Akole Taluka Education Society's

Agasti Arts, Commerce and Dadasaheb Rupwate Science College, Akole

Tal.Akole, Dist.Ahmednagar - 422601 (Maharashtra)

3rd Cycle

Assessment and Accreditation

Criterion VII – Institutional Values and Best Practices

7.2 Best Practice

7.2.1 Describe Two Best Practices Successfully Implemented by Institution

साहसे श्री: प्रतिवसति ।

Akole Taluka Education Society's

AGASTI ARTS, COMMERCE & DADASAHEB RUPWATE SCIENCE COLLEGE, AKOLE

A/p. Tal. Akole, Dist. Ahmednagar, Pin - 422 601 (Maharashtra)

I.D.No.PU/AN/ASC/018/1974. HSC/1176/July 1976 Dt. 1.7.76 H.S.C.No.J-12.01.001

AIS,HE.Code : C-41748

I Savitribai Phule Pune University Best College Award - 2007
I NAAC Aaccredited 'A' Grade

Dr. Bhaskar Shelke
Principal

I M.A. M.Phil., Ph.D., D.Litt.
I Mob.: 9890686521. Ph. 02424 - 221248
I E-mail : shelke_bhaskar@yahoo.com

Criterion IV – Infrastructure and Learning Resources

4.1 Physical Facilities

QlM 4.1.1 Availability of adequate infrastructure and physical facilities
Classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga

DECLARATION

This is to declare that the information, reports, true

copies of the supporting documents, numerical data, etc. submitted

/ presented in this file is verified by **Internal Quality Assurance Cell**

(IQAC) and is correct as per the records. This declaration is for the

purpose of NAAC accreditation of Higher Education Institution (HEI)

for 3rd Cycle period 2017-18 to 2021-22.

Date: 07/07/2023

Place: Akole

Co-ordinator
Internal Quality Assurance Cell
Arts,Commerce & Dadasaheb
Rupwate Science College,Akole
Dist.Ahmednagar (422601)

EST.1974
TAL-AKOLE
DISTRICT
AHMEDNAGAR
422 601
* AKOLE *

PRINCIPAL,
Agasti Arts,Commerce & Dadasaheb Rupwate
Science College, Akole - 422601;Dist.A Nagar

I Ph : (Off). 02424 - 221248, 222703, 221655 I Fax : 02424 - 221248 I E-mail : acsakole2005@gmail.com I Visit us at - www.agasticollege.com

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6. Student Lecture Competition

7. Savitri- Jyoti Abhiyan

8. Career Katta

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11. Equal Opportunity cell (Divyangjan Committee)

12. Commerce Festival

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Preamble

The Agasti Arts, Commerce, and Dadasaheb Rupwate Science College in Akole offers a variety of programs in the Arts, Commerce, and Science disciplines, as well as professional programs, with the goal of providing socioeconomically disadvantaged members of society with access to a quality education. Through its many different extension activities and programs, HEI works hard to live up to the social responsibility it has made to the community. These activities are deserving of recognition including awards, diplomas, and letters of gratitude because they are noteworthy. College ensures that all students have access to an environment conducive to learning that is free of barriers, is hygienic, and protects the environment.

In response to the requirements, the college has developed a number of procedures that simplify daily operations, which in turn helps to more effectively channel students' potential. The academic, administrative, and teaching-learning facets of the institute are all covered by a set of thirteen best practices that are adhered to across the institution. The NAAC format is being followed here for the presentation of these practices.

These methods are consistent with the regulations and guidelines that were established by the IQAC. These are examined on a regular basis to ensure that they are continually being upgraded and improved. Even if the effects of these practices are very insignificant, they still encourage students, employees, and other stakeholders to instill a sense of belonging, responsibility, and work culture among all parties involved.

01. Scholarships for Disadvantaged students

Title: Scholarships for Disadvantaged Students

Objectives of the Practice:-

1. The scholarships aim to support the needy and poor students from different segments of society in Akole taluka.

2. The scholarships will enable these students to continue their education and complete their degree.

The Context:-

The college is located in hilly and rural area. The maximum number of students belongs to SC, ST, NT and OBC categories. Moreover the number of girl students is very high in the college. This is basically a disadvantaged class of the students because most of them come from socio-economically weaker section of society. In this context, the scholarships can help these students to complete their higher education.

The Practice:-

Most of the students of our college belong to SC, ST category and their financial condition is very poor. Most of the students took their education by working during the vacation period, that s why these students need financial help. So, the college tries to create awareness about the different kinds of scholarships for the disadvantaged students through prospectus, notice board and students counseling and orientation. The students made aware of different kinds of scholarships.

The facility for online submission of the scholarship form has been made available to the students by the college. We have made extra efforts to get in touch with the **Hindustan Petroleum Corporation Limited** authorities and convince them about our students' need for the scholarship. We persuaded them to grant scholarship to reserve category students.

We have also taken special effort to contact and convince the **FOC (Friends of Children) Pune** and they help our College fee and exam fee of poor meritorious students from 11 classes, until they get employment. They also help conducting courses for senior students, preparing them for recruitments through mock interview, group discussion, corporate etiquette

Criterion 7.2 Institutional Values and Best Practices

course etc.

SPPU, Pune also grants different kinds of scholarships to talented students on the basis of their merit. We motivate the students to take benefit of these scholarships. There are various scholarships given by Central Government through online process. We inspire the students to complete online process and get the benefits of these scholarships and our teachers guide the students about how to fill scholarship form.

Evidence of Success:-

The success of these scholarship schemes is very evident from the following table giving the details of the number of students and amounts of various scholarships.

Agency	Year	No. of students benefited	Amount in Rupees
HPCL, Mumbai	2017-18	261	14,53,800/-
	2018-19	349	18,92,300/-
	2019-20	567	30,78,300/-
Total		**1177**	**64,26,600/-**

Agency	Year	No. of students benefited	Amount in Rupees
FOC(Friends of Children) Pune	2018-19	06	32,700/-
	2020-21	04	19,700/-
	Total	**10**	**52,400/-**

Criterion 7.2 Institutional Values and Best Practices

Year	Name of the scheme	Government/Non-Government	Number of students benefited	Amount
2017-2022	Schlo.OBC	**Govt.**	3603	30150085
	Schlo. NT	**Govt.**	486	3129230
	Schlo.SC	**Govt.**	560	7101345
	Schlo. ST	**Govt.**	2755	33618976
	Schlo. SBC	**Govt.**	2	9495
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	**Govt.**	2258	13417205
	Freeship OBC	**Govt.**	156	872835
	Freeship NT	**Govt.**	40	167505
	Freeship SBC	**Govt.**	2	4220
	Freeship SC	**Govt.**	57	568545
	Freeship ST	**Govt.**	253	3134110
		Institution	38	471014
			10210	**92644565**

All of these students were only able to finish their schooling because they were given grants. Without them, they would have dropped out.

Problems Encountered and Resources Required:-

Even when we try our best, there are sometimes technical problems with the online application, and the government sometimes takes too long to pay out the grants on time.

Criterion 7.2 Institutional Values and Best Practices

2017-2018
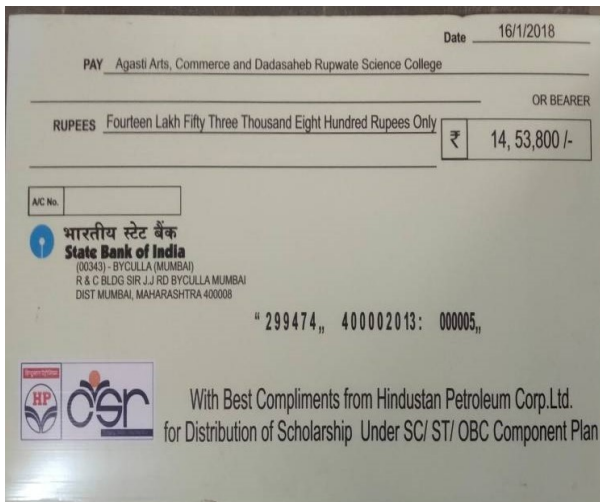
Picture 1 : HPCL Scholarship Bank Cheque	Picture 2 : HPCL Scholarship News in 'Prabhat'
Picture 3 : HPCL Scholarship Cheque Distribution	Picture 4 : HPCL Scholarship Cheque Distribution

Criterion 7.2 Institutional Values and Best Practices

2018-2019

Picture 1 : HPCL Scholarship Bank Cheque	Picture 2 : HPCL Scholarship News

Picture 3 : HPCL Scholarship Cheque Distribution	Picture 4 : HPCL Scholarship Cheque Distribution Ceremony

Criterion 7.2 Institutional Values and Best Practices

2019-2020

Picture 1 : HPCL Scholarship Bank Cheque	Picture 2 : HPCL Scholarship News

Picture 3 : HPCL Scholarship Cheque Distribution

Criterion 7.2 Institutional Values and Best Practices

Outward No.AC/Senior College/Scholarship/ 308 /2018   Date 07/08/2018

To,
Hon.Vani Subramanyam,
Trustee, Friends of Children, Pune
Flat No.16, ATALANTIS,
Kalyani Nagar, Pune- 411 006

Subject: Submission of scholarship forms.

