



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**AKOLE TALUKA EDUCATION SOCIETY'S AGASTI
ARTS, COMMERCE AND DADASAHEB RUPWATE
SCIENCE COLLEGE AKOLE**

A/P- K. G. ROAD AKOLE, TAL- AKOLE

422601

agasticollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Akole Taluka Education Society, Akole is a premier educational institute situated in the Tribal, area of Sahyadri ranges since 22nd March 1972.

Vision of the institution is to educate each and every student living in the remote corners of tribal area especially girls who are deprived of education.

At that time there was no college in the whole of Akole and Igatpuri talukas and the nearest college was either at Sangamner or Nasik. Tribal students from such socio economic background, not having communication with the outside world and lack of financial resources had been forced to drop out. The condition of girls was worse. A.T.E.S. is providing education to around 8000 wards of economically weaker sections through 18 units including Higher education, secondary, Primary and Pre-primary, Technical, Management HEI, ITI etc. providing employment to nearly-600 plus employees in the tribal areas of Akole Tahsil.

Agasti Arts, Commerce and Dadasaheb Rupwate Science College, Akole is an active educational institute established in 1974 in the form of Arts and Commerce disciplines since 1974 and extended in 1992 in the form of Science faculty. It is affiliated to SPPU, and is having UGC certification under Section 2(f) and 12(B), UGC Act 1956. It has competent and experienced teaching staff, excellent infrastructure, computer labs, studio, rich modern library, a beautiful green campus, hostels, a guest house, botanical garden, and playgrounds. It provides quality education in the form of 22 programs, 10 courses, and 37 certificate courses. College has 95 faculties; out of them, 23 are Ph.D. and 35 non-teaching staff. NAAC has accredited our college with an A grade in its 2nd cycle and 3.06 CGPA. College is undertaking new innovative best practices in order to facilitate the learning of students. It is devoted towards implementing the objectives of NEP 2020.

Faculties involved in research activities and are achieving excellent publications and patents. Alumni of the college have excelled, and offered their services to various organizations in the capacity of prominent leaders. HEI is committed to national sovereignty, unity and integrity. It is also committed to nation building through developing responsible citizens.

Vision

Vision of the HEI is to provide the higher education facility to all the students from rural and tribal area and to the girl students especially. Vision and goal of the institution is not only to provide higher education but also generate courage in them to face the worst situations.

The Vision statement is **'To educate each and every student and girls living in the remote corners of the tribal area.'**

The institution has a broad vision to provide education to all the deprived classes including rural, tribal and girl students. The institution intends to impart up to date knowledge of the disciplines chosen by the students for their study and instill in them a sense of commitment to excellence for the service of the society and the nation. The institution aims at generating courage among these students to give their best performance despite all

adversities- hence the motto of the institution is

'????? ???? : ????????? I' meaning 'Fortune favours the Brave'.

Mission

The aims and objectives of the college are well-documented in the Constitution of Akole Taluka Education Society. Broadly speaking the college aims at:

1. To provide education to all the poor, needy, rural, tribal and backward students residing in this area in general and girl students in particular
2. To instill a sense of confidence among the students to face the adverse conditions and perform best out of them.
3. To provide opportunities of multi faculty education to all students according to their interest and choice.
4. To impart up to date knowledge in the chosen subject of students.
5. To generate opportunities of personal growth and employment to all the students, thus becoming catalytic agents of change in their family and community.
6. To acquaint the students with the new changes and opportunities in the field of education.
7. To prepare the students for academic excellence and thus contribute to progress of the society and the nation.
8. To create awareness about the importance of environment and to inculcate the values of environment protection for sustainable development.
9. To inculcate a scientific temper and a humanitarian approach among society.
10. To address global and local needs towards national development.
11. To sensitize students with a sense of belongingness, integrity, and gratefulness.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, Supportive and Proactive Management committed to the holistic development of the tribal youth.

- A long rich history: Oldest College for higher education in the region and serving socioeconomically deprived sections in the society since 1974.

1. Committed Principal, Motivated Staff, Cooperative and Disciplined Students.
2. Research oriented ambience with devoted staff and students towards research.
3. Well qualified staff, Staff on BoS body.
4. Adequate Infrastructure.
5. Green, clean and Eco-friendly Campus with rich flora and fauna.
6. Well-developed ICT facilities with 200 Mbps connectivity and integration of ICT across the academic and administrative services, and e-governance using ERP.
7. Curriculum implemented in line with OBE and LOCF, Attainment of Learning Outcomes evaluated, Excellent Results and Rankers.
8. Promoting girl education resulted in increase in number of girl students.
9. Well-structured calendar of activities.
10. Girl's Hostel with free of cost mess facility.
11. Boy's hostel.
12. Good playground and facility for indoor and outdoor games, gymkhana.
13. Nalanda - Competitive Examination center and Career Katta activity for employability guidance and placement of students.
14. Barrier Free and Inclusive environment, Student support services, Health Centre, Day care center, separate hostels, canteen, and common rooms.
15. Mechanism for Conducting Quality Audits on Green and Environment, Energy and gender.
16. Mentor- mentee programme.
17. Slow and Advanced learner scheme.
18. Staff Welfare schemes.
19. Student Cooperative store on No profit no loss basis.
20. Purified water for students.
21. Different Cells like Anti Ragging Cell, RTI, Grievance Cell, Women Sexual Harassment Redressal Cell etc.
22. Strong NCC, NSS, NariManch Units.
23. Wi-Fi Campus.
24. Different Certificate Courses.
25. Well-structured feedback system
26. Earn and Learn Scheme for poor, needy students.
27. Scholarships.
28. Registered Alumni Association supportive for Student Development. Excellent Mentoring System through Student Induction Programme.
29. Collaborations, linkages, and MoUs with different types of organizations and all are functional.
30. Excellent contribution through online education during the COVID-19 pandemic through the development and delivery of e-contents.
31. Instituted 13 innovative Practices.
32. HPCL and Friends of Children Scholarships for SC, ST and OBC students.
33. Received Special Tribal Grants from GoM.

Institutional Weakness

1. Less Research Centers.
2. Restrictions on the appointment of permanent staff.
3. Limited scope for the revisions and modifications in the curriculum at the institute level.
4. Comparatively less number of Research publication in UGC care list.
5. No Interdisciplinary programs.
6. Less number of Book publication.

Institutional Opportunity

1. Increase Recognized Research Centers in different subjects.
2. Building capacity to get grants for research projects.
3. Generation of more funds for infrastructure and research.
4. Collaborative and Industry sponsored projects and internships.
5. Renovate the infrastructure facility.
6. Common facility centre for research in Science.
7. UG Programme of Mathematics, Zoology, and History.
8. PG Programme of Economics, Physics, Botany, M.Sc. (Computer Science)
9. B-Voc courses.
10. Collaboration with nearby reputed industries and research organisations.
11. Explore enrolment in MOOCs.
12. Implement Interdisciplinary programs.
13. Securing additional Alumni support.
14. Develop Smart Classroom, Language Lab.
15. Increase student participation through Counseling/Mentoring.
16. Increase representation of Teachers on University Authorities.
17. Competing for financial support under DST FIST, DBT Star, etc.
18. Resource mobilization through Public Private Partnership (PPP)
19. Platform for Training and Placement Opportunities.
20. Achieve a status of 'College with Potential for Excellence'.

Institutional Challenge

1. Professional and PG courses are permanently self-financed.
2. Government policy on Education understanding and implementation of NEP.
3. Decreases in funding from State and Central Govt.
4. Receiving donations from alumni
5. Promotion of research activities.

6. Orientation of Students towards the challenges of Globalization of HEI.
7. Motivating students for competitive exams.
8. Aligning programs and updating curriculum to satisfy the objectives of NEP 2020.
9. To develop corporate culture to increase employability.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- With vision of imparting quality education to each and every student from tribal area especially girl students, Agasti Arts, Commerce and Dadasaheb Rupwate Science College, Akole has well defined the vision and mission statements that are mapped with the current education policy.
- HEI offers co-education through 22 UG, 7PG, and 1Ph.D. programs applying Choice based Credit systems in Arts, Commerce, and Science disciplines along with 37 short-term value added certificate courses. The syllabus of these courses is designed by the staff, 2063 students have successfully completed the courses.
- Academic Calendar is prepared as per the guidelines of the university calendar and follows it strictly.
- The student-centric mechanism is designed and applied to encourage participative, collaborative, and experiential learning through projects, internships, industrial visits, surveys, educational tours, case studies, and continuous evaluations through seminars, workshops, group discussions, class tests, home assignments, tutorials, and practical. 2112 students have completed project and internship during the assessment period.
- Innovative teaching learning methods have been applied extensively.
- Faculty members contributed largely in curriculum designing of university.
- Updated matters for curriculum updating are communicated to BoS by faculty members.
- Faculty members are actively involved in Examination work. like Question Papers Setting, Moderation, Assessment, and Evaluations.
- Elective CBCS courses in all programs allow Academic flexibility.
- Well planned Academic calendar, timetable, Teaching Plan, mentoring activities, Result Analysis, attainment of POs, and COs facilitate effective implementation of curriculum.
- Academic Audits are conducted with the help of internal committee that review the curriculum planning and delivery.
- Different human values, professional ethics, environment sensitivity, gender equity and equality, have been properly integrated into the curriculum and addressed properly. With the help of curricular and co-curricular as well as extracurricular, extension and outreach programmes, they are tried to be attained.
- The college has a well-organized mechanism to obtain online feedback from all different stakeholders. The feedback is collected on curriculum, teaching-learning, support services, and infrastructural facilities from students, alumni, teachers, non teaching staff to review academic performance and the learning experiences. The feedbacks analyzed and action-taken reports are displayed on the college website.

Teaching-learning and Evaluation

- The admission process is unbiased, transparent and online. Norms of eligibility criteria, statutory bodies, reservation policy of Government of Maharashtra and university are followed strictly.
- Enrollment percentage is 79.96% with 72.23% students from various reserved categories against seats reserved.
- Academic monitoring policy is prepared and followed to monitor and evaluate the performance of learners on regular basis.
- Student Induction programme is conducted in the beginning of the academic year to inform students about all processes and code of conduct.
- Mentoring has been done by Admission Committee regarding selection of subjects.
- Counseling has been done to enhance learning levels and familiarize objectives of NEP through OBE.
- Slow learners and advance learners Scheme' has been implemented with well planned policy. Industrial visit is one of the measures for both .
- Teacher-student ratio is 1:26.75, while 91.15% of faculties are recruited, with the help of appropriate teaching pedagogies like the experiential, participative, and problem-solving approaches using ICT integration learning experiences are enhanced.
- For live experiences, emphasis is focused on laboratory/practical teaching, field and industrial visits, study tours, guidance talks, mentor-mentee scheme and seminars.
- Internship, field project, Workshops, hands-on training, are organized.
- With a view to overall development of students. Systematic planning, preparation, and adherence to the academic calendar, through scheduling of examinations, curricular and co-curricular events and monitoring through review meetings, teaching plans is evident from the Course file of Teachers.
- Course file constitutes syllabus, POs & COs, teaching-plan, attendance, results, innovations adopted,
- Teachers undertake different training programmes to keep themselves abreast contribute for individual and institutional excellence.
- IT integrated evaluation system is realized through online question banking, online exams, bar-coding, the conduct of examinations, mark list processing, and Publication of results.
- Average Pass Percentage during the assessment period is 74.87% and for the latest completed academic year is 86.96%.
- Attainments of COs and POs are evaluated both directly and indirectly. Attainment reports are analyzed to reinforce the advantages of OBE.
- Grievance Redressal cell is active, so as to ensure fair and transparent process.

Research, Innovations and Extension

- Research is one of the keys for quality education hence, HEI is involved in research.
- Academic Research Committee is actively working to create Research ambience in HEI, by organizing Research Seminars, workshops, guiding Research Projects by students and teachers research ethics and monitors the research activities.
- Faculty are encouraged to do collaborative research with foreign faculties.
- A research center, 16 research guides, 37 research scholars and 32 PhDs awarded.
- Faculties completed 12 funded research projects/projects with an outlay of Rs. 22.88 Lakh.
- Innovation and Incubation Centre is established to guide and nurture innovative ideas of students.
- HEI encourages students to participate in 'AVISHKAR', a research competition by SPPU
- Faculties filed and published 12 patents. Faculties published 151 journal articles, 40 chapters/books, and 20 proceeding articles.

