCESS:

Participation and Awareness: The active involvement of students and the college in the Green Campus campaign has raised environmental consciousness within the college community.

Reduction of Plastic Usage: The plastic-free campaign has reduced plastic waste and promoted filtered water facilities, contributing to an eco-friendly campus.

Clean and Green Campus: The adoption of environmentally friendly practices has transformed the

campus into a cleaner and greener environment, enhancing its overall aesthetics.

Energy Efficiency: The transition to 100% LED bulbs has reduced energy consumption and increased energy efficiency, positively impacting the college's energy footprint.

Water Management: Rainwater harvesting has recharged the groundwater table, showcasing sustainable practices.

Awareness through Plantation: Tree plantation activities have raised environmental awareness and added to the greenery of the campus, potentially improving air quality and biodiversity.

Waste Management: Segregation of non-degradable and degradable waste streamlines waste management.

In summary, the Green Campus Initiative has successfully reduced the college's ecological footprint.

6. PROBLEMS ENCOUNTERED:

During the COVID-19 pandemic, the college composting unit faced maintenance challenges, rendering it non-functional. Efforts to reinitiate the vermicompost system were made. Barriers to the green campus campaign included the difficulty of completely banning plastic. Tree saplings planted by green campus volunteers during the summer months suffered due to adverse climatic conditions.

BEST PRACTICE 2

1. Title of the Practice: MENTORING SYSTEM FOR STUDENTS

2. OBJECTIVES OF THE PRACTICE:

Mentoring is a dynamic educational practice that empowers students to excel academically and personally. It involves experienced individuals guiding and supporting students. The objectives of a mentoring system are to enhance academic success, promote personal development, provide career guidance, offer emotional support, build positive relationships, encourage goal-setting and critical thinking, foster diversity and inclusion, inspire students, and promote gradual independence.

This practice nurtures well-rounded individuals with academic proficiency and life skills to thrive in a changing world.

3. THE CONTEXT:

A student mentoring system is crucial in education, providing essential support for academic success, personal growth, and informed career choices. To address the challenge of maintaining an ideal mentor-mentee ratio, institutions must tailor mentoring programs to each student's specific needs and goals.

Students face a range of stressors—personal, academic, physical, and mental—particularly when adjusting to college life, causing added stress for hostel students living far from their families. The COVID-19 pandemic has further highlighted the significance of mentoring in education and student well-being. In classrooms with large student-teacher ratios, personalized attention can be challenging, making a dedicated mentor essential for forming meaningful bonds with students, fostering emotional stability, and enhancing overall progress.

4. THE PRACTICE:

The college has established a centralized office called the Students Facility Center to facilitate various forms of mentoring, including academic, career-related, and administrative. Each teacher is responsible for approximately 15 students throughout their studies, providing support for personal and academic challenges. The center offers services such as advice, guidance, counseling, referral, financial assistance, assistance to differently-abled students, an Earn and Learn scheme, fee waivers, fee concessions, and hostel facilities. Mentors encourage student participation in co-curricular and extracurricular activities and sports, monitoring their academic performance and activities. They maintain communication with parents regarding attendance, test performance, fee payment, and examinations. Mentors offer emotional support and help resolve issues students face within departments, working closely with staff to address concerns. Special attention is given to weaker students by offering study advice and creating study timetables. The mentoring process involves mentees selecting the appropriate channel for being guided, reporting the issue at the designated desk, forwarding the case to the appropriate help provider, addressing the case, recording the outcome, and obtaining feedback.

5. EVIDENCE OF SUCCESS:

Success in mentoring systems during and post-COVID-19 is observed in emotional support, remote learning assistance, addressing learning gaps, digital literacy, adaptive learning, career guidance, equity promotion, support for hybrid learning, and strengthening student-college connections. This success extends to junior faculty mentoring, enhancing university ranks, exam results, and attendance, reducing dropouts, increasing extracurricular participation, improving discipline, and fostering positive teacher-student relationships. Coordination with HRDC further enhances mentoring and counseling skills, benefiting the institution and stakeholders. Overall, mentoring systems have proven to be adaptable and resilient tools in the evolving educational landscape, supporting students' emotional well-being, academic success, and career development in the post-pandemic "new normal."