Respected Madam,

As per above cited subject I am submitting herewith the scholarship forms of first year students admitted in academic year 2018-19.

Our college is located in prominently tribal and rural areas. More than 50% are girl students. The number of students belonging to SC/ST category is also very high. Our institution has been catering to the needs of the deprived section of the society. In spite of fact that we are working in the difficult circumstances. Very recently the NAAC has given us 'A' Grade in recognization of our quality education. We have also received Best College award 2007 from Savitribai Phule Pune University.

We humbly request you to consider the applications of the students sympathetically for scholarship.

Thanking You,

Yours Faithfully,

(Dr.Bhaskar Shelke)
Principal,
Agasti Arts,Commerce & Dadasaheb
Rupwate Science College, Akole
Tal. Akole - 422601;Dist.Ahmednagar

ENCLOSED- Fee Structure 2018-19

OIC

Received by

Ashadnaware

(swas'naushaware)

Criterion 7.2 Institutional Values and Best Practices

List of Student Sanction in 2018-19, 2020-21

Sr.No.	Name of Student	Class	2018-19	2020-21
1	Awari Priyanka Balasaheb	FYBCom	2900/-	3050/-
2	Devade Karan Dilp	FYBCom	2900/-	2800/-
3	Lagad Sachin Manohar	FYBCom	2900/-	---
4	Mane Pooja Sahabrao	FYBBA	8000/-	7000/-
5	Chandratike Kaveri Rajendra	FYBBA(CA)	8000/-	---
6	Shtete Sushmita Babasaheb	FYBBA(CA)	8000/-	6850/-
	Total		32,700/-	19,700/-

Criterion 7.2 Institutional Values and Best Practices

Check Photo

Criterion 7.2 Institutional Values and Best Practices

Photo1: Cheque Distribution of FOC

Photo2: Cheque Distribution of FOC

Photo3: Cheque Distribution of FOC

Photo4: Cheque Distribution of FOC

Criterion 7.2 Institutional Values and Best Practices

Sr.No.	Name of Student	Class
1	Gawande Arjun Tukaram	FYBA
2	Gawande Suvarna Raghunath	FYBA
3	Gite Chhaya Bhanudas	FYBA
4	Hase Pooja Sandip	FYBA
5	Jadhav Dinesh Sudam	FYBA
6	Katore Shital Maruti	FYBA
7	Mengal Asha Bhagwat	FYBA
8	Mengal Pallavi Chandrabhan	FYBA
9	Mengal Pratima Thaka	FYBA
10	More Pratima Ashok	FYBA
11	Pande Pooja Gajanan	FYBA
12	Pathave Ravina Ashok	FYBA
13	Suryavanshi Pooja Dattu	FYBA

Sr.No.	Name of Stud	
1	Awari Priyanka Balasaheb	FYBCOM
2	Bagade Nikita Dilip	FYBCOM
3	Bagwan Juned Ejaj	FYBCOM
4	Bhor Rupali Ramnath	FYBCOM
5	Chaskar Akshada Sanjay	FYBCOM
6	Chaudhari Nikita Vijay	FYBCOM
7	Dewade Karan Dilip	FYBCOM
8	Gavali Kalpana Kailas	FYBCOM
9	Gorde Shubhangi Shivaji	FYBCOM
10	Hase Sankalp Sampat	FYBCOM
11	Jadhav Kalyani Dinkar	FYBCOM
12	Jagdhane Suchitra Anil	FYBCOM
13	Kotkar Saurabh Yuvraj	FYBCOM
14	Kotwal Sanjana Tryambak	FYBCOM
15	Kumkar Rushikesh Bhagwat	FYBCOM
16	Kute Adesh Ashok	FYBCOM
17	Lagad Sachin Manohar	FYBCOM
	Mande Aniket Ramnath	FYBCOM
	Mande Ashwini Sampat	FYBCOM
	Mandlik Gayatri Sunil	FYBCOM
	Mane Shubhangi Santosh	FYBCOM
	Mutake Rupali Bhausaheb	FYBCOM
	Naikwadi Prajakta Sunil	FYBCOM
	Nawale Onkar Sunil	FYBCOM
25	Sahane Mayuri Lahanu	FYBCOM
26	Sayyed Muskan Zakirhusain	FYBCOM
27	Shaikh Karishma Noormohmmad	FYBCOM
28	Shaikh Sajiya Shabbir	FYBCOM
29	Shete Rohini Dnyandeo	FYBCOM
30	Shirsat Shreya Sudhakar	FYBCOM
31	Talekar Sapana Vijay	FYBCOM
32	Udamale Pallavi Goraksha	
33	Vaidya Lalita B	
34	Walunj Arti Ger	

Sr.No.	Name of Student	Class
1	Deshmukh Sakshi Kiran	FYBSc
2	Dongare Ishwar Dnyaneshwar	FYBSc
3	Ghatkar Trupti Santosh	FYBSc
4	Karale Nilam Bhaurao	FYBSc
5	Kotkar Madhuri Shivaji	FYBSc
6	Lande Harshad Bhausaheb	FYBSc
7	Malunjkar Anuja Chandrakant	FYBSc
	Muthe Pratiksha Rukha	FYBSc
9	Nawale Apurva Prakash	
10	Wakchaure rutuja Balasaheb	

Sr.No.	Name of Student	Class
	Dhindale Dipak Dhondu	FYBBA
2	Gambhire Asmita Pilaji	FYBBA
3	Mane Pooja Sahebrao	FYBBA
4	Mehta Pranjal Kalpesh	FYBBA

Sr.No.	Name of Student	Class
1	Bhojane Swapnali Balu	FYBBA (CA)
2	Chandratike Kaveri Rajendra	FYBBA (CA)
3	Shete Sushmita Babasaheb	FYBBA (CA)

Criterion 7.2 Institutional Values and Best Practices

AC/Sch./Sr./ 202-4 /2023   Date: 23/06/2023

The information of students benefited by scholarships and freeships provided
by the institution, government and non-government bodies, industries, individuals,
philanthropists during the academic year 2017-2022 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2017-2022	Schlorship for OBC	Government	3603	30150085
	Schlorship for NT	Government	486	3129230
	Schlorship for SC	Government	560	7101345
	Schlorship for ST	Government	2755	33618976
	Schlorship for SBC	Government	2	9495
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	2258	13417205
	Freeship for OBC	Government	156	872835
	Freeship for NT	Government	40	167505
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	Freeship for ST	Government	253	3134110
		Institution	38	471014
			10210	92644565

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Criterion 7.2 Institutional Values and Best Practices

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I Savitribai Phule Pune University Best College Award - 2007   **Dr. Bhaskar Shelke** | M.A. M.Phil., Ph.D., D.Litt.
I NAAC Aaccredited 'A' Grade   **Principal** | Mob.: 9890686521. Ph. 02424 - 221248
| E-mail : shelke_bhaskar@yahoo.com

AC/Sch./Sr./ 202-F/2023   Date: 23/06/2023

The information of students benefited by scholarships and freeships provided
by the institution, government and non-government bodies, industries, individuals,
philanthropists during the academic year 2017-18 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2017-18	Schlorship for OBC	Government	758	7356865
	Schlorship for NT	Government	124	967195
	Schlorship for SC	Government	116	1528055
	Schlorship for ST	Government	591	7619650
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	540	4041705
	Freeship for OBC	Government	44	461815
	Freeship for NT	Government	6	50955
	Freeship for SC	Government	9	79265
	Freeship for SBC	Government	0	0
	Freeship for ST	Government	59	739120
		Institution	29	354100
			2276	23198725

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AC/Sch./Sr./ 202-E/2023   Date: 23/06/2023

The information of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the academic year 2018-19 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2018-19	Schlorship for OBC	Government	761	5530320
	Schlorship for NT	Government	92	378625
	Schlorship for SC	Government	114	1561835
	Schlorship for ST	Government	553	7229085
	Schlorship for SBC	Government	1	5675
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	466	2091220
	Freeship for OBC	Government	42	159320
	Freeship for NT	Government	9	22340
	Freeship for SC	Government	9	70240
	Freeship for ST	Government	55	742090
			2102	17790750

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AC/Sch./Sr./ 202-D /2023   Date: 23/06/2023

The information of students benefited by scholarships and freeships provided
by the institution, government and non-government bodies, industries, individuals,
philanthropists during the academic year 2019-20 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2019-20	Schlorship for OBC	Government	729	5850090
	Schlorship for NT	Government	92	634420
	Schlorship for SC	Government	118	1524020
	Schlorship for ST	Government	585	6897205
	Schlorship for SBC	Government	0	0
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	473	2465940
	Freeship for OBC	Government	28	93080
	Freeship for NT	Government	7	18840
	Freeship for SC	Government	14	153535
	Freeship for ST	Government	48	588780
			2094	18225910

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AC/Sch./Sr./ 202-C /2023   Date: 23/06/2023

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by the institution, government and non-government bodies, industries, individuals,
philanthropists during the academic year 2020-21 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2020-21	Schlorship for OBC	Government	691	5992625
	Schlorship for NT	Government	83	545080
	Schlorship for SC	Government	110	1288015
	Schlorship for ST	Government	538	6232671
	Schlorship for SBC	Government	1	3820
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	378	2313260
	Freeship for OBC	Government	20	77500
	Freeship for NT	Government	8	46010
	Freeship for SBC	Government	1	2740
	Freeship for SC	Government	13	141735
	Freeship for ST	Government	52	631385
			1895	17274841

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AC/Sch./Sr./ 202-B /2023.　　　　　　　　　　Date: 23/06/2023

The information of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the academic year 2021-22 is as follows:

Year	Name of the scheme	Government/Non-government	Number of students benefited	Amount (in INR)
2021-22	Schlorship for OBC	Government	664	5420185
	Schlorship for NT	Government	95	603910
	Schlorship for SC	Government	102	1199420
	Schlorship for ST	Government	488	5640365
	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	Government	401	2505080
	Freeship for OBC	Government	22	81120
	Freeship for NT	Government	10	29360
	Freeship for SC	Government	12	123770
	Freeship for SBC	Government	1	1480
	Freeship for ST	Government	39	432735
		Institution	9	116914
			1843	16154339

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02. TANISHKA - Empowering the Girl Students

Title: TANISHKA - Empowering the Girl Students

Objectives-

1) To create confidence in girl students.