- Many Research Methodology, IPR, and entrepreneurship workshops are conducted. Different skill development workshops are organized like, Cake making, beauty parlor, mehendi, rangoli, crayon weaving etc.
- HEI promotes stakeholders for holistic development and sensitizing to social issues at the large through extension/outreach activities through NSS, NCC, SDO, like blood donation, voter's awareness campaign, rally, poster presentation, donations to physically challenged students.
- HEI has conducted 166 extension/outreach activities for social awareness and upliftment through departments, NCC, NSS, and other support services.
- More than 80% of the students participate in extension activities.
- Developed collaborations, and linkages with 16 organizations, signed MoUs, conducted 86 activities on various aspects through IQAC.
- Extension and outreach activities are conducted mainly in context with cleanliness, Swachh Bharat, health and hygiene, Blood donation, AIDS Awareness, Beti Bachao Beti Padhao, Disaster management, Yoga Day, Constitution Day, Voters Day, Women's Empowerment, Gender Equity, Tree Plantation, Entrepreneurship, Road Safety Campaign, Environmental Awareness, Nirbhay Kanya Abhiyan, Tanishka, cake making, sari wearing, crayon items, Soft Skill programs, etc.
- All these activities helped to create awareness among students by raising their self-confidence and all round development, and skill enhancement.

Infrastructure and Learning Resources

- Adequate physical facilities
- Eco-friendly, Green Campus with learning ambience.
- 18 Acres (72843.41 sq. mtr.) campus area with built up area 8260.07 sq.mtr having administrative, academic blocks, library, laboratories, conference hall, open auditorium, hostel, toilets, guesthouse, and gymkhana. 11 separate buildings, 07 ICT enabled classrooms, 7 ICT enabled laboratories & 2 ICT enabled halls.
- Well-equipped Auditorium,
- Multipurpose Hall, seminar Hall, e-content development studio, with projectors,
- Screens, Wi-Fi facility. Placement cell,
- innovation cell, library, stocked with 34109 titles & 71301 copies of reading material including text books, reference books, special collection on Akole Tehsil, CD, DVD, encyclopedia.
- Institutional Repository (IR@AgastiLibrary), Koha In-Out Management System,
- User-Books ratio 1:28. Fully automated Library services with open-source ILMS - Koha 19.05, WebOPAC, INFLIBNET N-List, DELNET, and DSpace repository.
- Per day usage monitored by Koha In-Out Management system and logins is 181.
- Expenditure Rs. 7.26 Lakhs on library resources and subscriptions of DELNET, N-LIST.
- Botanical Garden and Vermi Compost Unit.
- Well-equipped Gymkhana, Spacious Sports Ground.
- 196 computers for students 153. Student-Computer ratio of 16:1, 02 Linux Servers, 41 printers, 9 all in one devices, 4 scanners, 7 highspeed photocopying machines, 01 website, Quickheal and NP/AV Antivirus security, LLC 200 Mbps
- Total expenditure on ICT facilities is 20.77 Lakh.
- LAN and Wi-Fi Campus using fibre optic cables.
- High speed internet connectivity from Bharat Sanchar Nigam Ltd. As a service provider

- **‘Fibro 2500GB/month CS66’**, Annual plan of BSNL.
- UPS with inverters UPS backup system and Generator.
- Outdoor Sports facilities, a 400M track, a multipurpose Indoor Stadium and a fitness center, Yoga Practice spaces.
- Multipurpose Auditorium, indoor stadium. one Boy’s and one Girl’s Hostel.
- Administrative and Examination office with VRIDDHI ERP software, Record Room. Health Centre,
- Day Care Centre (‘Hirkani Scheme-Bal Mata Sangopan Kendra’) for the children of staff and students. Canteen and Open Launch Hall for Students.
- Divyangjan Facility: Ramps, Lifts, Wheelchair
- Administrative office, online admissions, examination office and library are using ERP – Core Campus.
- CCTV with 45 cameras. Fire Safety System.
- Adequate Washrooms
- 10 KV Rooftop Solar Power.
- Expenditure on augmentation is 80.77 Lakh INR
- Expenditure on maintenance 130.13 Lakh.

Student Support and Progression

- HEI is student centric and has well-defined mechanism for Student Support and Progression.
- Different Committees, Cells consisting of teachers and students, are functioning effectively ensuring academic, physical, social, economic welfare and provide an inclusive learning ambiance to the tribal and socio economically weaker section of the society.
- College has its well defined Policy and Procedure to assist the students to avail scholarships and Free ships. 73.77% of Students have benefitted from Scholarships and Freeships offered by GoM and nongovernment agencies during assessment period.
- Different Capacity building and Skills enhancement were organized.
- Students benefitted by Career Counseling and guidance for competitive exam
- Various placement orientation workshops and Campus placement drives are organized by Nalanda, Career Katta and Placement cell.
- 3752 of outgoing students have registered for higher progression.
- Various Programmes organized for guidance and preparation of competitive examinations, 1000 plus participated and 26 students excelled in NET/SET/ State government examinations.
- 9 Medals and Awards have been achieved by students in Sports and Cultural events.
- Sports and Cultural events have been organized during assessment period and around 1337 students participated.
- HEI has an effective ‘Grievance Redressal Mechanism’ that ensures the timely Redressal of grievances including sexual and ragging instances. No cases of ragging or sexual harassment reported during the period. 12 Grievances related to the examination are resolved as per statutory guidelines.
- Counseling is done at the time of admission, examination and in between for stress Management of students.
- Mentoring of Students is carried out for overall development of students.
- The representative of students are actively involved in different student centric activities like Com-fest, Arts-festival, Annual functions etc.
- Student active participation in Tanishka, Voter’s awareness programme.
- Meritorious students are awarded at Annual Function for their outstanding performances in academics,

sports and cultural activities.

- Registered Alumni Association contributed significantly to the development of the institute in terms of books, Laboratory equipments, Guidance talks, donations and mentoring sessions.
- Disciplined and committed personality development of students through NCC, NSS and allied activities.

Governance, Leadership and Management

- The governance of the college is aligned with its vision and mission and mapped with national policies of higher education.
- A well-defined Organizational structure with the help of Organogram. The OS of HEI explains its participatory and decentralized features.
- Statutory bodies of the HEI namely, Governing Body, CDC, and IQAC are reconstituted in accordance with the Maharashtra Public University Act, 2016, GoM, UGC and NAAC.
- College has well-defined policies covering e-Governance, Academics, Research, Code of Ethical Conduct, Environment, ICT, Statuary cells, Maintenance, etc.
- Perspective Plan 2018-2022 is formulated and positioned; intended outcomes are reviewed periodically to cope up with Vision.
- E-Governance implemented using IT integration in Administration, Finance and Accounts, Student Admission and Support, and Examination helped to enhance transparency, participation, and accountability.
- HEI employs Welfare Measures for staff through Statutory Welfare Schemes, Financial Assisatance (1.5 L), Medical Assistance, Career Advancement through training and promotions. Full assistance is provided by administration.
- CAS through PBAS evolved 04 Professors and 06 Associate Professors. 55 Teachers benefited financially to attend 89 conferences/seminars, and membership in professional bodies. With financial assistance of Rs. 1,51,080.
- College conducted 17 collaborative training/orientation programs for teaching and non-teaching staff using linkages/collaborations and MoUs.
- Grants received from UGC, DST-FIST, and RUSA for strengthening learning resources and infrastructure augmentation utilized effectively for the establishment of Hostel, Skills Training Centre, and Virtual Classroom.
- Financial statements are subjected to regular internal, statutory and GoM audits.
- State-of-the-art infrastructure adds to enhance teaching-learning ambiance leading to impactful teaching learning.
- College is recognized and honored with certificates and awards for quality processes.
- Major Quality initiatives institutionalized by IQAC are Quality Audits like AAA, AQARs, Green and Environmental, Energy, Gender and paperless culture.
- Proper Feedback and SSS mechanism,
- efficient use of ICT,
- e-content development, online education during the COVID-19 pandemic and after also catering to the needs of NEP.
- Structured mapping and evaluation of outcomes.
- IAF ISO 9001:2015 certification, MEDA certification for Energy and Green Audit, Participation in AISHE survey, MoUs and Collaborations, and Joint activities.

Institutional Values and Best Practices

HEI in line with its vision to impart education to all especially girl students, strategizes different activities promoting gender equity, an inclusive environment and introduced various extension and outreach activities related to environment for sensitization and sustainable development.

- Different statutory cells are functioning to this effect like Anti-Ragging and Sexual Harassment Redressal Cell, Grievance Redressal Cell and Women Empowerment Cell (Nari Manch).
- Activities like- Nirbhay Kanya Abhiyan, Tanishka-Empowering women, International Women's Day celebration, my mother in my college such distinctive activities are conducted for the overall development of girl students.
- Facilities for Women
- Safety and security
- Counselling,
- Health guidance through Nari manch and Health association,
- Common Rooms,
- Separate Reading Rooms,
- Hostel with free meal
- Hirkani Scheme (Balak Mata Sangopankendra) Day-care center,
- Washrooms,
- Sanitary Pad Vending Machines,
- Earn and Learn Scheme
- Fearless Girl Campaign (Nirbhay Kanya Abhiyan) and Beti Bachao, Beti Padhao–Mission
- Digital Literacy for Women,
- Entrepreneurship Development Programme,
- Love, Sex and Sexual Harassment, Personality and Skill Development, Self-employment and Competitive examination.
- Celebration of national and international days/events/festivals contributing for holistic development.
- Use of LED and Power efficient equipment.
- Quality audits: Green/Environment, Energy, Gender, Audits conducted.
- Efficient waste management practiced through Vermicomposting,
- Water conservation initiatives: Rainwater harvesting maintenance, Bore-well Recharge and Drip Irrigation.
- Divyangjan: Ramps, Scribe, Wheel chair, Exam Fee Concession ensures barrier free and friendly environment. Equal Opportunity Cell is working for creating friendly, inclusive environment.
- Green Campus initiatives:
- Promotion of public transport,
- Botanical Garden,
- Medicinal Plant Saplings, Bird Feeders and Nesting Boxes.
- Tree Plantation,
- Swachh Bharat Abhiyan,
- Awareness Programmes help inculcate human values and ethics.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKOLE TALUKA EDUCATION SOCIETY'S AGASTI ARTS, COMMERCE AND DADASAHEB RUPWATE SCIENCE COLLEGE AKOLE
Address	A/P- K. G. Road Akole, Tal- Akole
City	Akole
State	Maharashtra
Pin	422601
Website	agasticollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shelke Bhaskar Trimbak	02424-221248	9890686521	02424-22124 8	acsakole2005@gm ail.com
IQAC / CIQA coordinator	Takate Sanjay Balaram	02424-295359	9423463734	-	sbtakate@gmail.co m

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

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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	24-03-1987	View Document
12B of UGC	28-05-1988	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	A/P- K. G. Road Akole, Tal-Akole	Tribal	18	8260.07

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,Marathi	36	HSC	Marathi	40	24
UG	BA,English	36	HSC	English	40	7
UG	BA,Hindi	36	HSC	Hindi	40	22
UG	BA,Politics	36	HSC	Marathi	40	27
UG	BA,Economics	36	HSC	Marathi	40	25
UG	BA,Geography	36	HSC	Marathi	40	36
UG	BCom,B Com	36	HSC	Marathi	120	106
UG	BSc,Chemistry	36	HSC	English	100	94
UG	BSc,Physics	36	HSC	English	20	10
UG	BSc,Botany	36	HSC	English	120	8
UG	BSc,Wine Technology	36	HSC	English	30	16
UG	Bachelor of Computer Science,Bsc Computer Science	36	HSC	English	80	80
UG	BBA,Bba Computer Application	36	HSC	English	80	53
UG	BBA,Bachelor Of Business Administration	36	HSC	English	80	41
PG	MA,Marathi	24	BA	Marathi	60	23
PG	MA,English	24	BA	English	60	13

**Self Study Report of AKOLE TALUKA EDUCATION SOCIETY'S AGASTI ARTS, COMMERCE AND DADASAHEB
RUPWATE SCIENCE COLLEGE AKOLE**

PG	MA, Ma Hindi	24	BA	Hindi	60	13
PG	MA, Ma Politics	24	BA	Marathi	60	42
PG	MCom, M Com	24	B.Com	English	60	56
PG	MSc, Msc Chemistry	24	BSc	English	24	24
PG	MSc, Msc Geography	24	BA BSC Geography	English	24	6
Doctoral (Ph.D)	PhD or DPhil, Phd Geography	60	MA MSc Geography	English	24	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				6				37			
Recruited	4	0	0	4	6	0	0	6	21	3	0	24
Yet to Recruit	0				0				13			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				61			
Recruited	0	0	0	0	0	0	0	0	31	30	0	61
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				67
Recruited	26	5	0	31
Yet to Recruit				36
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	17	2	0	19
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				1
Recruited	1	0	0	1
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	3	0	0	8	2	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	13	1	0	17
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	28	29	0	57
UG	0	0	0	0	0	0	0	0	0	0