6. PROBLEMS ENCOUNTERED:

Implementing mentoring systems faces various challenges, including a decreasing number of permanent

staff leading to high mentor-mentee ratios, limited resources, difficulties in matching mentors and mentees, time constraints for both parties, inadequate mentor training, and technology-related issues. To overcome these challenges, the centralization of services through a strengthened Student Facility Center has been suggested as a solution.

https://www.aca.edu.in/IQAC/SSRDocumentsDetails.aspx?Type=2023&SectionID=114

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

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Nestled within a sprawling 32.06-acre campus in the heart of Ahmednagar city, B.P.H.E. Society's Ahmednagar College, a Christian minority institution, stands as a venerable establishment with a rich history. Founded in 1947, Ahmednagar College holds the distinction of being the first college in the district, affiliated with Savitribai Phule Pune University. This institution's roots trace back to the visionary Dr. B.P. Hivale, who ardently believed in extending higher education to students facing various impediments. Today, the institution continues to embody its founding principles, striving relentlessly for excellence in teaching, learning, and academic outcomes.

Ahmednagar College's commitment to providing equitable educational opportunities to all, irrespective of socio-cultural backgrounds, is indeed remarkable. Despite its Christian minority status, the college thrives as a cosmopolitan institute where students and faculty converge from diverse origins, not just across India but also from various corners of Maharashtra. Beyond the pursuit of degrees, the institution's ethos revolves around nurturing well-rounded personalities. The pedagogical approach emphasizes transcending mere syllabi, thereby rendering education both meaningful and intensive.

The college's dedication extends to fostering liberal humanist ideals, which are underscored by its active participation in initiatives related to social justice, innovative educational programs, research endeavors, and community-focused activities. Over the years, Ahmednagar College has garnered acclaim for pioneering initiatives, including the establishment of the National Service Scheme (NSS), the introduction of a postgraduate course in Drug Chemistry, and the recent inception of the Resource Centre for the Differently-abled.

Pioneering the path to career-focused quality education, the college offers a rich spectrum of courses,

including 10 certificate programs, 18 undergraduate, 11 postgraduate, and 9 Ph.D. research centers. Holistic student development is encouraged through diverse avenues encompassing academics, sports, social service, leadership, and cultural activities.

### *Research Excellence*

Ahmednagar College has gained distinction for its significant contributions to the realm of research. This commitment to research excellence has been ingrained in the institution's culture from its very inception. The college's founding luminary held a Ph.D. in Philosophy from Harvard University, and this intellectual tradition extended to the faculty members, who collectively held Ph.D. qualifications in diverse faculties such as arts, science, commerce, and various subjects under these faculties.

From the beginning, Ahmednagar College embraced a culture of open-minded experimentation, setting itself apart. The institution proudly boasted the highest concentration of Ph.D. holders on its campus, making research activities a cornerstone of its identity. Notably, Ahmednagar College has established a formidable reputation for research excellence, with Dr. John Barnabas receiving the prestigious Bhatnagar Award in 1974, a testament to the college's unwavering commitment to research. The institution has consistently secured research funding from major national agencies, fortifying its research-oriented milieu. At present, the college boasts an impressive count of 61 Ph.D. holders, 67 Ph.D. guides (43 in-house and 24 affiliated), 225 Ph.D. registered students, and 39 awarded during the last five years. This research dynamism is reflected in high-impact, Scopus-indexed, and peer-reviewed journal publications featuring a substantial number of citations. During its recent tenure, the college also secured four patents (IPR).

### *Research Centers at the Heart of the Institution*

Research activities thrive at Ahmednagar College, with its research centers remaining highly active. Research competitions like Avishkar provide students with opportunities to engage in research endeavors. The administration and management of the college not only endorse but also actively support this vibrant research culture. In the academic year 2021–22, 17 faculty members wrote 27 research articles in esteemed journals, an achievement that was lauded and incentivized by the college administration. This incentive program, designed to foster high-quality research work, involved the distribution of cash rewards and letters of appreciation, with each research publication earning its author a cash reward of Rs 1000.

### *Institutional-Level Research Project Funding Scheme*

Ahmednagar College initiated an institutional-level research project funding scheme. This scheme seeks to provide seed funding to aspiring teacher-researchers, nurturing their capacity to pursue larger grants from external funding agencies. It functions as a mentorship program, offering both guidance and financial support to young teachers, thus fostering a new generation of researchers. The scheme identifies promising researchers and facilitates the transformation of their innovative ideas into impactful research outcomes. This institutional effort fosters a research ecosystem across various departments, ensuring that every willing researcher finds opportunities to explore their research interests. Under this scheme, non-grant faculty members are encouraged to apply as principal investigators, with permanent faculty joining as co-principal investigators. This collaborative arrangement supports non-grant faculty members in their

research journeys. As a result, seven faculty members received a total of Rs 40,000 each, disbursed in two installments as part of this funding initiative.