2) To create a friendly environment for girl students.

3) To conduct different activities for girls.

4) To discuss the problems of girls with lady teachers.

5) To solve the problems of girls.

6) To develop the skills and entrepreneurship in girl students.

7) To develop stage daring in girls.

Context:

After admission, all girl students have been allotted in blocks to their lady teachers. After that, those teachers become their mentors. They conduct different activities for girl students which will develop their confidence, different skills, entrepreneurship skills, management skills etc. Following activities are conducted for girl students:

1) Different competitions like singing, dancing, hairstyle making, food preparation, drawing etc.

1. Expressing activities - Open dice activities, Language activities.

2. Workshops on entrepreneurship development e.g Hairstyle making, cake making, crafts from sticks, woolen article making etc.

3. Informal discussion -Such activities are conducted in an informal environment so that the girls which are shy, hesitant can come forward, feel free and confident .The mentor teacher take due efforts to maintain girl students comfortable. Short activities create interest in girls and they come forward. Some lectures are to motivate them. Counseling has been done by mentor and doctors on the gynecology. Girls have been encouraged to participate in activities in other colleges

Criterion 7.2 Institutional Values and Best Practices

like Nirbhay Knaya Abhiyaan Swayamsiddha.

Evidence of success-

1) The girl students are participating in different activities without fear or hesitation.

2) There are more girls doing sports, NCC, NSS, and other programs.

3) They are behaving confidently in the campus.

4) They are coming forward to stare their problem.

5) They are organizing and managing whole activities.

6) Entrepreneurship - Girls are taking orders of Mehendi, Rangoli, Makeup, Sari wearing, cake making and earning from that.

7) Girls have given the feedback that now they are feeling confident, they are able to organize and manage any event successfully at home or outside. They are feeling confident to represent the college. They can solve their problems on their own. They also mentioned that these activities are quite useful for their empowerment and their personality development.

Problems Encountered-

At first, not all of the girl students are taking part in the activity, so it takes a while for everything to work well. It takes the mentor teacher to work hard all the time. Some students remain absent if they have practical at that time.

Criterion 7.2 Institutional Values and Best Practices

Certificate of Student Miss. Ashwini Kale for Participation NSS at SSPU Pune

Hon. Nagraj Manjule while felicitating the students at SSPU,Pune

Participation in Inter Zonal Sports

Certificate of Participation in Inter Zonal Sports

Criterion 7.2 Institutional Values and Best Practices

Participation in Sports of Girl Student	Certificate of Miss.Jyotsna Shte in Adventure Camp, Manali
Participation in National Sports of Girl Student	Participation in National Sports of Girl Student

Criterion 7.2 Institutional Values and Best Practices

Participation in Sports of Girl Student	Participation in Sports of Girl Student
Participation in NCC Camp at Uttarakhand of Girl Student	Participation in NCC Camp at Uttarakhand DTEof Girl Student

03. Best practices in the Library

Title: Best practices in the Library

Objectives of the Practice:-

1. For simplifying the process of providing the books and journals to the students and staff.

2. Informing the students and staff about e-books and e-journals and making them available for their use.

3. Making the reprographic/Xerox facilities available to the students and staff.

4. Making the library services available to the stakeholders and increasing dialogue with them.

5. Using bar-coding software for updating library facilities.

6. To present rare and old books in the archives of the library and making them available to students and staff.

The Context:-

The library's operations are taking place within the greater social environment of rural and tribal communities. Most of the staff and students were not teacher friendly, but they did their best to generate literary awareness about the technology that was employed in the library and convince the teachers of the importance of the technology. The usage of software in the library has made it easier for both the students and the staff to search for books and journals, as well as to borrow those books and articles.

Information literacy program was organized by the library for the benefit of the students. Frequent interaction with students and staff not only raised their awareness of the availability of e-sources but also pushed them to make use of such sources in order to attain their academic goals.

The Practice:-

The following actions have been done by the library in order to make it user friendly and to ensure that all stakeholders are satisfied with the services provided by the library.

- ➢ Library housekeeping operations are automated using SOUL 2.0 library management software.
- ➢ Bar-coding of all books is produced by library staff only, not outsourced from any

vendor.

➢ The library maintains social media profiles (pages) on which it promotes its services and displays new materials that have been added.

➢ On the occasion of A.P.J.Abdul Kalam's birth anniversary, library has been organizing books fair every year.

➢ Orientation and information literacy programmes are conducted every year for newly admitted students and faculty members.

➢ The library staff goes through the ID cards made by vendors to make a record of users.

➢ On the occasions of annual social function of college, books exhibition is arranged by library.

➢ For digital resource management, library is using D-Space (Repository Software) in which old question papers, Ph.D thesis of faculty members, Research students were kept.

➢ Library has archival collection of old text books.

➢ Library is providing newspapers clipping service to all users.

➢ Library is providing display service for events/ news/ function/ photographs/ instructions on big TV display for users.

➢ The staff is free to recommend and purchase reference books and new books required by their department.

Evidence of Success:-

The library has been successful in achieving the targets and benchmarks. The result of the best practices is that the number of students using library facilities has gone up. There is greater awareness about the latest e-sources of learning. The process of issuing the books has become easier for library staff. The new arrivals are displayed and this motivates them to use these books for updating their knowledge. There is greater interaction between library and stakeholders.

The steps taken by library have affected the books of students study and now some of them fill confident enough to express themselves through writing articles in college magazines. The use of bar-coding and software has made it easy to find the relevant books and this has helped to minimize the manpower.

Criterion 7.2 Institutional Values and Best Practices

Problems Encountered and Resources Required:-

Most of the teachers and non-teaching staff was not quote techno-friendly in the beginning, but we took approximate steps to sensitize them about the library using technology through various awareness programs.

The renovation of the library's facilities was not without its share of financial challenges. We presented our case to management, and management was willing to shoulder a portion of the financial load.