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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	9	2	0	11
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	

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	993	0	0	0	993
	Female	1110	0	0	0	1110
	Others	0	0	0	0	0
PG	Male	216	0	0	0	216
	Female	209	0	0	0	209
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	4	0	0	0	4
	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	72	79	72	70
	Female	79	101	98	82
	Others	0	0	0	0
ST	Male	333	431	407	384
	Female	296	380	345	327
	Others	0	0	0	0
OBC	Male	523	568	503	499
	Female	605	647	636	641
	Others	0	0	0	0
General	Male	212	213	215	231
	Female	271	334	356	374
	Others	0	0	0	0
Others	Male	78	81	69	76
	Female	72	85	72	71
	Others	0	0	0	0
Total		2541	2919	2773	2755

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/Interdisciplinary- Agasti Arts, Commerce and Dadasaheb Rupwate Science College, Akole, has been established with a vision to impart quality education to socially deprived, students especially from tribal area and girls. The vision of the National Education Policy is to provide quality education, and to develop self-reliant human resources as global citizens which by prioritizing holistic development, technology integration and research driven learning through education . The college is strategizing to be equipped to implement the policy of NEP. Hence, teachers are motivated to attend the lectures on NEP with the financial support from college. They are also encouraged to be
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speakers on the policy. The HEI is affiliated to SPPU hence, it provides multidisciplinary and interdisciplinary education with the help of different streams like Arts, Commerce and management, Science etc. in the subjects including Languages, Literature, Mathematics, Pure and Applied Sciences, Social Sciences, Commerce, Economics and Sports. The college offers UG programs BA, BCom, BSc, BVoc, BBA, BBA-CA, BCS, MA, MCom, MSc, and Ph.D. programs. Enriching the students with skills The college offers short-term and vocational courses. Based on the guidelines of Government of Maharashtra and the university, interdisciplinary courses are offered to students. The students can choose the subjects/courses as per their choice and need. Faculties are encouraged to undertake interdisciplinary research projects. Collaborative Activities- HEI established linkages, collaborations, and signed MoUs to create a multidisciplinary learning ambience through academic and research activities. They are collaborating with foreign faculties in research publication. As our HEI is having multidisciplines, they are organizing activities where we accommodate and exchange the students within different streams viz Language activities are undertaken by science and commerce students also. Cluster for Excellence- Our institution, Akole Taluka Education Society, Akole, is an educational institution having different streams like Technical colleges, Management College, and Multidisciplinary colleges, hence, in near future, ATES is planning to integrate these colleges and make a 'Cluster for Excellence' which will lead to multidisciplinary approach. These colleges are already engaged in Student and faculty exchange activities. Interdisciplinary Activities Also Interdisciplinary Approach can be pronounced through different interdisciplinary activities. Subjects are available for interdisciplinary studies There is Environmental Awareness subject for study to Second year students of all faculty bearing 2 credits. They are doing project on it as per the guidelines issued by SPPU, Pune. Value Creation and value addition- To create value, Linguistic bond with regional languages, there are programs like BA in Marathi, Hindi. First year students study Physical Education subject which may facilitate to inculcate sportsmanship among students. It bears two credit. 'Democracy', a two credit course

	<p>is for study to all students of first year. Generic Elective is a two credit course for third year Arts students to develop humanistic perspective, values, ethics and literacy in modern technology in students. Soft skill development program is organized for overall development of students. Through Innovation and incubation centre, the students from science, and Arts also get the opportunity to study entrepreneurship skills.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credit (ABC)- The choice-based credit system (CBCS) has been adopted by SPPU, Pune since 2019-20 for all programs. Being affiliated college, HEI follows it strictly. The SPPU has a Depository for credits in the form of ABC. HEI cannot register for the ABC- National Academic Depository (NAD) as it is affiliated college. As per the mandate of SPPU, dated 15.10.2022, ABC id of each student has been created by registering at http://abc.gov.in to store the academic credits earned by students from HEIs. Our college is affiliated to Savitribai Phule Pune University, Pune. University has accepted Choice Based Credit System (CBCS) Pattern since 2019. The students get 132 Credit points up to third year and they have to earn 8 extra credits through different Value added course from different platforms,sports, NCC, field visits, study tours, participation in conference/seminar, AVISHKAR competitions, MOOC courses etc. each PG student has to earn 10 credits from Human Rights, Cyber Security, Skills Development courses and 2 more credits from Introduction to Constitution for the award of the degree. This information is given to the students in the first year in orientation programme and in subsequent years by the class teachers. Co-coordinators have been appointed in each faculty/Dept. to keep its record. These coordinators encourage students to take extra credits from various platforms. The information about SWAYAM Portal, Course era, LinkedIn etc. have been given to the students and encouraged to enroll for these courses. College is also conducting some online courses with 1-4 credits in four Quadrants. The students are asked to submit certificates of the completed courses to the coordinators. Annual Quality Assurance Report of credits earned by the students are then verified and communicated to the university through an internal marks entry system.</p>

3. Skill development:

Skill Development- Today's globalized world demands for skilled manpower. May it be Soft skill or Hard skill. Savitribai Phule Pune University, Pune has included Value Added- Skill Enhancement Course (SEC) in the curriculum. Being an affiliated college, HEI offers CBCS for UG and PG programs from 2019-20. The curriculum is based on UGC's Learning Outcome Based Curriculum Framework (LOCF) guidelines and includes skill developing courses. To cope up with NEP, faculties designed 37 short-term certificate courses considering the local needs and skills to be instilled during degree programs. These are approved by IQAC and CDC. The syllabus has been framed by HEI faculty; certificate has been issued after completing the course successfully with its instructions and frame. It includes Skill development, value building-adding and vocational education so as to integrate with mainstream education. Responsible citizenship, Sports spirit, Awareness and inculcation of Democratic Value, creating awareness through cyber security course are distinguished features of it. Along with it, college conducts different value and skill based certificate courses for students like Soft skill development, Tally, Spoken English, Communication skills, Red Wine making Process, Introduction to Linux and Shell Scripting, Processing wild forest Plants, Marathi Grammar, Dairy Chemistry, Office Automation, Material Characterization Techniques etc. which will help students to be skilled. Some lectures, speeches have been organized for the development of skills like Karate, Entrepreneurship Development, Woolen Weaving Workshop, Beauty parlor- Hair style workshop, Anna Quot (Food festival), Embracing new technology- word file, sheets, PPT preparation etc. College established Institutional Innovation and Incubation cell for inculcating entrepreneurship development through training programs for nurturing ideas. 'Kareer Katta' for Career Guidance and Placement Cell conducts Guidance workshops on skills required in different industries and organizations and to make them competent for various competitive examinations and placements. Industry personnel are invited to conduct Guidance talks and orientation workshops which help to sharpen the skills and increase the placements opportunities. Patriotism and National integration skills are imbibed through NCC and NSS activities.

	<p>National Service Scheme trains the students in a rational way to imbibe life skills and sensitize them about social issues. Girl students have been given special attention and Tanishka , Nari Manch such activities are providing opportunities for development of different activities. All these efforts may result in development of their skills, overall development of individuals and social mind set toward nation-building.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate Integration Indian Language system- India has rich Traditional, Linguistic, Artistic cultural heritage. Young generation should be aware of it and also should feel proud on it. HEI provides higher education to one and all since 1974 through various programmes in Arts, Commerce and Science disciplines. The medium of instruction for BA, BCom and MA is Marathi as well as MA in Hindi and English. In order to develop the sense of self-identity, belongingness, of inheritance different activities are undertaken by college through different committees. The HEI is in tribal area. The students are coming from diverse background. Art Association organizes different cultural extension and outreach activities where students represent Adivasi Culture through dance, songs or other related activities. Our college earned 1st prize for Adivasi Dangi Dance in Tak-Dhina-Dhin-Dha, Medha Dance Completion. Teacher undertakes research project related to Thakar Boli Bhasha, Adivasi jeewan shaili that provides opportunity for the students to learn and present the traditional heritage to the world. Different elocution, debating competitions are organized by Debating Association. Independence Day, Republic Day are celebrated enthusiastically with the support of NCC and NSS. Yoga Day is celebrated every year in the college campus and the lecture on importance of Yoga for healthy life has been delivered. Poster presentation activities are conducted related to our tradition, culture etc. In Commerce Festival, 'Traditional Ramp Walk', In Arts festival, 'Sanskriti Darshan (Paramparik vesh bhusha) is being organized where students come to know about different Traditional matters from different states and also from our great Indian Heroes. Marathi Bhasha Din, Hindi Din, Wachan Prerana Din, Shivaji Maharaj Birth Anniversary, Savitribai Phule Birth Anniversary, Mahatma Gandhi Birth and Death</p>

	<p>Anniversary etc. are celebrated in the college.</p> <p>Regional Language is learnt through different courses in Science, Commerce and Arts at UG and PG level.</p> <p>Different activities like Poem recitation, Singing, dancing, are organized. In 'Agastya Magezine', students are encouraged to express their thoughts through different languages. Different Certificate courses are conducted like Spoken English, Marathi Grammar. Presentation, Preservation and promotion of languages is one of the targets of the College.</p>
5. Focus on Outcome based education (OBE):	<p>Focus on Outcome based Education (OBE)- Outcome-Based Education (OBE) is a student-centric teaching-learning process in which the course curriculum is delivered to achieve stated objectives and outcomes. OBE focuses on the evaluation of student performance i.e. outcomes at different levels. These outcomes are mapped in terms of attainment levels and calculated at the completion of courses and programmes. HEI follows the university CBCS curriculum for different programmes which are based on UGC-LOCF documents. POs and COs, designed by faculties considering graduate attributes, are stated and displayed on the website. The evaluations of students are carried out by considering aspects of Bloom's Taxonomy with the help of various parameters like Home Assignments, class tests, Quiz, field visit, viva voce, seminars, group discussions, end-semester internal examination and subjective assessments. While declaring syllabus, objectives have been decided. According to that, teaching is used as a tool not the destination. Using different methodologies, the objectives are attained. Our college has adopted CBCS (Choice Based Credit System) as per the guidelines provided by SPPU, Pune.</p> <ol style="list-style-type: none"> 1. Different Certificate courses, with the proper permission of IQAC and CDC, have been started by college and also guided the students to undertake different courses through digital platform like SWAYAM, Coursera etc. 2. Alumni Association is engaged in getting feedback from our Alumni to take their suggestion on curriculum, through feedback system, it has been analyzed and appropriate action is taken. 3. A feedback from present students, Teachers is also taken regarding curriculum and syllabus and tried to fill the gap through value added courses. 4. With the help of MoU activities also, college tries to organize different collaborative activities. 5.

