



YEARLY STATUS REPORT - 2022-2023

| Part A | |
|--|---|
| Data of the Institution | |
| 1.Name of the Institution | Ashoka Center For Business And Computer Studies |
| • Name of the Head of the institution | Dr. P. A. Ghosh |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02536689561 |
| • Mobile No: | 7722032362 |
| • Registered e-mail | acbcснаac@gmail.com |
| • Alternate e-mail | principal.acbcснаaef.edu.in |
| • Address | Nandanvan Estate, Near Chandsi Village, Anandwalli, Gangapur Road, Nashik |
| • City/Town | Nashik |
| • State/UT | Maharashtra |
| • Pin Code | 422013 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated |
| • Type of Institution | Co-education |
| • Location | Rural |

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|--|---|-------------|-----------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Savitribai Phule Pune University | | | | |
| • Name of the IQAC Coordinator | Mrs. Pratima Jagale | | | | |
| • Phone No. | 9595984218 | | | | |
| • Alternate phone No. | 02536689561 | | | | |
| • Mobile | 9860367467 | | | | |
| • IQAC e-mail address | acbcsnaac@gmail.com | | | | |
| • Alternate e-mail address | principal.acbcs@aef.edu.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://acbcs.edu.in/up-images/downloads/upFile_0-aqar-2122-64e05da268020.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://acbcs.edu.in/up-images/downloads/upFile_0-612calendercommittee-listwebsitecompressed-65b4e65b5deab.pdf | | | | |
| 5.Accreditation Details | | | | | |
| | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B+ | 2.55 | 2019 | 04/03/2019 | 04/03/2024 |
| 6.Date of Establishment of IQAC | | | 14/08/2017 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| | | | | | |

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|--------------------|--|-----------------------------|--------|
| Institutional 1 | Eureka Competition | ESDS Software Solution Ltd. | 2022 | 64000 |
| Student Development Cell | Earn And Learn | Savitribai Phule Pune University, Pune | 2022 | 18877 |
| Institutional 1 | Nirbhay Kanya | Savitribai Phule Pune University, Pune | 2022 | 6943 |
| Institutional 1 | NSS | Savitribai Phule Pune University, Pune | 2022 | 64100 |
| Institutional 1 | QIP | Savitribai Phule Pune University, Pune | 2022 | 161000 |

| | | | |
|--|---------------------------|--|--|
| 8. Whether composition of IQAC as per latest NAAC guidelines | Yes | | |
| <ul style="list-style-type: none"> Upload latest notification of formation of IQAC | View File | | |
| 9.No. of IQAC meetings held during the year | 6 | | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | | |
| 10. Whether IQAC received funding from any | No | | |