Criterion 7.2 Institutional Values and Best Practices

Picture 01 : Koha Software	Picture 02 :Delnet Software
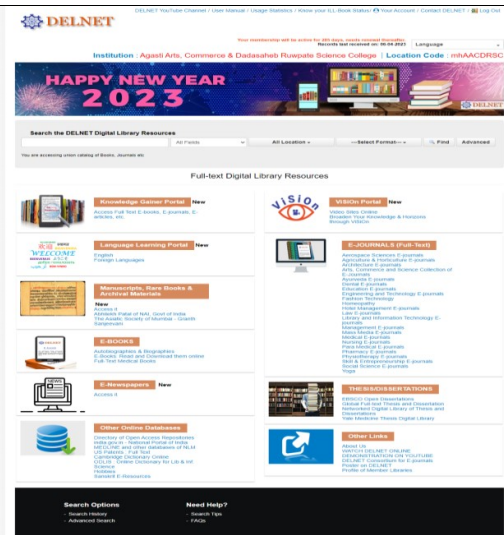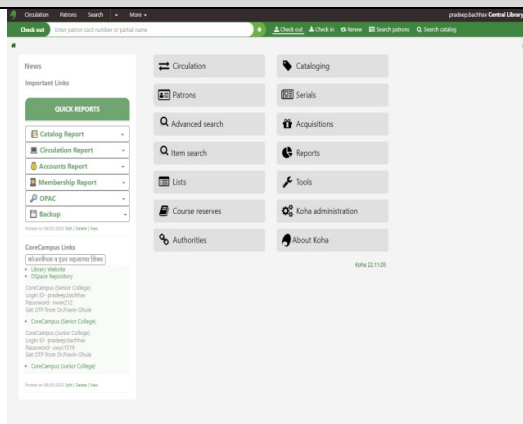
Picture 03 : Core-Campus Software	Picture 04 : N-List Software
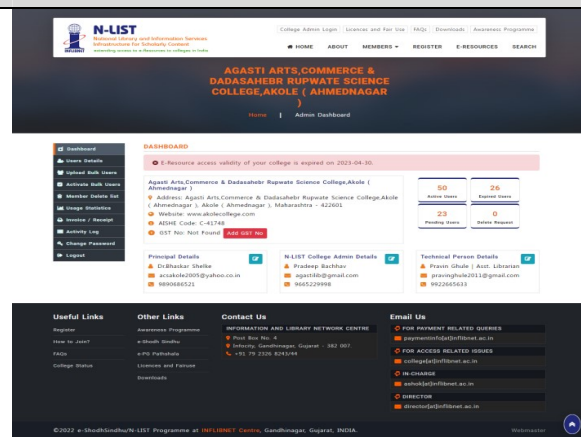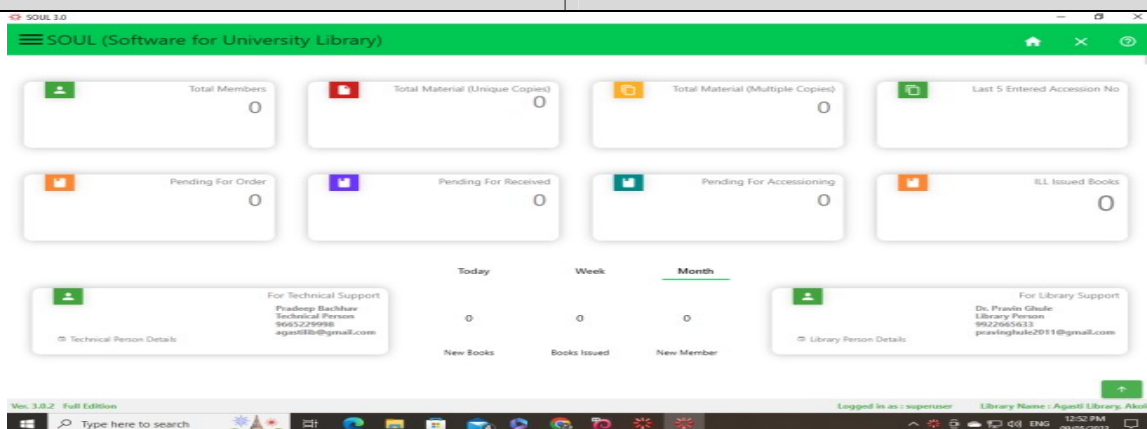
Picture 05 : SOUL 2.0 library Management Software

04. Higher Education for deprived student through YCMOU

Title :- Higher Education for deprived student through YCMOU

Objectives:

The YCMOU helps students who did not pass the HSC or who dropped out of high school. Giving everyone the chance to get an education, even those who drop out of high school and don't pass the HSC test. Giving schooling to girls who couldn't go to college because they got married young. Giving schooling to people who had to start working at a young age is hard because they have to take care of their families and have limited money. Giving people who are already working the chance to get a graduate degree so they can learn more and improve their skills. To make YCMOU students more aware of social issues through NSS programs while they are getting their higher education.

The Context:

The college is located in rural and tribal areas. It meets the needs of children from SC, ST, NT, and OBC (other backward class) groups. There are also a lot of girls in school. Many of them, however, were not able to finish college because of bad social traits and conservative family values. They got married young, so they can't go to college like everyone else. In rural places, there are still a lot of people who drop out of high school. Students in this situation can finish their higher education at YCMOU.

Notwithstanding the fact that they had a gap in their schooling, they planned to complete their SSC, HSC, and D.Ed degrees and then apply for any job that was open. They want to advance their education to the level of a degree, and YCMOU provides them with the opportunity to do so. The procedure: In practice, the college makes an effort to raise students' consciousness about the possibility of obtaining an education through a distant learning system by disseminating information regarding this option via notice boards, student counseling, and prospectuses.

The Practice -

Those students who did not earn a passing grade on the HSC exam have the opportunity to participate in a remedial education program. After successfully completing the preparation course, candidates become eligible to receive a degree from YCMOU. Students enrolled in preparation courses are provided with lectures on a variety of topics for their benefit, and later on, they are required to do well on an examination based on the material covered in the course.

Criterion 7.2 Institutional Values and Best Practices

Those who have already finished their HSC can directly apply for degree courses at YCMOU such as B.A. and B.Com. In the B.A. Department, our institute offers specializations in Marathi, Hindi, English, Political Science, and History. Accountancy, Cost Accounting and Taxation, Banking and Finance, and Marketing Management are just few of the subjects that can be studied at our study center as part of the Bachelor of Commerce program.

For the benefit of all of these students, knowledgeable lecturers taught classes on Sundays and holidays. In addition to this, YCMOU supplies them with study material that is beneficial to them in the process of preparing for the final examination. Co-curricular activities, such as regular NSS activities and NSS winter camps, are put on for the purpose of fostering a sense of social responsibility among the student body.

Evidence of Success:

The success of YCMOU education scheme is very clear from the following table which gives details of the number of students (Male and Female) completing different courses in last three years. Class Academic Year 2019-20, 2020-21, 2021-22.

Strength of Student-

B.Com

Year	Class	Girls	Boys	Total
2019-20	FYBCOM	18	16	34
	SYBCOM	16	14	30
	TYBCOM	13	10	23
2020-21	FYBCOM	20	15	35
	SYBCOM	15	12	27
	TYBCOM	16	14	30
2021-22	FYBCOM	17	15	32
	SYBCOM	20	16	36
	TYBCOM	13	08	21

Criterion 7.2 Institutional Values and Best Practices

Strength of Student

B.A-

Year	Class	Girls	Boys	Total
2019-20	FYBA	114	108	222
	SYBA	109	82	191
	TYBA	95	83	178
2020-21	FYBA	82	93	175
	SYBA	90	84	174
	TYBA	73	78	151
2021-22	FYBA	106	105	211
	SYBA	80	84	164
	TYBA	65	76	141

Strength of Student

Preparatory -

Year	Class	Girls	Boys	Total
2019-20	I	37	41	78
	II	3	02	05
2020-21	I	15	13	28
	II	00	01	01
2021-22	I	14	09	23
	II	-	-	-

Criterion 7.2 Institutional Values and Best Practices

All these students who were deprived of higher education due to different problems are able to get their degree through this system. The beneficiaries of YCMOU include mostly the house wives, the school dropout and the people were to get employment, promotions in their career.

Problems Encountered and Resources required–

1. Such students who have not being able to get degrees have to be motivated to join these courses. We have to explain the benefits of these courses for employment and career advancement.

2. People who already have jobs and housewives who have to take care of their families can't go to class regularly. So, to make things easier for the students, we can only hold classes on Sundays and holidays. The major things that YCMOU students need are the library facilities and regular teaching staff to help them. These are the most important things you'll need for this study.

Criterion 7.2 Institutional Values and Best Practices

लोकमत

शंकर धराडे अर्धवट शिक्षण करत आहेत पूर्ण

वयाच्या पंचाहत्तरीत धरली शिक्षणाची आस

आता पदव्युत्तर शिक्षणाची इच्छा

वयाच्या पंचाहत्तरीत पदवीची परीक्षा देणारे शंकर धराडे.

Hello Ahmednagar Gramin
Page No. 3   Jul 17, 2022
Powered by: erelego.com

All Dignitaries Present while celebrating the Birth Anniversary of Yashwantrao Chauvin	Exam at the age of 75 years.

वयाच्या पंचाहत्तरीतही धरली शिक्षणाची कास

वयाच्या पंचाहत्तरीत पदवीची परीक्षा देणारा परीक्षार्थी शंकर धराडे

▶ अकोले । वीरभूमी –

छाया । विद्याचंद्र सातपुते (वीरभूमी)

Yashwantrao Chavan Felicitated for Graduating form YCMOU at the age of 75 years.

Criterion 7.2 Institutional Values and Best Practices

05. Lokshahi Pandharwada (25 January to 10 February) Voter Awareness Programme.

Title:- Lokshahi Pandharwada (25 January to 10 February) Voter Awareness

Programme.

Objective of the Practice:-

1-To emphasize the significance of the right to vote as a fundamental Right

2-To encourage youth participation in the electoral process

3- ECI was established on 25 th January 1950

4- To increase Electoral awareness among citizens

5- To promote electoral participations among women, minority and others

6- To encourage the use of technology in the voting process. This is to improve accuracy, openness, and speed.

7- Strengthen the country's democracy, which will make sure that the voting process is free, fair, and open.

The Context

This college is situated in a mountainous and rural region, and the majority of its students came under the SC, ST, and OBC categories. In addition, a disproportionately large number of the college's students are female. Because India is a democratic nation, each individual citizen possesses the fundamental right to cast a vote. They have the authority to choose their own leader, whether it be a man or a woman who they believe is capable of guiding the country, resolving the issues facing common people, bringing about change, etc. Awareness of young people under 18 years old in tribal areas to vote.

The Practice

The majority of the students at our college fall into the SC ST categories, and the economic, social, and educational circumstances of their parents are quite precarious. On January 25, celebrated as National Voters Day is held to encourage young people to participate

in the election process and vote. This National Voters Day was created to help increase the number of young people who take part in the political process. It not only focuses on the idea that the right to vote is a fundamental right, but it also encourages young people to engage in the electoral process. Furthermore, it educates young people about the history of the National Voter Day. Poster competitions, essay competitions, debate competitions, and general knowledge tests will be organized by the department, and Dr. Yasin Sayyad guide the students through the process of improving their electoral literacy.