	<p>Placement drive brings different companies in the college campus for the students and many students get recruited every year. 6. Many students are deputed through competitive exams on good positions. 7. Many students got recruited through Campus Placement Cell. 8. Students have started their start ups. 9. Students have started developing and enriching their Traditional family Business. 10. Students have started developing their farm and started/developed allied business like dairy, poultry, and transportation. 11. Girls have been recruited in remarkable numbers. 12. Many girls have started their own small business like bride Mehendi, Beauty parlor, taking orders of cake making etc. 13. Students started their blogs, YouTube channels, Online News Channel etc. Employability of students increased remarkably.</p>
6. Distance education/online education:	<p>Distance Education/ online Education- The HEI has established a very good mechanism for classroom delivery of curriculum through a student centric method which ensures the active participation of both, teachers and students. YCMOU centre- All students/learners can't continue the education due to different reasons. In tribal and rural area, the drop out rate is more as students start earning at early age. They should not remain deprived of education, hence in our college, there is a centre of YashwantRao Chauhan Maharashtra Open University (YCMOU), distance learning. Drop out students get facility to resume their education after so many years also. And also those who can't come to college, can also complete their education through this centre. Social Media and Meet Apps- In the period of Covid-19, the college teachers conducted their subject lectures in online mode with the help of Google meet, Zoom meet, Google Classroom, Powerpoint presentation, YouTube Channel etc. not allowing teaching learning process to stand still. Through this online mode, the syllabus has been completed. Exams have been conducted. Different online lectures of eminent persons have been organized. Lectures regarding positive thinking and mental peace have been organized. Also the students are motivated through these online lectures to help Old Age people, and neighbors by issuing them masks, creating awareness regarding Corona and safety measures to be taken. In this way our teachers have educated students in right</p>

	<p>sense and created sensitivity towards humanity. ICT infrastructure- ICT infrastructure is available for online lectures, technology based teaching. Total 187 computers are available for students to use, one ICT based studio is available for teachers to record lectures. Online lectures, seminars, workshops are organized by the HEI. Blended learning is used in the period of natural issues like thunderstorm rain. E-content has been created by the faculty, posted it on library site for access to the students. E-content link of University website is also provided to the students. Whatsapp groups have been created for communication. Google classroom is extensively used.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. Yes, HEIs has established Electoral Literacy Club.
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?	<p>Yes. The HEI has properly constituted Electoral Literacy Club ELC. It consists of two (2) student representatives as Student Coordinators, one (1) faculty coordinator, and 6 members. It is headed by the Principal of the college. The main objectives of ELC are as follows- 1. To create awareness among youth regarding their electoral rights. 2. To sensitize the young and other voters regarding their Responsibilities as a voter. 3. To familiarize them with electoral process like registration, filling up of forms to be a voter. 4. To create awareness about mal practices, and not to succumb to the unfair practices. 5. To strengthen the culture of electoral participation. 6. To promote voter literacy among the youth. 7. To encourage them to vote without fail and make an informed decision during elections. ELC organize different programs to achieve above objectives viz. • Lecture of eminent, authoritative personalities. • Workshop on filling up of forms. • Poster Presentation. • Voter's awareness Rally, • Rangoli competition etc.</p>
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	<p>HEI is engaged in various activities and programs to promote electoral Literacy among the student's, youth and community. Following are few example- 1. Constitution Day (26th November)- It is celebrated</p>

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>every year to create awareness among stakeholders of the constitutional values and contribution of the constitution in strengthening Indian Democracy. A lecture has been given by the faculty from Political Science, Collective Pledge has been made. 2. Celebration of National Voter's Day (25th January) and Lokshahi Pandharawada (Democracy Fortnight-26th January to 10th February)- these days are celebrated every year to educate stakeholders and the community regarding electoral rights, Election processes, and duties of voters to strengthen a participative democracy. 3. Democracy subject in Curriculum- Democracy subject has been introduced as an additional credit subject in all streams for study. 4. Electoral literacy Programme is organized to educate the students about process. 5. Different activities are conducted to create awareness and sense of responsibility towards voting. Like- Rangoli competition, Rally, Lecture, Making Pledge, poster presentation etc. 6. Hands on experience is given by authorities from Tahsil to the students regarding use of EVM in the electoral process.,these are organized by ELC. 7. The employees of the institute are actively involved in the successful completion of elections of Grampanchayat, Panchayat Samiti, Zilla Parishad, Legislative Assembly, and Parliament through various duties assigned by the election commission. 8. Employees are trained about the complete election process and the instruments used (EVM, Ballot, VVPAT) prior to elections. In this way, ELC is actively working for creating awareness about the electoral matters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC, NCC and NSS units have organized rally as an extension and outreach activity on the occasion of Voter's Day. Most of the students from First Year are under 18. They are educated regarding how to fill the form for registration after the attainment of 18 years of age and also how to create awareness regarding change in names by filling different forms. Student coordinators are creating awareness and conducting survey regarding the problems encountered in voting process. Poster presentation, Rangoli, elocution competition help in creating awareness. Street plays are organized giving a brain storming though about Democracy.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>The students who take admission for first year, most of them are under 18 and rest have just completed 18</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

years of age. HEI with its ELC takes initiative to register the voters for the first time. Student Representative Co ordinator are visiting each class and collecting the data of students, who are of 18 year old and have not yet registered. The forms from Tahsil office are collected, distributed, got filled by these volunteers. Different awareness lectures, workshops, competitions, activities are organized by HEI. HEI has taken the initiative for the registration of all eligible voters from the premises and community the employee of the institute takes sincere efforts for the registration of Nashik Graduate Constituency, Maharashtra State as well as various academic bodies of Savitribai Phule Pune University, Pune elections. Outcome- • Most of the eligible students got their voters id. • Student Representative Coordinators are providing Application forms to their neighbors also. • They come to know ethical and unethical practices in voting and how to avoid it. • They are freely expressing their views on Democracy, voter's rights and Responsibilities. • More students are voting sincerely.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2541	2919	2773	2755	2852

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: 128

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	87	90	92	92

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
46.79	53.56	42.04	41.39	34.74

Self Study Report of AKOLE TALUKA EDUCATION SOCIETY'S AGASTI ARTS, COMMERCE AND DADASAHEB
RUPWATE SCIENCE COLLEGE AKOLE

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The HEI follows a well- designed and well- prepared academic calendar for effective implementation of the curriculum. Time table of curricular activities such as theory lectures, practical, co- curricular activities and examination schedule is so designed in such manner that the students take part in the maximum number of activities and their personality is developed.
- The academic calendar is distributed to various departments of HEI and effective implementation is carried out by work distribution within staff of the HEI.
- Effective implementation of the curriculum is also achieved by the proper allotment of workload so that no one is overburdened and each teacher will give his/her best performance.
- The HEI is affiliated to the Savitribai Phule Pune University, Pune. The syllabus is prepared by the board of studies of university for the respective courses. The courses are taught as per the time weightage mentioned in the syllabus.
- The teachers are always updated with new and recent developments in the subject and the requirements by industry. Teacher's knowledge is upgraded through orientation/induction programs and refresher courses in the subjects. The teachers also attend and take active participation in the National, International as well as State, University level seminars, workshop, conferences of their subjects.
- The view and suggestions from the teachers actually teaching the particular subject are taken into consideration in the preparation of the syllabus by the members of board of studies through syllabus framing/ restructuring workshops organized by the University.
- The library of college is always kept updated by acquiring reference books, journals, e-resources needed for the effective teaching as per the demand of the teachers. Internet with wi-fi facility is also available in the library and college campus for easy access of resources.
- The HEI is situated in the rural and tribal area, most of the students are lacking in their basic/ fundamental knowledge in the subject. Efforts are taken to bring them up to the normal level before imparting actual syllabus prescribed by the University.
- Chalk and blackboard method is used in the classroom teaching most of the times. However, the teachers are allowed to use modern technological resources such as LCD projectors to support their classroom lectures as well as laboratory demonstrations. During COVID-19 pandemic teachers have developed e-resources such as video lectures, PowerPoint presentations and delivered lectures through ZOOM, You tube, Google meet etc. platforms.
- In addition to regular lectures, the departments in the college also organize special lectures by inviting expert teachers from the other colleges. The special lectures are arranged for the slow learner students. Different add on/ certificate courses are also conducted by various departments.
- The activities such as industrial visits, educational tours, group discussions, seminars, commerce festival etc. organized by the various departments are part of active participation of the students.

- The progress of the students is monitored by continuous internal assessment process. The internal examinations are taken, the results of the classes are analyzed and discussed in the staff meeting. The principal gives necessary guidelines and suggestions for improving the academic performance.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28

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

Other Upload Files

1	View Document
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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: 14.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
1013	289	501	119	141

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:

The HEI is affiliated to the Savitribai Phule Pune University (SPPU), Pune. The curriculum of various programs is prescribed by SPPU. Holistic development of students is the main purpose of the curriculum. HEI offers the programs that integrates the one or more cross- cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. The HEI always takes all the required efforts to implement curriculum effectively and due to these efforts above mentioned cross cutting issues are integrated successfully among the students.

As per UGC guidelines, SPPU offers compulsory credit courses for UG and PG programs as follows:

- 1) Democracy, Election and Governance: Compulsory to first year of all UG courses.
- 2) Introduction to Indian Constitution: Compulsory to first year of all PG courses.
- 3) Introduction to Human Rights and Duties: Compulsory to first year of all PG courses.
- 4) Introduction to Cyber Security/ Information Security: Compulsory to first year of all PG courses.
- 5) Environmental Awareness: Compulsory to second year of all UG courses.

Apart from these, there are faculty- wise various courses which integrates the above mentioned cross-cutting issues. HEI also provides following certificate/ value added courses which contribute to sensitizing students to cross- cutting issues relevant to the current pressing concerns both nationally and internationally:

- 1) Patrakarita: This value added course is offered by Department of Hindi.
- 2) Agricultural Marketing in India: This value added course is offered by Department of Economics.
- 3) Material Characterization Techniques: This value added course is offered by Department of Physics.
- 4) Journalism: This value added course is offered by Department of Politics.

- 5) Spoken English and Grammar: This value added course is offered by Department of English.
- 6) Tally 9 with GST: This value added course is offered by Department of Computer Science & Management.
- 7) Office Automation: This value added course is offered by Department of Computer Science & Management.
- 8) IT: This value added course is offered by Department of Computer Science & Management.
- 9) Communication and Soft Skill Development: This value added course is offered by Department of Commerce.
- 10) Import- Export Management: This value added course is offered by Department of Information and Technology.
- 11) Vermicompost Technology: This value added course is offered by Department of Zoology.
- 12) Red wine making process: This value added course is offered by Department of Wine Technology.
- 13) Introduction to Linux and Shell scripting: This value added course is offered by Department of Information and Technology.
- 14) Training on Personality Development and Soft skill: This value added course is offered by Department of Information and Technology.
- 15) Training on Processing of Wild Forest Plants: This value added course is offered by Department of Botany.
- 16) Marathi Grammar: This value added course is offered by Department of Marathi.
- 17) Dairy Chemistry: This value added course is offered by Department of Chemistry.

The HEI also organize webinars, seminars, conferences and other activities which integrates the one or more cross- cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

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: 38.92

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

Response: 989

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: 79.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
1103	1097	1135	1235	1302

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1478	1478	1478	1478	1478

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)

2021-22	2020-21	2019-20	2018-19	2017-18
739	739	739	739	739

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

2021-22	2020-21	2019-20	2018-19	2017-18
739	739	739	739	739

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: 27.32

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:

To cater the learning demands of students who are diverse in their previous knowledge, the subject interest, learning abilities and level of comprehension, institute adopted various student-centric teaching-learning methods, such as experiential learning, participative learning, problem solving and doubt solving sessions. The experimental learning is the more effective way of experiential learning. It mainly involves learning through laboratory experiments based on the concepts taught in theory, on-site experiences and, active participation in curricular and co-curricular activities. In light of this, apart from the regular laboratory course-work, the departments organize various hands-on experimental activities like- exhibitions involving demonstration, training of sophisticated instruments. The other modes used for imparting experiential learning are mainly excursions and field visits, project work, surveys, industrial visits, visits to research institutes and interaction with academic peers. Some of the departments also implemented research-based pedagogical tools for the effective TLP. The participatory learning methods encourage students to think themselves, exchange ideas, share information, learn from each-other and work together on a common problem. These methods enhance the learning abilities and experiences of students. In light of this the activities undertaken by the institute to promote participatory learning are group discussions, group-projects, mentoring sessions and organization of academic activities by group of students. The curriculum of Mathematics, Physics, Chemistry, Computer Science, Computer Applications, Economics, Commerce and Geography is based on the problem solving approach. Research and Innovation competition 'Avishkar', Intra college activity Commerce Festival, Arts Festival, CHEMAAD, RAMANUJAN help to build and prove the research-based problem-solving abilities. The final year degree curriculum has compulsory projects in some of the subjects. The students are supported to identify and select the problem for projects. After the review of literature, student prepares plan of project and approved by supervisor. Other example-Compulsory project on environment awareness. During COVID-19 pandemic, teaching and learning activities were conducted online. Because of nationwide and state-wide lockdown, institute had limitations. However, HEI organized various on-line activities through various online platforms and ICT facilities. Faculties are using ICT tools such as Zoom, GoogleMeet, GoogleClassroom softwares. Students and teachers have access of the e-resources. The lectures recorded are made available on college repository and university website, YouTube channels and Google classrooms. Online quiz, webinars, guidance talks, training/orientation programmes help them to build the learning experiences. The students are encouraged for enrolment to various courses of ISRO, NPTEL-SWAYAM through local chapter and supported by mentors. Faculties are also conducting bridge courses for slow learners that help to enhance the learning experiences of students.