The faculty actively engages in both national and international seminars and conferences while also contributing significantly to the body of knowledge through their research publications. During the evaluation period, the college's faculty members collectively authored 277 research papers published in peer-reviewed Scopus-indexed journals, along with 96 books and 22 conference proceeding articles. The institution received a research grant of approximately 75.77 lakh. This financial support, of which 60 lakhs were provided by the Department of Science and Technology, Government of India, and the remaining amount stemmed from various individual faculty-led research projects, bolstered the college's research initiatives.

The college's commitment to academic growth is evident in the organization of 30 conferences and workshops on campus, including two international conferences, fostering a dynamic intellectual environment. To further enhance its research capabilities, the college has forged approximately 24 collaborative partnerships, and 10 MOUs with 64 activities under them, allowing for the sharing of research facilities and resources, thereby facilitating robust research endeavors.

In conclusion, B.P.H.E. Society's Ahmednagar College, with its profound commitment to academic excellence, research prowess, and diverse range of educational offerings, stands as a beacon of higher education and research in Ahmednagar and beyond. The institution's dedication to fostering a vibrant research culture, incentivizing faculty engagement, and encouraging initiatives underscore its distinctiveness as an educational powerhouse. Ahmednagar College's legacy of academic excellence, commitment to research, and holistic educational philosophy continue to make it a cherished institution for students and faculty alike.

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

# 5. CONCLUSION

## Additional Information :

1. The institute is known for its contribution in a. providing higher education to rural students; b. Dr. John Barnabas was a recipient of the Shantiswarup Bhatnagar Award; c. being a proponent of the idea of 'youth in social service'.

2. The library of Ahmednagar College has preserved the manuscript dating back to 200 years. The manuscripts are written in traditional Indian languages, which is one of the resources to adapt to the Indian Knowledge System.

3. The institute runs an 'Empanelled Training Center' to train NSS program officers. A training center recognized and sponsored by the Ministry of Sports and Youth Affairs, New Delhi.

4. The institute has maintained a green campus and rare plants named Bollusanthus Speciosus, Salvadorg Ressica, and Diospyros Melanoxylos.

5. Ahmednagar College has a strong alumni base holding significant contributions by serving in Defence, Civil Services, academia, sportspersons, entertainment industry, and research laboratories like Serum.

6. The student of Ahmednagar College received a state-level Best NSS Volunteer Award.

## Concluding Remarks :

The BPHE Society's Ahmednagar College is undergoing a paradigm shift from the 10+2+3(4) education system to the NEP. This policy will take students from knowledge-based education to skills-based education, which will result in more opportunities in the job market and self-employment.

This is the need of the present era: institutes have to be equipped to cater to the changing education scenario across the country and globally. Preparedness for this NEP is the right solution, which the college has embarrassed with open arms. Focusing on these aspects, Ahmednagar College emphasizes its education goals directed towards research and skills-oriented These thoughts are in line with the visionary founder's vision, 'No Things But Men'.

The legacy of Dr. John Barnabas is continued through an active research atmosphere on campus. The institute, way back in 1969, initiated a social outreach program to cater to rural societal needs. This initiative of the college has been recognized and implemented throughout Indian colleges and universities as a program named the National Service Scheme. Continuing with the same philosophy, the institute is initiating programs like Snehbandh, a program that helps youth with community development and environmental sustainability. The Savitribai Phule Pune University recognized Ahmednagar College's potential and granted an 'Incubation Centre'. Under this, the college is actively engaging in various training and industry participatory programs to push the idea of creating jobs and offering opportunities for entrepreneurship. The institute also recognized the needs of differently abled people and provided appropriate facilities through the creation of a center on campus called the Resource Center for Differently Abled, dedicated to their needs.

The institute makes its fullest efforts to cater to the students and staff. Various welfare activities are undertaken by the institute. The Student Facility Center, established on the campus for this purpose, caters to the needs of the students. Further welfare services are extended to the required staff from the same place.

The institute is making its fullest efforts to maintain green campus practices.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>    Answer before DVV Verification :<br>    Answer After DVV Verification :24<br>  Remark : As per the supporting documents provided by HEI |
| 1.2.2 | *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*<br><br>  1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years<br>    Answer before DVV Verification:<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2123</td><td>1216</td><td>1282</td><td>1780</td><td>1545</td></tr></table><br>    Answer After DVV Verification :<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2123</td><td>1216</td><td>1282</td><td>1653</td><td>1534</td></tr></table> |
| 2.4.1 | **Percentage of full-time teachers against sanctioned posts during the last five years**<br><br>  2.4.1.1. **Number of sanctioned posts year wise during the last five years**<br>    Answer before DVV Verification:<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>179</td><td>180</td><td>181</td><td>179</td><td>182</td></tr></table><br>    Answer After DVV Verification :<br><br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>178</td><td>179</td><td>180</td><td>178</td><td>181</td></tr></table><br>  Remark : Excluding Dr. Viegus Dominic Savio Anthony , physical education director |
| 2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 109 | 99 | 100 | 92 | 83 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 102 | 94 | 99 | 82 | 78 |