Evidence of Success

The Success of Lokshahi Pandharwada is in the awareness of tribal area people. The students register the name in the electoral list. People vote freely and fairly.

Problems Encountered and Resources Required

Despite of our best efforts sometimes there are technical difficulties in the registration. Some peoples not having their Aadhaar Card, Election Card could not get voter card. Some are above 18 years but not register their name.

Criterion 7.2 Institutional Values and Best Practices

Voter Awareness (मतदार जागृती अभियान) Principal Dr.Bhaskar Shelke, Vice-Principal Sanjay Takate and Staff
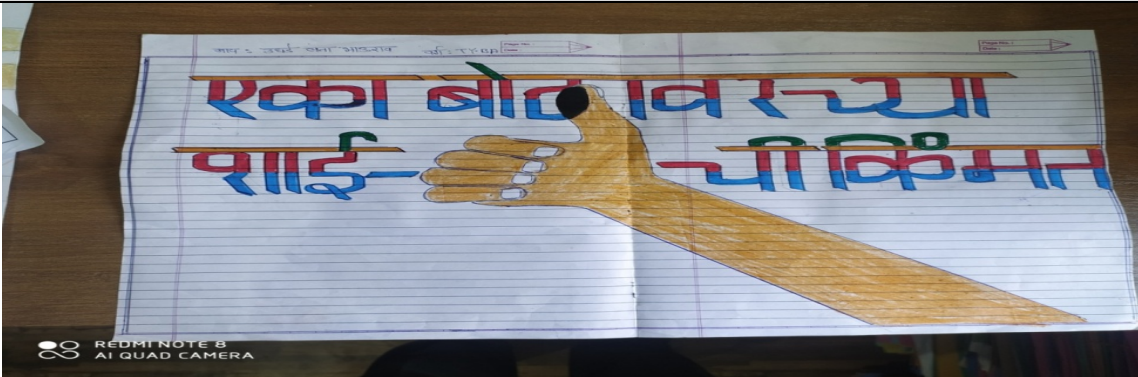
राष्ट्रीय मतदार दिवस पोस्टर स्पर्धा (२०२०)

राष्ट्रीय मतदार दिवस पोस्टर स्पर्धा (२०२०)

06. Student Lecture Competition

Title:- Student Lecture Competition

Objectives-

1. To provide the student a platform to express themselves.

2. To create confidence in the students.

3. To inculcate the habit of reading and speaking.

4. To motivate the students to use technology in presentation.

5. To develop a sense of healthy competition among students.

6. To grow the self confidence among the students.

7. To enhance skills among the student for future benefit and career.

8. To improve collaboration and conversation.

9. To develop stage daring.

10. Enhancing communication skills: Providing the students the opportunity to develop their oral communication skills, effectively conveying complex ideas, research findings and arguments to an audience.

11. Showcasing research or projects: Allow students to present their research projects, innovative ideas, or practical applications to a wider audience, highlighting their work and achievements.

12. Encouraging critical thinking: To promote critical thinking skills in the students to analyze, synthesize, and evaluate information to create a compelling presentation.

Context-

It has been observed that the students from tribal area are lagging behind when it comes to the matter of presenting themselves. They are not ready to come forward to present any knowledge, idea or opinion. Also they fell short of using technology effectively and knowledge of using technology is the need of the day.

Criterion 7.2 Institutional Values and Best Practices

Hence, in order to motivate to come forward and express their views or ideas, the college felt that such kind of environment should be created. To that effect, the Student Lecture Competition has been organized.

Practice-

The college is now hosting the student Lecture Competition that has been established. Concerning the contest, the notification has been disseminated among the students, as well as being read aloud in each of the classes. Additionally, the announcement has been tacked up on the bulletin board. The lecturers also offer direction and advice to the students. In order to motivate the students, the teachers offer any and all aid that is reasonably possible to them. Students choose any particular point relevant to their faculty to present, however the majority of the time it is a point that is not on the curriculum. They go through books at the library, as well as the internet and journals. They gather the information, and then organize it in the appropriate manner. This will lead to a habit of reading and searching. They also work together in the group, which contributes to the development of the team. They are able to make their message in between 8 and 10 minutes thanks to the assistance of technology. Their presentation will be evaluated by a group of educators who have been given that responsibility. More and more students are volunteering to take part in this tournament, and they are doing so from each and every department and faculty.

Evidence of Success-

This year, a greater number of students have entered the lecture competition, despite the fact that only two to three students from the entire college participate in elocution, debate, and other similar events. The students have developed the ability to use technology in an effective and productive manner. They have created the PowerPoint in a very imaginative and original manner. They report feeling an increase in their self-assurance as a result. Even the students who never do anything but study and who refuse to take part in extracurricular activities themselves are taking part in this competition and putting themselves forward.

Problems Encountered-

However, due to the novelty of the situation for these students, a smaller percentage of them have expressed interest in taking part in the tournament. The college has a smaller number of computers accessible to lend out to students for preparation, and many students do not have access to personal computers at home, making it difficult for them to create PPTs. There are a

Criterion 7.2 Institutional Values and Best Practices

lot of students who are clueless about how to produce a PPT on their mobile phone.

Photo 1: Student Presentation	**Photo 2: Student Presentation**
Photo 3: Student Presentation	**Photo 4: Student Presentation**

Criterion 7.2 Institutional Values and Best Practices

07. Savitri - Jyoti Abhiyan

Title:- Savitri - Jyoti Abhiyan

Objectives :-

- To maintain continuity in education of married girl students.
- To improve participation of husband and other family members of married girl students in her education.
- To enhance education friendly environment for married girl students in the college.

Context :-

Mahatma Jyotiba Phule taught his wife Krantijyoti Savitribai Phule after her marriage in the mid of 19th century and built a solid foundation of girls' education in India. They have started first school for girls in 1848 in Pune.

The education of married girl students is fraught with numerous challenges; as a result, many of them have given up on their education or, in some cases, have been forced to leave the educational system altogether after being married. The truth of the matter is well acknowledged in agriculturally dominant rural and tribal communities. During the pandemic, which is known as Covid-19, it is being closely monitored. During this time period, a significant number of young women have entered marriage and consequently stopped furthering their studies. Because of this, the college has taken the initiative to ensure that married female students are able to continue their education. In order to do this, the "Savitri-Jyoti Abhiyan" was established in the years 2020-2021 during the pandemic known as Covid-19.

Practice:-

- The committees of devoted men and women teachers have been constituted for the smooth conduct of the Abhiyan.
- The information of married girl students has been collected from different sources e.g. teachers, office records and from students.
- The communication has been established with identified students through specially prepared Whatsapp Group named 'सावित्री-जोतीअभियान'.
- The married girl students were invited with their husbands for counseling and

orientation.

- Information related to administration, teaching, examinations related activities have been communicated with these girl students.