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: 87.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	104	104	104	104

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: 22.25

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The assessment of student performance is an integral part of the teaching-learning process and it is regularly implemented. Being an affiliated college, HEI strictly follows the assessment norms laid down by university. The college has evolved a standard procedure for internal assessment in line with the university norms which includes continuous internal evaluation(CIE) at the department level by the teachers and the end-semester assessment of the students by the College Examination Committee(CEC). College has appointed a faculty as College Examination Officer (CEO) for monitoring the evaluation process. CEC and Grievance Redressal Cell (GRC) are playing vital role for smooth and transparent internal evaluation. CEC take care of evaluation process and GRC help in resolving the problems of students regarding the evaluations. The main components of the CIE are tutorial, home-assignment, class-test, vivo-voce, project assignments, seminars, study-tours, industrial visits, visits to educational and research organizations, field work, group discussions or any other innovative practice. The performance in practicals is assessed on the same day of the experiments. Some of the departments also conduct online tests/quizzes to assess the performance. The calendar for CIE is prepared by CEC in line with the college and university AC and published at the beginning of the term/semester. The details of the entire procedure of internal assessment are communicated to students through Principal's address, student induction programmes, credit system orientation programmes and mentoring sessions. The detailed timetable is prepared by departments and the activities are conducted towards evaluation. As a part of summative evaluation of the students, the CEC plans and conducts the end semester internal examination for all courses. The stated COs of the courses are considered along with the aspects of Bloom's taxonomy while setting the questions. Question banks are also made available to students. The marking scheme stated by the university for internal assessment is used to assign the marks. Students submit the records of internal assessment like answer books, assignment books, excursion reports and project reports. The subject wise mark lists after internal assessments are displayed on the notice board to ensure the transparency in the process before the commencement of university examinations. In case of any grievances or queries about marks, the students can apply for a grievance redressal to the concerning department as per the policy and procedure. The departments conduct re-examinations for the students who are involved in co-curricular/extra-curricular activities/sports events during the internal assessment schedules. SPPU, Pune conducts the external end-semester examinations as per the calendar. The results are declared on university website and communicated to the students through examination section. Soon after the declaration of results, the students are allowed to obtain the photo copy of answer books and they have right for revaluation/rechecking. The grievances related to external examination received from students are communicated to the university for timely redressal and to conserve the benefit of students. During the pandemic of COVID-19, the academic calendar was totally changed; all information was given to the students through the college website, Whats App groups, and social media. Online tests, projects, practical evaluations were conducted through Google form, google and zoom meeting for internal evaluation. All these procedures were completed by the examination section within the framework of the rules prescribed by the university and guidelines of the state government.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Student Performance and Learning Outcomes

The college priorities the holistic development of students-teachers and harnesses all the available means towards the achievement of its aim. All the academic programmes of our college reflect our mission to strengthen the thought process of the students and lead them towards achieving heights in their careers. Our college is affiliated to Savitribai Phule Pune University and follows the programs that the university has designed. Faculty members of the college have to define the program outcomes for each program offered by the college. Program outcomes are clearly stated and displayed on the website of the college and also communicated to the students through teaching plan , notice boards, college website and induction programmes. Soft Copies of the curriculum and learning outcomes of various programmes and courses available on the college website. The link for the same is: https://www.agasticollege.com/naac/learning_outcomes

In addition to soft copy, hard copy of the syllabus and learning outcomes are also available in the departments for reference. The assessment of students in the light of POs, PSOs & COs is done regularly that helps our faculty to know how well their students understand the various topics present in the course. The assessment of students in this way also provides a feedback that helps in strengthening the teaching-learning process at our institute.

File Description	Document
Upload Additional information	View 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:

Attainment of POs and COs are evaluated.

College is affiliated to SavitribaiPhule Pune University, Pune. Under Graduate and Post Graduate courses under faculty of Arts, Commerce And Science are offered by the institution. For all these courses, our college follows the curriculum designed by concerned university. The courseoutcomes are measured through syllabus, completion of syllabus, setting up of question paper, result and Continuous Internal Evaluation (CIE). The college regularly evaluates the attainment of Programme Outcome(PO) and Course Outcomes(CO). Formal and informal methods such as feedback system, result analysis of students in internal and university exams, classroom acivity, co-curricular and extra-curricular activities are used.

-Feedback System: IQAC collects and analys students feedback on curriculum and teaching learnig process at the end of the every academic year.

-Result analysis: With a view of PO and CO the CEC regularly analyse the final result of students.

-Internal evaluation: As per the schedule of SPPU HEI conducts unit test, pracical exam, project etc. Apart from it assignment, group discussion, debats, field visit, oral , surprise test, quiz, online test through google form etc. are conducted as a part of internal evaluation.

At the beginning of every semester, teachers convey their course objectives at the introductory stage of their respective subjects. The copies of the syllabi are kept in the departments. Further, the faculty of every subject explains the course objectives, evaluation pattern, bifurcation of internal assessment etc. to the students. At the post graduate level and undergraduate levels, the attainment of programme outcomes are measured through students' progress to higher studies. Another, measurement of attainment is students' placement in companies and institution. All the faculty members are advised to complete their courses in the time and revision is also done after the completion of syllabus. 75 percent attendance is mandatory for students to qualify their exams and internal marks will be based on this attendance. The continuous evaluation is done through regular class tests, quizzes, written assignments, group discussions and so on.

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: 74.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
614	755	589	426	425

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

2021-22	2020-21	2019-20	2018-19	2017-18
706	890	749	701	706

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: 3.93

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: 22.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	0.0	8.2	8.684	5.5

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:

As a baby is nurtured and developed into a mature and responsible person, the college has created an **Incubation and Start-up Cell** which will result in developing an entrepreneurial spirit in students. The cell is created with a motto from idea to start-up and start-up to stand-up. The cell provides facilities to nurture young firms (start-ups) during their early months or years of growth right from the idea clicked in their mind.

Being comparatively the biggest HEI in Akole Tehsil, the college has the responsibility to fulfill the needs of students and society from rural and tribal areas. Support has been extended in terms of knowledge, innovations, scientific and commerce solutions, facility of equipment, library facilities, and computers. The information about the equipment, instruments, survey reports, maps, literature, and computer facility is available on the website of the college. To assess the market conditions surveyors are made available to the students related to various fields so that the students can learn through and incubate

the ideas in their minds. This will help to generate an entrepreneurship spirit among the students. The center identifies the team of students as per type of the work to be done and accordingly, the service is provided. Collaboration and linkage with the Government and Non-Governmental Organizations (NGOs), industries, and firms are established for the student's progress. The main purpose of the establishment of the center is to attract, select, retain, and manage start-ups. The ultimate outcome of the center is to convert innovative ideas into start-ups.

In this context, the college has established 'Academic and Research Committee (ARC). ARC looks after the experimental, research, and testing facilities in terms of infrastructural facilities and resources. Innovation and Start-up Cell is helping innovators to convert their ideas into technology. Exhibition of projects and innovations, the food festival is organized in the college to promote the students. Laboratory facilities such as testing and measuring instruments and equipment are made available for the use of research activities to the college as well as outside students. Library resources such as journals, references, INFLIBNET, and DELNET help them to update recent developments in their field of interest.

Academic and Research Committee helps teachers with their short-term projects, completion of PhDs, publishing research papers, and filing patents. The college has conducted workshops on research methodology, entrepreneurship development, and IPR. Avishkar project competition encourages students to innovative projects through their ideas. The college has a research center for Geography. HEI has collaborations with academia, industries, INFLIBNET, and ISRO-IIRS program to facilitate multi and interdisciplinary research and academic activities.

Internship opportunities are made available to the students. They work as an internee for a minimum of 60 hours in the last year of their degree program. They get hands-on experience and internship/ live work experience. Lectures on entrepreneurship development have been organized for students.

The outcome of the cell is that students are starting their own start-ups, developing and upgrading their family businesses, developing their farms, and allied businesses like dairy, hatchery, poultry, etc.

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

3.2.2

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

Response: 27

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	6	3	3	3

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: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	4	0	0

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

3.3.2

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

Response: 0.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	16	7	9

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:

HEI implemented extension activities continuously to sensitize the stakeholders and the neighbourhood community with the help of National Service Scheme, National Cadet Corps, Students' Development Board and the academic departments. These activities have been gone longway towards holistic development of the students and are well recognized by the society at different levels in terms of recognitions and awards. HEI received 19 awards during last five years at different levels for the outstanding contribution.

National Service Scheme has organized activities such as the plantation of trees, CCT, cleaning of old drains for soil and water conservation in the adopted villages viz. *Kumbhephal* and *Tambhol* for the elimination of water scarcity and prevent land degradation. It is observed that the groundwater level in these villages is increased and some agricultural development observed. Simultaneously, the volunteers learned the necessity of environmental issues. They were able to experience the living conditions of rural people closely and help in solving their socio-economic problems. Through regular programs, various activities were carried out in accordance with various topics like AIDS awareness, voter awareness, cleanliness campaign, forest conservation campaign, and environment-friendly *Ganesh* idol immersion.

Training in several aspects of the military is provided to the students who are enrolled in the NCC program of HEI. In addition to this, there are a variety of additional activities, such as a campaign to enhance cleanliness, hiking, the planting of trees, a parade, and other activities, that are attempted to increase discipline and honesty among them. A great number of students have joined the Indian Army as a result of this program. In addition to this, it serves to improve the public's perception of these students in society.

Lifelong Learning and Knowledge Extension Center of HEI provided the *Sarpanchs* of the rural areas with the education and training they needed to shed light on the issues their communities are facing and work towards a solution. The college students have been given guidance through lectures on a variety of themes, such as laws, food security, gender equality, and women's health, amongst others.

Various departments like Marathi, Hindi, Geography, Physics and Physical Education have made efforts to broaden the students' academic horizons by hosting a variety of events on a regular basis.

IQAC and the authority body established *Nari Manch*, especially for girls. Girls receive training for women's empowerment through the use of this forum. *Nari Manch* dealt with the issues related to women and girls in society, including the difficulties they confront and their place in modern society. As a direct result of this, the girl students of our college have been given the necessary support to achieve success in all facets of life and to leave their mark in a number of fields of endeavor. In addition to this, other programs such as women's entrepreneurship, digital marketing, and career counseling are intended to be included in this program to enhance their employability skills.

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:

Extension activities carried out by the the stakeholders are well recognized by the society at different levels in terms of recognitions and awards. HEI received 9 awards during last five years at different levels for the outstanding contribution.

1. In the academic year 2018-2019, the Savitribai Phule Pune University honored the **"Best NSS unit"** to the Agasti Arts, Commerce, and Dadasaheb Rupwate Science, College, Akole. The title of **"Best Programme Officer"** for the year 2018-2019 was conferred to Dr. Sunil Mohate by Savitribai Phule Pune University, Pune.

2. Principal Dr. Bhaskar Shelke was awarded an **"Appreciation Certificate in the year 2021-2022"** by

Rubicon Softs Skill Development Ltd. A "**Certificate of Appreciation**" was bestowed upon Dr. Devdatta Shete by Rubicon Softs Skill Development Ltd. in the year 2021-2022.

3. In the academic year 2021-2022, HEI received the "**Second Prize**" through the **Career Katta activity**. In the year 2021-2022, the Career Katta Activity showered Prof. Sandesh Kasar with the title of "**Best District Coordinator**."

4. India's Top 50 Women Leaders in the Education Industry for the year 2020' has been conferred by The Academic Council of Ulektz Wall of Fame to Dr. Sayyad Mahejabin Dildar in 2020. Certificate of Appreciation has been given by NIF Dr. Sarvapalli Radhakrishnan **Education Excellence Award 2022** to Dr. Sayyad Mahejabin Dildar.