Remark : After excluding the teachers with less than one year experience and also the physical education director

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**3.1.1**

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.3 | 2.11979 | 2.4 | 65.95 | 4.0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.3 | 2.119799 | 2.4 | 65.95 | 0 |

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**3.2.2**

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 07 | 04 | 02 | 05 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 07 | 04 | 02 | 05 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 61 | 65 | 53 | 44 | 54 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 42 | 33 | 31 | 35 | 43 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 21 | 29 | 24 | 25 | 19 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 19 | 18 | 17 | 21 | 12 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 65 | 108 | 33 | 45 | 32 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 32 | 71 | 24 | 34 | 16 |

| 3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*<br><br>Answer before DVV Verification : 34<br>Answer After DVV Verification :26 |
|---|---|
| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**<br><br>5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**<br>Answer before DVV Verification:<br><br>_table1_<br><br>Answer After DVV Verification :<br><br>_table2_<br><br>Remark : Aligning the data with EP 1.1 |
| 5.1.4 | *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*<br><br>  1. **Implementation of guidelines of statutory/regulatory bodies**<br>  2. **Organisation wide awareness and undertakings on policies with zero tolerance**<br>  3. **Mechanisms for submission of online/offline students' grievances**<br>  4. **Timely redressal of the grievances through appropriate committees**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: A. All of the above |
| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years**<br><br>5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**<br>Answer before DVV Verification:<br><br>_table3_<br><br>Answer After DVV Verification :<br><br>_table4_ |

table1 (5.1.3.1 Answer before DVV Verification):

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 4063 | 4022 | 1262 | 2469 | 2505 |

table2 (5.1.3.1 Answer After DVV Verification):

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 4063 | 4022 | 1262 | 2314 | 2296 |

table3 (5.2.1.1 Answer before DVV Verification):

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 383 | 605 | 522 | 418 | 267 |

table4 (5.2.1.1 Answer After DVV Verification):

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 186 | 294 | 86 | 44 | 71 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 989 | 1225 | 1225 | 965 | 824 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 989 | 1225 | 1225 | 965 | 824 |

Remark : Considering students with valid joining letter for job ( not internships ) and students progressing for higher education . only in the year 2022-23 HEI has provided proofs of admission , other years HEI has merely given proofs of Transfer Certificates

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30 | 7 | 11 | 10 | 36 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 02 | 0 | 03 | 17 |

Remark : Excluding the participation certificates and awards of inter-collegiate , zonal , district level events

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53 | 20 | 0 | 43 | 37 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 12 | 0 | 32 | 23 |

| 6.2.2 | *Institution implements e-governance in its operations* |
|-------|---------------------------------------------------------|
| | 1. **Administration** |
| | 2. **Finance and Accounts** |
| | 3. **Student Admission and Support** |
| | 4. **Examination** |
| | |
| | Answer before DVV Verification : A. All of the above |
| | Answer After DVV Verification: A. All of the above |
| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* |
| | 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** |
| | Answer before DVV Verification: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159 | 68 | 158 | 156 | 158 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159 | 66 | 158 | 149 | 148 |

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

Answer before DVV Verification:

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

| 6.5.2 | **Quality assurance initiatives of the institution include:** |
|-------|--------------------------------------------------------------|
| | 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** |
| | 2. **Academic and Administrative Audit (AAA) and follow-up action taken** |
| | 3. **Collaborative quality initiatives with other institution(s)** |
| | 4. **Participation in NIRF and other recognized rankings** |
| | 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** |
| | |
| | Answer before DVV Verification : A. Any 4 or more of the above |
| | Answer After DVV Verification: A. Any 4 or more of the above |
| 7.1.2 | **The Institution has facilities and initiatives for** |

|  |  |
|---|---|
|  | 1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives**<br>5. **Disabled-friendly, barrier free environment**<br><br>Answer before DVV Verification : A. 4 or All of the above<br>Answer After DVV Verification: A. 4 or All of the above |
| 7.1.3 | **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**<br><br>1. **Green audit / Environment audit**<br>2. **Energy audit**<br>3. **Clean and green campus initiatives**<br>4. **Beyond the campus environmental promotion activities**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : As per the supporting documents provided |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  188<br>Answer after DVV Verification : 187 |
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 140 | 147 | 151 | 153 | 159 |<br><br>Answer After DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 139 | 142 | 150 | 143 | 149 | |