- The problems of these students have been understood and solved in a due course.
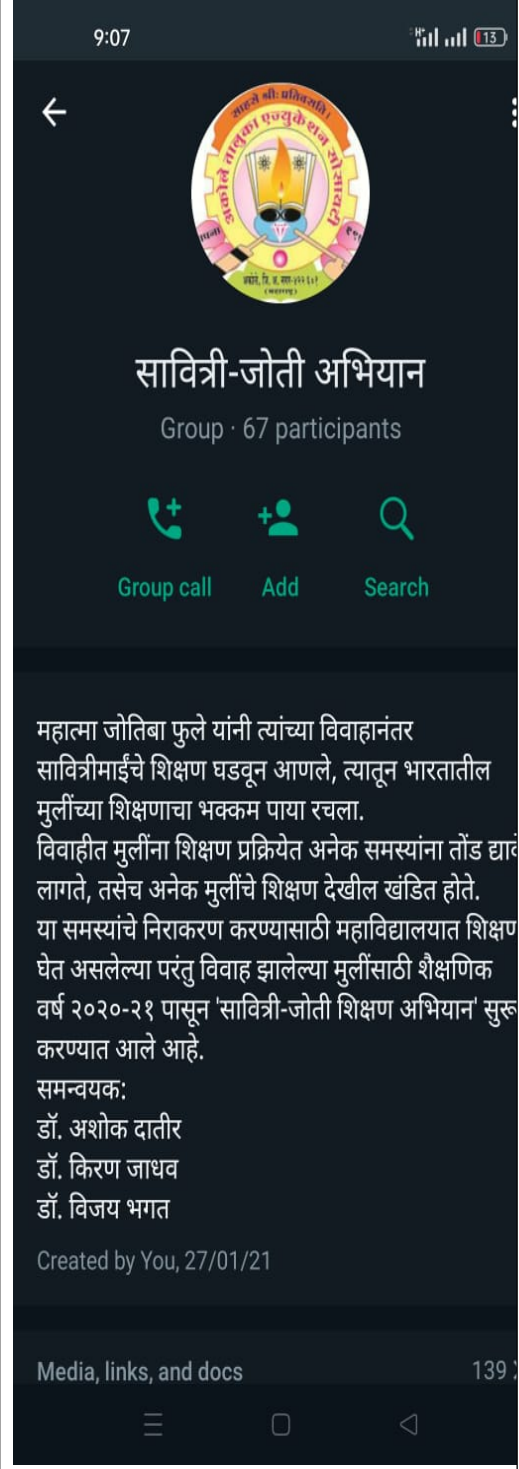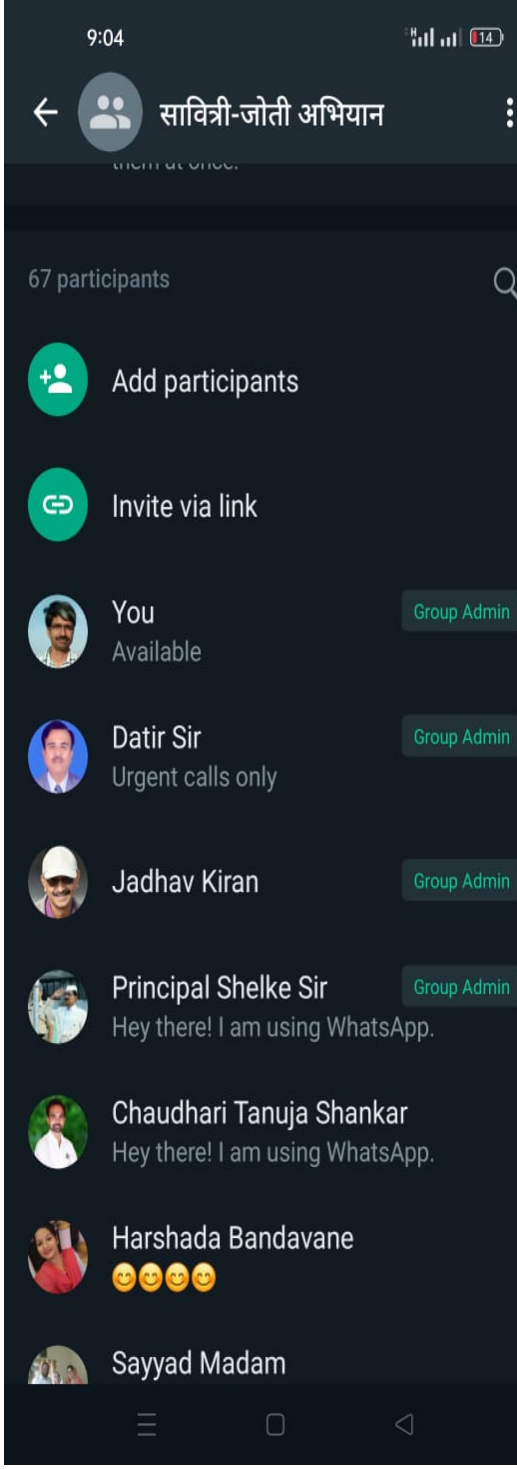
Evidence of Success:

Some of the married girl students have been continued their education, applied for examinations and successfully completed their education.

Problems Encounter and Resources Required:-

a. Problems with contact happened because some places were far away and didn't have good connections or transportation.

b. The patriarchal culture made obstacles for married girls for continuation their education.

Criterion 7.2 Institutional Values and Best Practices

Savitri - Jyoti Abhiyan Group Created	Group Participants

Criterion 7.2 Institutional Values and Best Practices

Notice and Circular Shared to Student

Criterion 7.2 Institutional Values and Best Practices

Notice and Circular Shared to Student

Criterion 7.2 Institutional Values and Best Practices

08. Career Katta

Title: Career Katta

Objectives-

    1. To create an environment for students to study for competitive Exams.

    2. To organize lecture series of IAS officers, entrepreneurs

Context-

Students who live in rural or remote areas have extremely limited contact with the contemporary and modern environment. There is no question that they are harboring potential inside themselves. The college hosts activities like career Kati to provide students like this one the chance to learn about their options and make informed decisions about their futures. A fairly reasonable price of 365 Indian rupees was charged for three years of access to the material surrounding various competitive examinations.

Practice-

The tribal and college students have access to a variety of events and lectures that are planned throughout the entire academic year. The Higher and Technical Education Department of the Maharashtra Government and the Maharashtra Information Technology Support Centre are the ones responsible for starting the Career Kati program.

The various online Ad-on Courses are conducted. Total 126 students of the college have registered and total 1500 students have participated. College received second prize of Best College at SPPU, Pune.

Evidence of Success-

The programmes are conducted online and offline. The lectures are available on app, so that students can access it any time and at anywhere. This app is having 89,500+ subscribers and 6, 22,588 vies. Many students have been selected in different exams so far.

Problems Encountered-

Criterion 7.2 Institutional Values and Best Practices

Poor Internet connectivity, Poor economical condition, android Mob. Etc.

Best District Co-ordinator award	**Lecture by IPS officer**
Best college award	**Career Katta Inauguration**

09. Vaccination for Healthy Nation

Title- Vaccination for Healthy Nation

Objectives- :-

1. To spread the awareness about covid prevention
2. To make the vaccination facility available in the campus for students. And vaccinate.

The Context:

Arranging a vaccination camp for COVID-19 is a proactive step towards helping curb the spread of the virus. The COVID-19 pandemic has affected millions of people worldwide, causing significant disruptions to daily life and posing a significant threat to public health. Vaccination is a crucial tool to prevent the spread of the virus and minimize its impact on individuals and communities.

By organizing a vaccination camp, you are playing a critical role in promoting public health and safety. This initiative not only provides easy access to the vaccine for people but also helps in achieving herd immunity in the community. Herd immunity is a vital aspect of the fight against COVID-19, as it reduces the transmission of the virus and minimizes the risk of severe illness.

In addition to promoting public health and safety, organizing a vaccination camp also demonstrates a sense of responsibility and care towards the community. It can help instill a sense of trust in people towards healthcare authorities and the vaccine, ultimately leading to a more united and resilient society in the face of this pandemic.

The practice:

Organizing a COVID-19 vaccination camp in a college setting is an excellent practice, especially in the context of higher education in India. The COVID-19 pandemic has significantly affected the education sector, with colleges and universities experiencing prolonged closures and disruptions to

academic schedules. Therefore, conducting a vaccination camp within a college campus is a proactive measure towards resuming normalcy and protecting the health and safety of students, faculty, and staff.

The uniqueness of this practice lies in its convenience and accessibility. By organizing a vaccination camp on the college campus, students and staff can easily access the vaccine without having to travel long distances or face logistical challenges. This is especially important in rural areas where healthcare facilities may be limited or difficult to access. Additionally, the vaccination camp can help promote awareness and educate students and staff about the importance of vaccination, ultimately leading to a more informed and responsible society.

However, organizing a vaccination camp in a college setting also comes with its own set of challenges. One of the main constraints is the availability of vaccines, especially in light of the high demand and limited supply. It may be challenging to secure an adequate number of doses to vaccinate all interested students and staff, particularly in colleges with a large population. Another challenge is the logistics of organizing and managing the vaccination camp, including scheduling appointments, maintaining social distancing protocols, and ensuring the safety of all participants.

Despite these challenges, organizing a vaccination camp in a college setting is a best practice and a crucial step towards containing the spread of COVID-19. With proper planning, coordination, and support from relevant authorities, such initiatives can have a significant impact on promoting public health and safety in the context of higher education in India.

Evidence of success:

The success of a vaccination camp can be measured in various ways, such as performance against targets and benchmarks, review of results, and feedback from participants. In the case of a COVID-19 vaccination camp in a college setting, some possible indicators of success could include the number of participants vaccinated, the percentage of the college population vaccinated, and the impact of the vaccination on the incidence and severity of COVID-19 cases

Criterion 7.2 Institutional Values and Best Practices

within the college.

We can happily say that our college reached to almost 100% vaccination through vaccination camp and has not reported any cases of covid-19 after the camp is the strong evidence of success of vaccination program. Achieving 100% vaccination coverage is a significant milestone and demonstrates the effectiveness of the vaccination camp in reaching and encouraging students and staff to get vaccinated. This high vaccination coverage rate can significantly reduce the transmission of the virus within the campus community and contribute to the overall efforts to contain the spread of the virus.

Furthermore, the absence of any reported cases of COVID-19 after the vaccination camp is another indicator of the success of the program. It suggests that the vaccination camp was effective in not only vaccinating individuals but also in reducing the risk of infection and transmission within the college. This outcome is a testament to the effectiveness of the vaccination program and the importance of vaccination in mitigating the risks associated with the virus.

Overall, the success of our college's vaccination program provides valuable evidence for the effectiveness of vaccination camps in promoting public health and safety. It also highlights the importance of vaccination in reducing the transmission of the virus and the potential for vaccination programs to contribute to the overall efforts to contain the spread of COVID-19.

Problems encountered and resource required

Implementing a COVID-19 vaccination camp in a college setting can pose several challenges and require various resources. Some of the problems encountered and resources required are:

1.   **Availability of vaccines:** The availability of vaccines can be a significant challenge, especially in areas with limited healthcare facilities. Securing an adequate number of doses to vaccinate all interested students and staff can be challenging, especially when demand is high and supply is limited.