5. Dr. Surindar Wawale was awarded with **two** certificates **Certificate of appreciation by IIRS-ISRO Outreach Program one in 2018 and second in 2020.**

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: 166

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	40	31	35	28

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: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The mother institution, Akole Taluka Education Society, Akole and the governing council of HEI believe that the use of modern technology and effective use of infrastructural facilities are important tools for the quality improvement of stakeholders. College has developed adequate infrastructural facilities spread over an area of 18 acres (72843.41 sq. mtr.) with the inspiration from the vision-mission statement of the institute towards providing quality education. The College ensures the upgradation and optimal use of the infrastructural and ICT facilities for the effective and smooth functioning of all activities including teaching-learning, cultural, yoga, and sports activities. The total built-up area of the college is 8260.07 sq. mtr. The campus is equipped with state-of-the-art infrastructural facilities with modern amenities and advanced equipment to strengthen Teaching learning process. It includes Classrooms, Laboratories, Seminar Halls, an Auditorium, Research Laboratories, Resourceful Library, Reading Halls, Gymkhana, Play Ground, Hostel, Canteen, Health Centre, Parking facility, etc. All these facilities are placed in 11 separate building; 1. Administrative Building, 2. Arts building, 3. Library Building, 4. Science Building, 5. Commerce Building, 6. Gymkhana building, 7. Open Auditorium, 8. BBA-BCA-BCS building, 9. Ladies Hostel, 10. Guest House & 11. Canteen. The Administrative building has Akole Taluka Education Society's Office, Principal Office, Administrative Office, Registrar Office, Dept. of Commerce Computer Lab, IQAC and ISRO Cell, Chemistry, Botany, Zoology, Mathematics, Physics Laboratories. All the offices and labs are well equipped with ICT facilities, laboratory equipment, toilet blocks, common rooms, departmental staff rooms and wi-fi facilities. The Arts building has classrooms, Multipurpose hall (K.K.B. Deshmukh Hall), staff room, supervisor room well equipped with ICT facilities. Science building has ICT enabled classrooms, toilet, examination office, store room, cooler-drinking water facility, CCTV surveillance, UPS Rooms. This building is designed in such a view that it can be extended up to FIVE floors in the future. Library building is the central place in the campus. All the sections of the library are equipped with ICT facilities, CCTV surveillance. Separate stack room is equipped with book cupboards and arranged in such a way to use maximum capacity of the room. Reading hall of library is well equipped with furniture and wi-fi facility. Server Room of college is situated in the library and well maintained under air-conditioned cabin. All the internet lines, optical fibre cables from other buildings are connected in this facility. Ladies hostel is well equipped with sharing beds, common toilet, badminton court. Gymkhana is well equipped with stations, Director of Physical Education office, changing rooms, toilet. Open Auditorium is the place for all type of college activities such as annual function, yoga day celebration, college events, stage performance activities, cultural activities. It has well equipped store room, changing rooms. Canteen is well equipped with counter, tables and chairs for enjoying the food at campus. BBA-BCA-BCA building is well equipped with ICT

facilities, Computer Labs, Electronic lab and staff room. Solar Panels are installed on the rooftop of this building.

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

4.1.2

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

Response: 36.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
24.11	26.76	9.76	10.09	10.05

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:

Library is the support system for teaching-learning activities at the campus. It provides adequate knowledge resources and services to its clientele. Library is enriched with large number of reading resources along with e-resources provided by **DELNET**, New Delhi and **INFLIBNET**, Gandhinagar under **e-ShodhSindhu component – N-LIST**. Library is member of N-LIST consortium since 2011. Library is part of **DELNET** member institutions since **2021**. Library has separate building and total built-up area of the library is **8320** sq. ft.

- Library started its automation since **2005** with Windows Operating System based **INFLIBNET's SOUL 1.0** library automation software. In **2014** Library upgraded from its ILMS from **SOUL 1.0 to SOUL 2.0**.
- Open-source ILMS are giving more freedom, features, integrations with other softwares & becoming popular and having world wide large community support. Therefore from **2020** library chosen for Open-Source Integrated Library Management System – Koha 19.05 over commercial ILMS – SOUL. All the bibliographic and user data from commercial ILMS was transferred to Koha ILMS. Koha is (Linux) debian and web-based open-source ILMS with world class features, no vendor lock-ins. Koha has large community of developers and librarians. Skills required for Data migration are acquired by library staff and migrated data from SOUL to Koha.
- For Institutional repository library has chosen open-source digital library software – DSpace 6.3 and recently updated its version from 6.3 to 6.4. Both Koha ILMS and DSpace are hosted on College Campus Server and maintained by library staff. Library has signed MoU with Softech Solutions and Services, Pune and DELNET, New Delhi. Both MoU are functional.
- Koha Staff Interface Client Link & Koha User Interface (WebOPAC Link)
- Library is stocked with **34109** titles and **71301** Copies of reading material including text books, reference books, special collection on Akole Tehsil, CD-DVD, Encyclopaedia, Dictionaries, Year Books, Competitive Examination Preparation Books, Magazines, Periodicals etc.
- Institutional Repository (IR@AgastiLibrary) hosting newspaper clippings, college magazines, syllabus, old question papers, e-content developed by college faculty members.
- Library has developed separate website for providing online services to its users. Library Portal displays announcements, event photographs, information about library, e-content development facility booking, forms, open-access e-resources, Book Lists, YouTube links etc.
- To capture usage of library, library is using Koha In-Out Management system. Library footfall calculated by combining Koha In-Out Management System Data, Transactions, Online Logins to NLIST, DELNET.
- Library adopted twitter and YouTube Channel as its social media platforms to aware library users about its services, announcements, webinars, book reviews, UGC and other educational bodies messages, twits, information about online lectures.
- Apart from regular college work during COVID-19 pandemic period, librarian and asst. Librarian participated in the study material repository project announced by Savitribai Phule Pune University and worked for the development of study material repository. This repository hosts more than 100000 e-content useful for all UG and PG student admitted in affiliated college of SPPU.
- E-Content Development Studio Library started new facility in its premises. College teachers can develop e-content by using this facility. The facility can also be useful in online meetings, webinars, Ph.D. viva, attending online conference, orientation and refresher courses.

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:

Total number of computers available for office and public use on HEI is 196. Out of 196 computers, 153 are available for students. College Seminar Hall, conference room are equipped with projectors, screens and internet facility. HEI has ICT enabled classrooms, laboratories, multipurpose halls in its buildings. There are total 7 ICT enabled classrooms, 2 Halls, 5 Laboratories and e-content studio on the campus. Library, examination office, administrative office, CET centre, YCMOU Centre, Graham Bhandar has high-speed photocopying facility. Physics, Botany, Chemistry Labs are equipped with MI boards. All the buildings are connected to air-conditioned server room situated inside the library with fibre optic cables and converted media by using 10/100 media converters. All the networking components, computing machines are powered by using uninterrupted power supply units (UPS) installed on campus. Backup generator is useful for powering in case of MSEB power failure. Fibre optic cable doesn't have data loss up to 100 KM. All the building are having internal LAN and Wi-Fi facilities and connected using high quality network switches. HEI high-speed internet connectivity from Bharat Sanchar Nigam Ltd. As a service provider for internet. HEI opted for "Fibro 2500GB/Month CS66" Annual Plan of BSNL Fibre Line. The bandwidth of this plan is 200 MBPS. HEI also opted for Static IP (117.217.122.41) from BSNL so that all the web-servers including online admission system (CoreCampus), Library OPAC (Koha), Digital Library (DSpace) can be accessible over the internet. College is using proprietary CoreCampus as ERP (Enterprise Resource Planning) System for automation and management of the online admission process, examination process, library card printing, accounting, SMS (instant messaging) documentation purpose. Library Housekeeping activities are automated by using SOUL and Koha ILMS. All the Computers in the Laboratories, Library, Departments are connected using Wi-Fi / LAN.

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

4.3.2

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

Response: 16.61

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

Response: 153

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: 59.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.48	24.7	31.75	31.05	22.91

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: 71.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
1832	1895	2100	2102	1993

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: 3.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	165	79	124	91

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: 38.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
184	221	291	178	201

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

2021-22	2020-21	2019-20	2018-19	2017-18
614	755	589	426	425

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: 1.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	07	05	01	03

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: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	0	01	0	1

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: 6.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	12	09	06

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:

Agasti Arts Commerce and Dadasaheb Rupwate Science College Akole have Alumni Association which is working effectively since its establishment. Due to the excellent rapport shared by our faculties with alumni we are able to make a strong bonding and network between alumni and college. Many of them are willing to 'Give-Back' to their alma-mater as a sign of their gratitude and affinity towards the institution in the format of their knowledge and skills that they have learned in this huge college. That's why there is a registered Alumni Association that contributes significantly to the development of the college through financial and/or other support services Response: Institute has a registered Alumni Association named "**Agasti Kala Vanijya Va Dadasaheb Rupwate Vidnyan Mahavidyaly Maji Vidyarthi Sangh Akole, Tal-Akole, Dist-Ahmednagar**" with Registration No. **Maharashtra. 580/2020/Ahmednagar**

The main objectives of Alumni Association are to:

- Create a strong network between Alumni and College.
- Create a strong network for Alumni progression as well as student's progression.
- To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them.
- To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni.
- Maintaining the updated and current information of all Alumni.

It has been functioning as a supportive and mentors unit for the college. Alumni of the college are working in various prominent positions in the leading organization in various fields like industry; academia, non-government organizations, social workers, political leaders, etc. They are spread over different parts of the country and abroad. It has been consistently contributing to the upliftment of students through their guidance, mentoring, and opportunities and in turn to the overall development and reputation of the college. Meetings of the executive body are held regularly. Current office bearers of the Alumni Association comprised of eleven members. Shri. Nitin Uttamrao Godase acts as the president of the association.

Activities conducted:

1. Alumni meet

2. Alumni Guidance Talks on career opportunities.
3. Feedback on infrastructure, teaching-learning process, and skills development program.
4. Research guidance and assistance.
5. Students Donated Books
6. Donation: College has received direct and indirect funds of Rs.1,05,931/-

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The HEI was established in the month of July, 1974. It was established as a result of a long-pending demand from local population for a centre of higher learning in this area. It was this collective demand of the people that prompted some far-sighted social and political workers to get together and work for the realization of this demand. A very notable feature of this collective enterprise was that people from all political parties came together to work for achieving this aim, keeping aside all their political differences. The HEI thus has very apolitical and constructive base right from the beginning.

Vision of the HEI is to educate each and every student living in the remote corners of tribal area and the vision is that no student need to go outside for graduation as well as post-graduation as we provide everything under one roof and for that we have arts, commerce and science programmes in UG and PG.

The HEI is working according to the following motto and objective.

Motto of the College: - The motto selected for the Sanstha has been chosen with great care. It is in Sanskrit which says **श्रीः कृते भवति** | It is quite similar to the meaning of the well-known English proverb **“Fortune Favours the Brave.”**

The motto reflects the zeal and enthusiasm with which the founders started the Sanstha. "Shree" in Sanskrit has multiple meanings. The English word "Fortune" does not convey all the shades of meaning contained by "Shree". The motto may appear to be a religious saying to the believers but it has social and educational implications also.

The motto has always been a source of inspiration for the Sanstha. The Sanstha is not backed by wealthy donors, industrialists or a sugar baron. But this has not hampered our progress. It is matter of pride for us that the first ever deposit, to be made, a sum of one lakh rupees came from the humble donations made by the workers on the "Employment Guarantee Scheme" in the area in 1972, a rupee each. One is reminded of the great educationist late Karmaveer Bhaurao Patil, who preferred to get a rupee each from crores of donors to getting a crore from a single rich person. The success story of the Sanstha manifest in the present infrastructure of the college, its buildings, various faculties, departments, other institutions like ITI, MBA, MCA, Polytechnic and the secondary school wings, all speak highly of the Sanstha's firm belief in its motto of **श्रीः कृते भवति** |

Aims and Objectives:-

The aims and objectives of the college are well- documented in the Constitution of the Akole Taluka

Education Society. Broadly speaking the college aims at:

1. Providing education to all the poor, needy, rural, tribal and backward students residing in this area.
2. Providing education to girls in this Taluka who otherwise would have been deprived of the opportunities of higher education.
3. Making the students aware of the modern world and its manifold problems by arranging various lectures on various topics- by eminent scholars and experts in their respective fields.
4. Raising awareness about the environment protection with help of NSS and NCC activity.
5. Giving education to all students and update the knowledge.

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:

A perspective plan for the duration of 2017 to 2022 was prepared and uploaded on the website of HEI. The recommendations from previous accreditations, various stakeholders, SWOC analysis, are considered for the preparation of perspective plan. The HEI follows the rules and regulations laid down by the UGC, Govt. of Maharashtra and affiliating university. College Development Committee (CDC) is the apex body having members from Governing Body, representatives of teachers and non-teaching staff, nominated members, student representatives and Principal as member secretary. The Principal is academic and administrative leader of the HEI. The backbone of the HEI is IQAC for quality education and it is comprised of the Principal as Chairman, teachers, non-teaching staff, and nominated members of the Alumni Association, local bodies, industry members and student representatives. The office staff includes a Registrar, Senior Clerks, Junior Clerks, Stenographer, Accountant, Store-Keepers, Laboratory assistant, Laboratory attendants, peons, sweepers, watchmen who works under the supervision of the Principal.

The senior faculty members play an important role in the quality education system. They are given the various responsibilities of their respective departments. Principal nominates a senior faculty member as a head of the faculty. The HEI authorities provide freedom and opportunities to each of the faculty members to plan and implement the various academic, extracurricular and extension activities through

various committees, which helps to enhance and maintain the quality at all levels properly and effectively. The students' representatives are nominated on various academic and extracurricular committees related to the students. A proper hierarchy is maintained to implement the policies and plans for development of the HEI.

The college development committee and IQAC are fully involved in academic and administrative progress.

Service Rules:

The rules and regulation of the affiliated university, UGC and the government of Maharashtra regarding the service rules are followed strictly.

Procedure for Recruitment:

The recruitments of all the HEI posts- the permanent posts (Grant-in-aid) and temporary posts (Non Grant) and C.H.B. are done by the parent management as per the norms and procedure laid down by the UGC, Government of Maharashtra and affiliating University.

Procedure for Promotion:

Promotion to the faculty is given according to the directions and the CAS rules of the parent Savitribai Phule Pune University, Pune, UGC and the Government of Maharashtra.

Grievances Redressal Mechanism: The HEI has a Discipline Committee, Anti-Sexual Harassment Committee, Anti-Ragging Committee and Grievances Redressal Committee for the timely redressal of the grievances of the students and the faculty members.

In summary, the HEI adheres to the rules and regulations laid down by the UGC, Govt. of Maharashtra, and the affiliating university. College Development Committee is the apex managing body which consists of the members of the parent management, representatives of teachers and non-teaching staff, nominated members, students' representatives and the Principal as an ex-officio member. The Principal is academic and administrative head of the HEI. The IQAC is backbone of HEI for quality education and it consists Principal as a Chairman, teachers, and non-teaching staff, nominated members of the Alumni Association, local bodies, and members from the industry and student representatives.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal system: The HEI has developed its own performance appraisal system for the staff so that the multiple activities of the staff are properly evaluated. The college has 04 Professors and 06 Associate Professors.

Following strategies are used in these appraisal systems.:

- Each teacher has to submit a self appraisal form at the end of the academic year.
 - In the various meetings of the various departments and committees the teachers have to make oral or written report about the work assign to them.
 - The Principal maintains record of the teacher performance in the form of confidential report of the individual teacher.
 - For placement in upper scale teachers have to make a performance report according to guide line given by UGC which is called API.
- Welfare schemes for teaching and non teaching staff:-**

- There are various welfare schemes available for staff and most of staff has benefitted from such schemes in last four years. Every permanent employee gets the benefit of pension scheme after retirement as per Govt. rules. Provident fund account of each employee is maintained by the college authority. The PF is given to the employee at the time of retirement. The employee can also draw loans/withdraw partial amount from the PF for emergency like serious illness, daughter marriage etc. In case of serious illness and major operation the employee can avail of medical leave as well as medical reimbursement.
- The college provides a facility of payment of installment for insurance policies, educational loan, housing loan etc. of the employee from his salary. The institute has motivated the employee to establish cash credit society which provides them loan for various purposes. The infrastructure for the staff credit society has been provided by the institute. Various consumer goods are made available at reasonable prices to the staff through Student Cooperative Store.

Following steps are taken for the professional development of teaching and non teaching staff:

- Encouraging teachers to complete research degrees like M.Phil. and Ph.D.
- Encourages teachers to complete orientation, refresher and short term courses.
- Teachers are encouraged to participate and organize seminars, conferences and workshops in their respective fields.
- Financial help is made available through FIP and similar schemes.
- Publication of books, research articles and presentation of research papers in reputed journals is encouraged and appreciated.
- Infrastructure facility like library and laboratory are provided to researchers.
- Non teaching staff is encouraged to attend various programmes and develop their technical skill.
- Updated software is provided to non teaching staff and opportunity of upgrading their skill is provided.
- To develop skills of non teaching staff the college shuffles their position every year and gives them chance to work in another department so that they can develop multiple skill related to various departments.
- Each teacher is assigned work as per his individual skill and specific specialize knowledge so that he can get on the job training.
- Training of faculty in the use of different analytical instruments for the science faculty teachers.
- Opportunity provided for ICT training for access to information.
- Arranging special lectures by outstanding academics and scientists to motivate teachers for innovation in their respective field.

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: 12.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	14	21	19

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 2.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	01	04	02	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	34	35	33	37

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 HEI follows well- defined policies and strategies for the mobilization of funds with transparent financial system.

Mechanism for mobilizing financial resources:-

The HEI has following mechanism to monitor effective and efficient use of available financial resources.

In the CDC meetings budget and expenses are discussed and proper allocation of budget is made for necessary matters. In the meeting of top management also the proper utilization of financial is discussed. Purchase committee monitors the expenditure of financial resources in a proper way.

Mechanisms for internal and external audit:-

The HEI has a yearly auditing system of accounts as per standard practices according to Government and University rules. The institution has appointed a certified internal auditor for looking after internal audit process. The last audit was carried out in May 27, 2014. There is no any audit objection during the audit. The external auditing is carried out by Director of Higher Education, Pune. The college gives all cooperation whenever the external auditing team visits the college.

Sources of institutional receipts/funding:-

The major sources of institution receipts are as under

- Salary grants allocated by Government.
- Special grant made available by UGC.
- Fees collected from students.
- Financial aid from University
- Donation from well Wishers

The institute has follows the rules and regulation and getting funds from the various sources.

The institution has following mechanism to monitor effective and efficient use of available financial resources.

In CDC meeting budget and expenses are discussed and proper allocation of budget is made for necessary matter.

The HEI has a yearly auditing system of accounts as per standard practices according to government and university rules. The institute has appointed internal auditor for looking after internal audit process to ensure each and every financial transaction. External auditing is carried out by B.G. Tak Company Sangamner, which is appointed by (A. T.E.S) Akole Taluka Education Society.

During the audit, the following things are audited.

- 1) Receipts and payments.
- 2) Expenditure on infrastructure.
- 3) Liabilities and assets

Sources of funds are as follows:

- **Fees:** Fees charged as per the university and government norms from students of various granted and self-financed courses.
- **Salary Grant:** The College receives salary grant from the State Government. For this, we prepare and send an annual budget of the estimated salary grant required to the state government. This grant includes salaries of the Full Time Permanent teachers and nonteaching staff as well as part-time teachers working on granted posts.
- **Scholarships:** Scholarships and Grants for students from different departments of both state and central governments.
- Funds from University for conducting examinations
- Funds provided by the management
- Income from self-financing courses.
- We received fund from Stakeholders, non-government bodies, individuals and Philanthropists.

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 HEI has always emphasized quality improvement for achieving excellence in higher education. Hence HEI established IQAC on 01/07/2005. The IQAC continuously involved in the steps including the quality of teaching- learning process. At the beginning of the academic year academic calendar is prepared, displayed on college website and circulated to all the faculty members. Academic calendar of examination is also prepared separately. Feedback about curriculum from all stakeholders is collected through questionnaires. Student satisfactory survey is also conducted at the end of academic year.

The HEI conducted academic and administrative audit (AAA) of each department through IQAC to improve the quality of education. AAA includes research publications, extension activities, collaborations, innovative activities, best practices of the department, ICT based activity, seminar, workshops organized by the department and minor and major research projects, Academic results, Preparation of academic calendar and formation of various committees,

Collect and Analyze feedback from various stakeholders,

The internal quality assurance is maintained through mechanism like periodic meetings of various departments. The principal also ensure quality performance through his suggestions to the teaching departments and individual teachers.

Academic and Administrative Audit (AAA) was successfully completed with the help of external agency SP Pune university & JDHE Pune in presence of internal administrative authority principal & IQAC co-ordinator.

Curriculum Development:

The teachers participate in syllabus framing workshops organized by the various colleges. Field visits, study tours and individual visits are arranged for the teachers and the students. Workshops and seminars are arranged in the HEI for the teachers.

Examination and Evaluation:

The result of the classes are analyzed and discussed in the meeting of the Heads of the Departments and college development committee. Slow learners in the college are given special attention by the faculty. Extra lectures and special counselling sessions are arranged for the benefit of such students.

Teaching and Learning:

To promote a successful teaching and learning environment, each faculty member of the HEI creates semester and subject-specific teaching plans and submits them to IQAC at the start of each academic year. Arranging and organizing expert lectures and group discussion for the benefit of the learners.

Industry Interaction / Collaboration:

The HEI has collaborations with industries to get guidance about career oriented courses and better career opportunities for students in different fields.

The IQAC cell of the HEI works towards improving and maintaining the quality of education, identifying and suggesting new ways of using technical aids, developing the suitable infrastructure and suggestion for the self-finance courses.

IQAC runs various activity such as

- Placement support
- Counselling and mentoring of students
- Induction and training of teaching and non-teaching staff.
- Interaction with industry,

- Tanishaka
- Equal opportunity cell (Divyangjan),
- Vaccination
- Nari Manch
- Gender sensitization
- Career Katta

- National seminars
- Certificate courses
- Collaboration with others MoU
- Activities empowering girl students like defence, skill development, outreach programmes
- AAA, Quality, Green, Energy and Gender Audits
- Preparation of Action Plan
- Alumni engagement
- Research and development

The IQAC has an effective and efficient internal coordinating, enhancing and monitoring mechanism. The sub- committee dealing with the various activities and department implement the IQAC guidelines and report the feedback.

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

- The HEI was initially founded in the year 1974 with the primary intention of delivering education to girl students as well as rural and tribal students. The institution's mission statement has, from the very beginning, included a focus on educating female students as one of its primary goals. The organization's creator believed that if it weren't for this girl student program, girl students would never have the opportunity to complete their higher education.
- The practice of treating women and men in an equal manner is referred to as gender equity. It is essential, for the sake of fairness, that there be readily available tactics and procedures to compensate for the historical and societal disadvantages that women have faced throughout history and that hinder women and men from otherwise competing on an equal playing field.
- The following policies and procedures are put into effect in order to advance gender equity in HEI:
- **Priority/ Reservation for girls:** It has been the policy of HEI to give admission to girl students on a priority basis. The reservation policy of 33% for the girl students is strictly followed in the admission process. Bright girl students are given special attention and they are encouraged to go for higher education (PG / Ph.D.). Socioeconomical background girl students are provided financial helps through various scholarships and priority in schemes like Earn and Learn.
- **NariManch:** It is a special association established for instilling the value of women equality. This association aims at empowering women by making them aware about legal rights. It also helps them to fight against social evils like female foeticide, dowry practice, sexual discrimination/ assault etc.
- **Nirbhaya Kanya Abhiyan:** The HEI is in forefront in implementing the activity Nirbhaya Kanya Abhiyan. This activity is useful to develop courage, confidence and defensive skills among the girls. The girl students are promoted to participate in the activities like NSS, NCC etc.
- **Tanishka:** This activity also aims at women liberation and empowerment. In this activity lady teachers adopt girl students and take the responsibilities for regular interaction and continuous counselling of these girls. If some girl students have any specific problems, are solved in the best possible manner. If necessary, communication with the parents of girls is also made. The guest lectures of different eminent personalities are arranged. The activities like singing, dancing, hairstyle making, healthy diet plan, introduce yourself, etc. are also conducted for girl students.
- Necessary facilities available exclusively for the girl students:

1. Girl's washroom
2. Sanitary Napkin Vending machine
3. CCTV cameras
4. Student facility centre
5. Wheelchairs for handicapped students.
6. Separate section for girls in the canteen.
7. Reading room
8. Girls common room.

- Safety and security: CCTV cameras are installed at different places in the HEI campus as well as classrooms and laboratories. Security guards are deputed at the entrance of the college. The teachers are also vigilant about the safety and security of the girl students. The total campus of the college is covered with wall compound. Every year 'Grievance and discipline committee' is formed to take care about the safety and security.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Agasti Arts, Commerce & Dada Sahebrupwate Science College, Akole plans and conducts a number of events that encourage an environment for moral, cultural, and spiritual values among the students and staff in order to create the next generation will be noble in attitude and morally responsible. Memorable days are celebrated on campus with the initiative and assistance of the administration to promote not just happiness and joy but also a sense of unity and social peace among the faculty, students, and staff.