2.   **Logistics and infrastructure:** Setting up a vaccination camp requires a significant amount of planning, coordination, and infrastructure. This includes securing a

Criterion 7.2 Institutional Values and Best Practices

suitable location for the camp, arranging for the necessary equipment and supplies, and managing the flow of participants. Additionally, the camp must comply with social distancing guidelines and other safety protocols to minimize the risk of transmission.

3. Human resources: Conducting a vaccination camp requires a team of trained professionals to administer the vaccine, manage the camp, and provide support to participants. This can be challenging in areas with a shortage of healthcare workers or in rural areas where medical personnel are scarce.

4. Awareness and education: A significant barrier to vaccination is the lack of awareness and education about the vaccine. Therefore, promoting awareness and educating students and staff about the importance of vaccination is crucial to the success of the vaccination camp.

5. Funding: Organizing a vaccination camp can be costly, and securing funding from the government or other sources may be necessary to cover the costs of the camp.

To implement the practice successfully, colleges would require adequate funding, infrastructure, trained human resources, and support from relevant authorities. Additionally, promoting awareness and education about the vaccine and ensuring the availability of vaccines would be critical to the success of the vaccination camp. Overall, the successful implementation of a vaccination camp in a college setting requires a collaborative effort from various stakeholders, including the college administration, healthcare authorities, and the government.

Notes:

Adopting and implementing the best practice of conducting COVID-19 vaccination camps in other institutions can contribute significantly to the overall efforts to contain the spread of the virus and promote public health. To ensure successful adoption and implementation, here are some additional points to consider:

1. Collaborate with healthcare authorities: Working with healthcare authorities can help institutions secure the necessary resources and expertise required to organize and manage a vaccination camp.

2. Plan ahead: Proper planning and coordination are critical to the success of a vaccination camp. Institutions should plan well in advance, consider the logistical requirements, and secure

Criterion 7.2 Institutional Values and Best Practices

the necessary resources.

3. Promote awareness and education: Education and awareness campaigns can help overcome any hesitancy or doubts that students and staff may have about the vaccine. Providing accurate and reliable information about the vaccine and its benefits can encourage more people to get vaccinated.

4. Monitor and evaluate the outcomes: Monitoring and evaluating the outcomes of the vaccination camp can help institutions identify areas of improvement and make any necessary adjustments for future camps.

5. Seek support from relevant authorities: Institutions can seek support from relevant authorities, such as the government or local health departments, to secure funding, resources, and expertise required to conduct a vaccination camp.

By following these guidelines and adopting best practices from successful vaccination camps, institutions can promote public health and safety and contribute to the larger efforts to contain the spread of COVID-19.

Institutional values and best practices play a critical role in promoting public health and safety and ensuring the well-being of the university community. Here are some additional values and practices that universities may consider adopting:

1. Collaboration: Collaboration between different departments and stakeholders is essential to the success of any public health initiative. Universities should foster an environment of collaboration and encourage cooperation between different departments and organizations.

2. Adaptability: The COVID-19 pandemic has demonstrated the importance of adaptability and flexibility in responding to rapidly changing situations. Universities should be able to adapt to changing circumstances and develop strategies that can be implemented quickly and effectively.

3. Responsibility: Universities have a responsibility to promote public health and safety and ensure the well-being of their students and staff. Universities should take this responsibility seriously and prioritize the health and safety of their community.

4. Transparency: Open communication and transparency are critical to building trust and promoting compliance with public health guidelines. Universities should provide accurate and timely information about the COVID-19 situation on campus and any measures taken to

Criterion 7.2 Institutional Values and Best Practices

address it.

5. Innovation: Innovation and creativity can help universities develop new strategies and approaches to promote public health and safety. By encouraging innovation and experimentation, universities can find new and effective ways to address the challenges posed by the COVID-19 pandemic.

By adopting these values and best practices, universities can promote a culture of public health and safety and contribute to the larger efforts to contain the spread of COVID-19.

Criterion 7.2 Institutional Values and Best Practices

First vaccination camp was taken on 20/10/2021 in our college	Second vaccination camp was taken on25/10/2021 in our college

Third vaccination camp was taken on 29/10/2021 in our college	Fourth vaccination camp was taken on 09/12/2021 in our college

10. ART FESTIVAL

Title: ART FESTIVAL

Objective:

1. To provide an opportunity to students to showcase their creative talent in the field of art
2. To highlight our students' creative thinking and to give them a chance to showcase their skills and talent.
3. Art education helps improve decision making, boosting the self confidence and makes students more self-assured.
4. Active participation in arts means learning skills and relevant tasks in the process of creativity.
5. Being an active participant in arts means learning to create and appreciate visual aesthetics that contribute to a better understanding of culture and the world around us.

The Context:

Art festival is a festival that is not exclusively focused on visual arts and can include a wide variety of art forms. These art forms can include music, dance, film, fine art, literature, and poetry. Art festival is not limited to just the visual arts. Festivals of the arts may contain a variety of events, such as music, literature, comedy, children's entertainment, science, or street theater. These events are often staged at venues over a period of time ranging from as little as a day or a weekend to as much as a month. Every event on the schedule is often treated as a distinct occurrence.

Art festival is largely curate by an artistic director who handles the organizations' artistic direction and can encompass different genres, including fringe theater festivals that are open access, making arts festivals distinctive from Greenfield festivals, In this age of technology and concrete jungles, art is of paramount importance.

The Practice:

Art serve a vital function in society and human history, one we can easily overlook despite the presence of the arts in our everyday lives. From some of the earliest examples of cave paintings to Warhol's soup cans, we have always been trying to find ways to describe and define our relationship to the world around us. As is true with many facets of life, we must

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sometimes take a step back to be able to see what is right in front of us. We believe that the arts provide an essential means of gaining perspective. It is our obligation as an institution to ready our students for independent and successful living, and it is absolutely integral that the arts are recognized as an important part of this preparation process .

The purpose of the Celebration of the Arts Day is to highlight our students' creative ambition and drive and to give them a chance to showcase their hard work and skills. Since creativity and innovation do not come in a single form or medium, our showcase highlights student work from a diverse range of genres; including music, poetry, theatre, visual art and more at the Celebration of the Arts Day. Every child is born with artistic sensibilities. It is only patronage from a tender age that helps a child emerge as an artist or have a mind that can appreciate beauty. Very often, it is said an artist is born not made. I do not endorse this totally. I believe that an artist emerges when a child is given the support at home to pursue his or her creativity, and then at school, and only then does society recognize his or her creative pursuits.

Artistic pursuit from a tender age instills creativity and develops the mind to appreciate and value nature. In this day and age, art plays an important role in molding the minds of children to develop a positive nature and appreciate natural beauty. A creatively inclined student has a positive bent of mind and aesthetic approaches in every work he or she does. Above all, such a student gradually develops a balanced, sensitive and artistic mind full of creativity and latent talent.

Evidence of Success:

Art enhances creativity, which in turn fosters problem-solving skills. By participating in arts and learning activities, children develop confidence in their abilities and learn new things. Arts also promote risk-free exploration, and it is this freedom that inspires confidence.
Although there's a lot of information available on how important arts integration is in creating well-prepared learners and leaders, a lot of institutions consider arts education a luxury and skip it from their curriculum in order to focus on or complete the syllabus.

However, there is also a visible trend of many other schools turning their focus onto overall student development, with art being an integrated part of the curriculum. Arts education helps students think outside the box and explore topics in an unfamiliar way. Let's discuss some of the reasons why arts education is important.

 i) Creativity- Art enhances creativity, which in turn fosters problem-solving skills.
   By participating in arts and learning activities, children develop confidence in

their abilities and learn new things.

ii) Improve academic performance- Students who study arts show improved language, reading, and math skills, as well as a greater ability for higher-order thinking skills such as analysis and problem-solving.

iii) Self reliance- Students become self-reliant when they start depending on their own strengths, knowledge, skills, and resources rather than the strength of others

iv) Teamwork- A unique approach to teaching teamwork and communication skills is the use of visual, and performing arts. Larger the creative team, more valuable the art project is for open-minded people who are willing to learn, expand, integrate, and succeed.

v) Decision making- Art education is how children can be encouraged to choose their own subjects, colors, and interpretations of art. This allows children to make their own decisions in various areas of life. It will open up children's imaginations and ensure that they have plenty of time to practice their decision-making skills.

vi) Leadership skills- When children are encouraged to make their own decisions, they begin to understand that they can update and interpret the world around them. These skills will make the child a leader rather than a follower. No matter what profession or career the child chooses when they grow up, leadership qualities will ensure that they succeed in their chosen field.

Problems Encountered and Resources Required:-

Students in the village tend to be reserved. They are not prepared to take part in the activities. To get these students to take part in more activities will require a significant investment of time and effort. However, when the students take part in the activity, the teachers are able to form positive relationships with the participants.

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Students presenting costumes	Students presenting costumes
Student Sunanda Pawar Presenting a one-act play	Student Vishwas Pawar Presenting the story telling

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Principal while felicitating the students who won the First rank in debate and speech competition in the state level competition at Narayangaon	Students participating in ramp walk in traditional attire
Students accepting the first prize on stage in the state level debate competition held at Narayangaon	Students accepting second prize on stage in the state level debate competition held at Narayangaon

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Students performing dance in art festival	Students participating in art festival
Students participating in ramp walk in traditional attire	Students performing a street play

Criterion 7.2 Institutional Values and Best Practices

Students accepting the prize for outstanding performance in street drama

I AM SAVITRIBAI PHULE BOLTEY Presenting the one act

Students participating in UKHANA Compitutuion

Students participating in ramp walk in traditional attire

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Students participating in ramp walk in traditional attire	Students participating in POSTER competition
Students participating KATHAK competition	Participating students performing street drama

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Students elocution competition certificate	Students accepting the first prize on stage in the state level debate competition held at Narayangaon certificate
Students elocution competition certificate	Students accepting the first prize on stage in the state level debate competition held at Narayangaon certificate

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Students participating in POSTER competition	Students accepting the first prize on stage in the state level debate competition held at Narayangaon
Students participating in MEHANDI competition	During student Group discussions

11. EQUAL OPPORTUNITY CELL (DIVYANGJAN COMMITTEE)

TITLE:-EQUAL OPPORTUNITY CELL (DIVYANGJAN COMMITTEE)

Objective –

a. To look at the barriers that disabled students face in their day to day lives.

b. To develop & strengthen knowledge & skill to provide services through students in educational opportunities.

c. To provide facilities to the handicapped students.

d. To provide the knowledge, vocational training and job placement for the college students.

e. It can encourage them to be successful at similar or more difficult tasks in the future as well as help raise their self-esteem.

Context –

Everyone goes through difficult times and experiences in their life. On the other hand, the difficulties of life might have a much more profound impact and crop up more frequently for a disabled person who receives assistance from the NDIS. The World Health Organization (WHO) defines barriers as "factors in a person's environment that, through their absence or presence, limit functioning and create disability." When this occurs, problems have the potential to become obstacles.

It's not always easy to see the obstacles that persons with disabilities face, especially to those who are able-bodied. Onside Support Coordinators are familiar with the difficulties and can assist you in overcoming any obstacles that may arise while working with you. You should try to persuade them to take part in the extracurricular activities that are offered at their school. At home, you can help children hone their skills by playing often played games with them and giving them practice.

Play out scenarios like introducing yourself to a new person or giving a speech in front of an audience. Give them the assistance they need to construct a social and emotional support system consisting of friends.

Practice:

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In our college, which is located in rural and tribal areas, we established the Divyangjan Committee, which is a cell dedicated to promoting equitable opportunity. People have a tendency to look at people with impairments and see pictures of people seated in wheelchairs, people who are blind or deaf, people with mental abnormalities, or people with autism. A limitation, on the other hand, is a more complex and obvious form of physical impairment. It's possible that one child with the same diagnosis will have a milder form of the condition than another. (A disability is defined as an impairment, which according to The Disability Act (2006), can be either sensory, neurological, or physical.) A person with a disability may have a diminished capability and capacity for self-care, management, communication, or mobility as a result of impairment such as this.

Students who have disabilities can also be understood in the context of the Disability Act's definition, which can be found here. Despite the relative ease with which it is described, children with disabilities not only experience some difficulties but also contribute to the disruption that occurs in the classroom. Students go through the anguish of growing up and living with their impairment, are treated differently in college and society in general, and invite various responses from their families. In other words, they are subjected to the suffering. Some of the pupils' family doesn't even care about them anymore, while other people give them their undying devotion. To begin, it is essential to have an awareness of the circumstances and the experiences that these pupils are forced to go through.

Evidence of Success:

The handicapped students were able to draw rangoli with the help of this practice. The younger generation needs to learn that just because they have a disability does not imply that they are unable to receive good grades, go to college, or get the career of their dreams since they are able to do all of those things. The presence of a disability may bring about certain restrictions, but doesn't that go for everything? It all depends on how you choose to see past them and recognize your own strengths. It's possible that a person's progress will be hampered by misconceptions, prejudices, and the attitudes and beliefs of other people, but this does not indicate that disabled individuals are incapable of succeeding in their endeavors. Accepting the means by which we achieve our objectives is of the utmost importance; although we may require adoptions, this is not a reason for shame.

Problems Encountered and Resources:

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The educational system does not accommodate all students. The integration of students with disabilities ranging from mild to moderate into traditional college settings has proven to be a difficult task. There are several problems to be solved, such as ensuring impaired students have access to special education classes, colleges, and teachers who are properly qualified to work with disabled students. In addition, several higher educational institutions have failed to honor the reservations made for students with disabilities at those institutions. A significant number of disabilities, such as those caused by medical complications during birth, illnesses affecting the mother, a lack of nutrition, as well as those caused by accidents and injuries are able to be avoided. However, the health sector, particularly in rural India, has not been aggressive in its response to the issue of disability. In addition, there is a shortage of cheap access to appropriate medical care, as well as assistance and appliances.

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| Introduction lecture | Motivational online lecture |

Handicapped Day celebration

Criterion 7.2 Institutional Values and Best Practices

12. Commerce Festival

Title: Commerce Festival

The Commerce Festival is the best practice that takes place during every academic year in the Department of Commerce. During the aforementioned practices, students are managing and controlling all actions that are taking place. To phrase it another way, what will ensure the continuation of the institution is the administration that is run by the students, for the students, and of the students.

Objectives:

The department of commerce has taken the initiative for students' personality development in order to develop their skills. The Department of Commerce decides on the following goals for this reason:

1) To develop the skills of leadership among the students.
2) To develop the communication skills among the students
3) To develop event management skills among the students
4) To provide the environment for competitive examinations like MPSC,UPSC, BPO, etc.
5) To provide the environment for entrepreneurship in society

Context:

All of the aforementioned activities are subject to various monetary constraints. According to the budget, the earnings from the aforementioned activities were not sufficient to meet the expense that was specified above. Therefore, one of the most serious challenges that the aforementioned activity has is the task of accumulating as much financial assistance as is humanly possible through sponsorship. In spite of this, the student contribution is the primary worry regarding the fund that was discussed earlier. Because of this, sponsorship is necessary in order to raise the necessary funds, and contributions from students assist to ensure that the program will continue in the future.

Practice :

The aforementioned practices help contribute to the development of the students. The Department of Commerce provides, for the sake of this endeavor, a roster of guest speakers from a wide variety of businesses, such as banking, education, personality development, competitive institutions like Unique Academy, entrepreneurs, and other related fields. A program for blind and deaf students from the Adivasi Vikas Sanstha of Akole Taluka is also going to be planned by the students as part of their efforts to create awareness of society. This

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event places a strong emphasis on the presentation of research papers, the passing of quizzes, the holding of group discussions, and the enjoyment of the students with patriotic music. The event may be concluded with a meal for the entire class that was organized by the pupils with the assistance of monetary compensation.

Evidence of success-

The ability of the participants to articulate their knowledge, the growth of their personalities, their capacity for leadership, and their patience is essential to the success of the commerce festival. The following documents are enclosed for consideration on the same.

Problems encountered and Resources required -

All of the aforementioned activities are subject to various monetary constraints. According to the budget, the earnings from the aforementioned activities were not sufficient to meet the expense that was specified above. Therefore, one of the most serious challenges that the aforementioned activity has is the task of accumulating as much financial assistance as is humanly possible through sponsorship. In spite of this, the student contribution is the primary worry regarding the fund that was discussed earlier. Because of this, sponsorship is necessary in order to raise the necessary funds, and contributions from students assist to ensure that the program will continue in the future.

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Inauguration of Commerce Festival by Hon. Shri. J.D. Ambre Patil

Price Distribution at Commerce Festival

Guest Lecture by CA Vaidya at Commerce Festival

Guest Lecture by Shri. Sudhir Fargade at Commerce Festival

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Poster Examine by Shri. Sushi Fargade at Commerce Festival

Paper Presentation by Miss. Kanawade Pritee Laximan

Paper Presentation by Miss. Gawade Shusrti Rajendra

Traditional Ramp Walk at Commerce Festival

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Price Distribution to Blind and Deaf Students of Adivasi Vikas Sanstha School at Commerce Festival	**Group Lunch with Blind and Deaf Students Adivasi Vikas Sanstha at Commerce Festival**

Cultural Program of to Blind and Deaf Students of Adivasi Vikas Sanstha School at Commerce Festival

13. Gandhi Thought Sacramental Examination

Title: Gandhi Thought Sacramental Examination

Objective:

To aware the students about the life of Mahatma Gandhi and his thoughts about non-violence.

References:-

Gandhi Research foundation, Gandhi teertha , Jalgaon 15 June2021

Programs:-

Sacramental Examination on Gandhi & his Thought .

Proofs of Conducted Program:-

Issued Certificates , trophy and photo

Solution on the various problems which occurred donning the sessions of program:-

After providing the students with a variety of material obtained from a variety of sources, we improved the students' awareness of Mahatma Gandhi and the significant contributions he made to the advancement of our nation.

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GANDHI THOUGHT SECRAMENTAL EXAMINATION TROPHY 2018-19

GANDHI THOUGHT SECRAMENTAL EXAMINATION TROPHY 2019-20

GANDHI THOUGHT SECRAMENTAL EXAMINATION TROPHY 2021-22