The college has established various cells including Language Association, Science Association, Statutory cells, framed the policies for the functioning of the institute as well as the conduct of programmes including extension and outreach activities. The constitutional obligations are addressed to the students

and staff through various programmes in context with their duties and responsibilities towards building our nation. The programmes organized as per the planning in the academic calendar as follows:

1. Cultural program: Every year republic day and Independence Day of India is celebrated *to commemorate the sacrifices of our freedom fighters and remember the importance of our independence.*
2. **Linguistic event:** Marathi Rajyabhasha din, Marathi Rajyabhasha Savrdhan Pandharavad, Marathi bhashaguarav din, Hindi Diwas samaroh days are celebrated by Department of Marathi and Hindi to commemorate the importance of our regional and National Language.
3. **Communal socioeconomic events:** Blood donation camp, tree plantation, World AIDS day, International yoga day, Swachhtaabhiyan, Clean India mission, National disaster day, National unity day, Environment day are celebrated by NSS department to aware students towards their social responsibility.
4. International Women's Day is celebrated by Naari-manch to empower women every year.
5. NCC department conduct social service and community development activities.
6. Commerce department and equal opportunity cell celebrates Handicapped Day.
7. Every year Department of Geography celebrates Geography Day.
8. To celebrate our freedom fighter and leaders Department of Marathi conduct Karmveerbhaurapatiljayanti, Chatrapatishivajimaharajjayanti, Dr. Babasaheb Ambedkar mahaparinirvan Din, Savitribai Phulejayanti, Mahatma Phulejayanti.
9. During covid-19 Department of Health service organized Covid prevention vaccination program for students and staff.
10. NCC department conduct 1 week program AtmaNirbhay Bharat Abhiyan in year 2020 to make new generation self-independent.
11. From 15/08/2020 to 2/10/2020 department of NCC organized Fit India Online Campaign (Run for Freedom)
12. To sensitize the student about the importance of participation in an electoral process to ensure a responsive, accountable and democratically elected government Department of NSS conduct National Voter Awareness program.
13. Department of philosophy and logic celebrate world wetland day.
14. BOS and Political science department celebrate Constitution day and Jalshakti Abhiyan.
15. Festival like Ganshmurti Visarjan celebrated by department of NSS by adopting Ganesh idol and nirmalyadan in order to safeguard environment. Its pilot project of our college in SPPU & afterwards, it has been adopted by SPPU & implemented in all other colleges.
16. NCC department celebrate 26/11 Soldier's Martyr, constitution Day and NCC day.

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

7.2 Best Practices

7.2.1

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

Response:

01. Scholarships for Disadvantaged students

Title: Scholarships for Disadvantaged Students

Objectives of the Practice:-

1. To support the needy and poor students from different segments of society in Akole taluka.
2. To 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 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/-

Year	Name of the Government/Non-Government	Number of students benefited	Amount
2017-2022	Schlo.OBC	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.

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 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 share 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.

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:

Lord Ganesha idol Donations and Nirmalya Collection

Agasti Arts, Commerce, and Dadasaheb Rupwate Science College, located in Akole, Maharashtra, have dedicated themselves to serving the needs of society, particularly in the tribal area where the college is situated. The college's motto, "SahaseSreehiPrativasati," meaning "fortune favors the brave," reflects its commitment to nurturing individuals with transformative potential and a resolute mindset.

At the core of the college's mission is its institutional social responsibility, which focuses on social commitment and the enhancement of students' skills for sustainable development and environmental protection within the local community. With this responsibility in mind, the college organized a program during Ganeshotsav, a festival widely celebrated in Maharashtra.

Ganesh Chaturthi, also known as Vinayaka Chaturthi, marks the birth of Lord Ganesha, one of the most revered deities in the Hindu pantheon. It is a time of great joy and festivities, with elaborate decorations, traditional rituals, and the immersion of Ganesha idols in water bodies. However, this joyful celebration often leads to severe environmental consequences, particularly in the form of water and air pollution.

Traditionally, Ganesha idols are made of Plaster of Paris (POP), a non-biodegradable material that takes a significant amount of time to dissolve in water. As a result, these idols accumulate in water bodies, causing pollution and disrupting the delicate balance of aquatic ecosystems. Additionally, the idols are often adorned with paints containing heavy metals like lead and mercury, which further contribute to environmental degradation and pose health risks.

To address these challenges and protect the environment during the festival, the students of the National Service Scheme (NSS) department at Agasti College actively participate in the 'Ganesh Visarjan' activity. They encourage the public to donate both public and household idols at designated collection centers, emphasizing the importance of using eco-friendly materials and promoting responsible practices.

In the Pravara riverbed, which runs through the town of Akole, a significant number of Ganesha idols and Nirmalya (organic offerings) are immersed by devotees. Every year, the NSS students diligently collect these idols and Nirmalya to prevent their harmful impact on the water bodies. The collection efforts have been substantial, with hundreds of idols and trolleys of Nirmalya collected each year, involving the participation of numerous students. (e.g., Volunteers collected 600 idols and 08 trolleys Nirmalya in 05th September 2017. Total 70 students are participated. 23rd September 2018 our college NSS students collected 800 idols and 04 trolleys Nirmalya. Total 60 students are participated.)

The environmental impacts following Ganesh Murti Visarjan are significant and multifaceted. Decoration materials disrupt the natural flow of water, while POP idols release harmful chemicals that pollute the water and disrupt aquatic life. The paints used on the idols contain heavy metals, posing serious health hazards and causing long-term environmental damage. Organic waste, such as flowers, leaves, and garlands, increases the amount of floating suspended matter in the water, affecting its quality. Furthermore, polythene bags and plastic items leach harmful chemicals into the water, harming aquatic life and adding to the overall pollution. The food offerings and diyas used during the festival contribute to the water's oiliness, greasiness, turbidity, and unpleasant odour.

Immediately after immersion, the water quality in the river deteriorates significantly. The oxygen levels

drop by approximately 50%, while the acid levels rise alarmingly. As a result, many fish and other aquatic species die, leading to further disruption of the ecosystem. Additionally, the stagnant water becomes a breeding ground for mosquitoes, posing a health risk to the surrounding communities.

In response to these challenges, the NSS students of Agasti College, Akole, take a proactive approach by collecting the Ganesha idols and Nirmalya from the river basin and handing them over to the Nagar Panchayat. To ensure proper disposal and efficient waste management, a separate container is designated for the collection of organic offerings, which can be utilized for composting. The idols and Nirmalya are treated with reverence by the Nagar Panchayat, who bury them in a pit and utilize the organic materials to create compost. This process not only reduces water pollution but also promotes sustainable waste utilization.

The NSS students of Agasti College have undertaken the crucial task of raising awareness about the practice of immersing idols in artificial ponds as an eco-friendly alternative. However, the introduction of this practice faced initial resistance from the public, who favoured the immersion of idols in the river as a traditional practice. The NSS students effectively addressed these concerns by educating the public about the deleterious effects of idol immersion in the Pravara River. They emphasized the need to use non-POP Ganesha idols and avoid plastic bags for the Nirmalya, thereby preventing river pollution and promoting a more sustainable approach to the festival.

The commendable efforts of the NSS students, along with the support of the police, Nagarpanchayat members, and local villagers, have garnered recognition and appreciation. People willingly donated idols and Nirmalya, acknowledging the importance of environmental protection and the significance of responsible actions.

Recognizing the impact and success of this initiative, the SPP University, Pune has called for its implementation in all colleges, aiming to create a widespread movement towards eco-friendly practices during festivals. By collecting and properly disposing of organic materials released during Ganesh Visarjan, particularly in the Pravara River, this activity significantly contributes to the prevention of water pollution and the preservation of local water bodies. Furthermore, through various awareness programs, the NSS students of Agasti College strive to instill a sense of environmental consciousness among the public, encouraging responsible actions and fostering a cleaner and healthier environment for future generations.

In conclusion, Agasti Arts, Commerce, and Dadasaheb Rupwate Science College, Akole, have taken up the responsibility of serving the needs of society and promoting sustainable development. Through their efforts during Ganeshotsav, they aim to mitigate the adverse environmental impacts associated with the festival by encouraging the use of eco-friendly materials and responsible practices. By collecting idols and organic offerings, promoting waste management, and raising public awareness, the students of Agasti College set a commendable example of how educational institutions can contribute to environmental protection.

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

5. CONCLUSION

Additional Information :

Agasti Arts, Commerce, and Dadasaheb Rupwate Science College, situated in the tribal area of Sahyadri range, apart from adversities, is committed to the quality education to Adivasi students, especially for girls.

- Academic Activities are carried out according to the Academic calendar prepared in the beginning.
- The college has its own policy teaching-learning and evaluation in line with university norms.
- Qualified and motivated Faculty engaged in Experimenting, innovating, and trying different methodologies, field visits, LBD, ICT-based teaching, and Blended learning.
- Counseling regarding admission, earning credits, information about practicals, exams, and grievance mechanisms.
- Faculties are encouraged to keep themselves abreast through CBP.
- Overall development of students through outreach programs like NSS, NCC, SDO, Nari Manch, Nirbhay Kanya Abhiyan, Tanishka, and Gandhi Vichar.
- Special attention is given to the girl students as they are hesitating to come forward.
- Extension activities are conducted all year through viz. Orientation, Library orientation, different workshops, seminars, and lectures on Research Methodology, IPR, and Entrepreneurship development.
- Skill development through Certificate Courses, hands-on training workshops, live experience through industrial visits, and internship opportunities.
- ICT based teaching-learning
- Extensive opportunities through Sports, representation, host ship in Sports representing University.
- Overall development and credits earning opportunities through NCC and NSS.
- Best Practices- College has so many best and distinctive practices.

Like Tanishka- Mentoring & Empowering Women, Scholarships from GO and NGOs like HPCL, FOC, Health Association, Alumni Association, e-content development (ILR), Kareer Katta, Savitriyoti Abhiyan, Com fest, Arts Festival,

Concluding Remarks :

Out Comes- As per norms of NEP, HEI pays attention towards OBE. The outcome of all efforts put in by the Management, Principal, faculty, administration is pronounced through its results.

The vision of imparting quality education to each and every stakeholder from tribal area has been accomplished to 99%. The number of girl student availing education is increasing marvelously. Employability concern can be seen achieved to large extent. Students have not stopped education here, the life long learning value has been inculcated as they are progressing further for PG, MBA, MCA, Ph.D., NET/SET.

Outcomes are-

1. Students are outgoing for higher education like MBA, CA, CS, and CFA, Ph.D.
2. The students are at abroad either for further education or for the job.
3. Girl students are representing the College at the state, University, and National levels in NSS, NCC, Sports, and other activities like Nirbhay Kanya Abhiyan, debating, and dancing.
4. Student recruitment in Armed forces, SRP, and Police.
5. Deputation in Administrative services through Competitive services like MPSC, UPSC
6. Deputation of students in the Banking sector, co-operative sector, and education sector.
7. Students have started their start-ups.
8. Students are successful entrepreneurs and many are connected with the college, representing in Alumni Association.
9. Girls have started their beauty parlor, Yoga Centre, Rope and Mallakhamb Centre, and Health fitness Club; some are taking Wedding Mehendi, and make-up orders.
10. Students have started their 'Event Management Centers' like hospitality, grocery distribution.
11. Started Student Facility Centers. for a scholarship, and competitive exam.
12. Students are earning through WFH (Work from Home) opportunities.
13. Started writing blogs, earning through YouTube Channel, and running News channels.
14. Representing in the political field.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 37 Answer After DVV Verification :28</p>																				
2.4.2	<p>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)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>42</td><td>41</td><td>40</td><td>36</td><td>32</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>22</td><td>21</td><td>21</td><td>19</td><td>18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	42	41	40	36	32	2021-22	2020-21	2019-20	2018-19	2017-18	22	21	21	19	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
42	41	40	36	32																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	21	21	19	18																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>7</td><td>4</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>5</td><td>4</td><td>0</td><td>0</td></tr></table> <p>Remark : Other papers are not published in the UGC CARE Journals or Scopus or WoS</p>	2021-22	2020-21	2019-20	2018-19	2017-18	16	7	4	0	1	2021-22	2020-21	2019-20	2018-19	2017-18	16	5	4	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	7	4	0	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	5	4	0	0																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers</p>																				

in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	16	7	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	16	7	9

Remark : One paper has not published with ISBN or ISSN during the year 2021-22

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

Answer before DVV Verification :

Answer After DVV Verification :12

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1843	1895	2094	2102	2276

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1832	1895	2100	2102	1993

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	165	79	131	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
78	165	79	124	91

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
183	222	296	185	203

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
184	221	291	178	201

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
706	890	749	701	706

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
614	755	589	426	425

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	07	05	01	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	07	05	01	03

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	01	01	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	0	01	0	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
213	115	444	256	309

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	12	09	06

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	01	04	02	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	01	04	02	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	33	35	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	34	35	33	37

Remark : as per the documents

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>95</td><td>89</td><td>102</td><td>94</td><td>94</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>93</td><td>87</td><td>90</td><td>92</td><td>92</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	95	89	102	94	94	2021-22	2020-21	2019-20	2018-19	2017-18	93	87	90	92	92
2021-22	2020-21	2019-20	2018-19	2017-18																	
95	89	102	94	94																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
93	87	90	92	92																	