| of the funding agency to support its activities during the year? | | | | | | | | | |
|--|---|-----------------------|----------------------------|---|---|---|--|---|--|
| <ul style="list-style-type: none"> If yes, mention the amount | | | | | | | | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | | | | | | | | |
| <p>1] Organized one Week National Level FDP on "Journey Towards Excellence through NEP & NAAC Accreditation" in collaboration with IQAC Cluster, India from 12th Sept. 22 to 17th Sept. 22 2] Organized Faculty Induction Program on 16th and 17th August 2022. 3] AAA Audit conducted on 4th August 2022. 4] ACBCS provided value added courses like Managerial skills for Employability, Data Analysis using excel, Android Development, Project based learning using Java, Vedic Mathematics Basic to Advance with approval of Savitribai Phule Pune University, Pune. 5] Prepared Institute Development Planning (IDP).</p> | | | | | | | | | |
| 12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="67 898 783 976">Plan of Action</th> <th data-bbox="783 898 1481 976">Achievements/Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="67 976 783 1088">Completion of AQAR Process</td> <td data-bbox="783 976 1481 1088">Successfully uploaded AQAR 21-22 on NAAC Portal</td> </tr> <tr> <td data-bbox="67 1088 783 1536">Conduction of Academic And Administrative Audit (AAA)</td> <td data-bbox="783 1088 1481 1536">1] ACBCS conducted AAA to understand the existing system and assessed the strength and weaknesses of the departments and administrative units for improvements. 2] AAA evaluated optimum utilisation of financial resources. 3] AAA suggested methods for continuous improvement.</td> </tr> <tr> <td data-bbox="67 1536 783 2080">Promotion of Research through State Level Competition Eureka</td> <td data-bbox="783 1536 1481 2080">The basic objective of ACBCS to make the students thinker and help students to explore themselves at global level by solving various problems at local/ national/ international level. India with number of young & innovative minds is looking to be a global leader in research and innovation. We at ACBCS are committed to give our contribution in this national</td> </tr> </tbody> </table> | Plan of Action | Achievements/Outcomes | Completion of AQAR Process | Successfully uploaded AQAR 21-22 on NAAC Portal | Conduction of Academic And Administrative Audit (AAA) | 1] ACBCS conducted AAA to understand the existing system and assessed the strength and weaknesses of the departments and administrative units for improvements. 2] AAA evaluated optimum utilisation of financial resources. 3] AAA suggested methods for continuous improvement. | Promotion of Research through State Level Competition Eureka | The basic objective of ACBCS to make the students thinker and help students to explore themselves at global level by solving various problems at local/ national/ international level. India with number of young & innovative minds is looking to be a global leader in research and innovation. We at ACBCS are committed to give our contribution in this national | |
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| | <p>mission through EUREKA State level competition in collaboration with ESDS Software Solution Ltd. This competition is challenging students to dare to think different. The objectives of this competition were :1]To bring out creative Ideas from students.2]To inculcate research culture among students.3]To encourage original and novel thinking.4]To provide an opportunity for expression of ingenious thoughts.5]To explore the active student centered paradigm of education. The Competition gave great opportunity to Express Ideas. 100 Participants are there from various states of Maharashtra. It made participants to think differently.</p> |
| <p>Collaborations</p> | <p>For Student Training ACBCS signed two MOUs in this academic year. One with V Analytics Pvt.Ltd,Nashik and second with Sumago Infotech, Nashik. Under these mou various expert sessions were conducted for students. We have conducted State Level Innovative Idea Eureka Competition in collaboration with ESDS Software Solution Ltd.</p> |
| <p>Alumni Connect</p> | <p>1]Alumni Talks Series was an initiative of ACBCS Alumni Cell to bridge the gap between alumni and current students. Through this platform students were updated with current market trends and happening in industry through domain of respective alumni. These Alumni Talk series were conducted on 7th November</p> |

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| | 22 on Topic :Gen Z Women Entrepreneurs |
| Regular IQAC Meetings and Participated in College Development Committee Meeting | The meetings held on 10th June 2022, 14th July 2022, 5th August 2022, 15th October 2022, 11th February 2023 and 8th April 2023. It ensured enhancement and coordination among various activities of the institution and institutionalize all good practices. |
| Participation in NIRF and EducationWorld Ranking | Institute successfully participated in NIRF as well as in EducationWorld Ranking. In EducationWorld Ranking, Institute got 6th rank in Maharashtra and 54th rank in India. |
| Faculty and Student Development Programme | 14 student development programs were organized, 4 Industrial visits done and 11 Faculty development programs were organized. |
| Formation of Electoral Literacy Club | College has formed the Electoral Literacy Club with objectives to sensitize students on their electoral rights and familiarise them with the electoral process of registration and voting. |

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|---|-----|
| 13. Whether the AQAR was placed before statutory body? | Yes |
|---|-----|

- Name of the statutory body

| Name | Date of meeting(s) |
|-------------------------------|--------------------|
| College Development Committee | 21/08/2023 |

| |
|--|
| 14. Whether institutional data submitted to AISHE |
|--|

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2022-23 | 27/02/2024 |

15. Multidisciplinary / interdisciplinary

Aligned with the vision outlined in the National Education Policy (NEP) of 2020, our college is actively promoting multidisciplinary and interdisciplinary education. The aim is to foster the holistic development of students, encompassing intellectual, aesthetic, social, physical, emotional, ethical, and moral facets in an integrated manner. This approach equips students to tackle emerging challenges and enhances their employability.

Within our academic framework, we operate under Commerce & Management and Science & Technology faculties. These faculties incorporate courses from diverse fields such as Humanities, Language, Sports Science, Statistics, Mathematics, Commerce, and Management. Foundational courses like Computer Fundamentals, Management Information Systems, Data Mining, Value Education, Foreign Languages, etc., are integrated into the initial four semesters of every Bachelor of Business Administration (BBA) and Bachelor of Commerce (B.Com) program.

The BBA(CA) curriculum covers foundational topics including financial management, OB & HRM, business communication, etc., in the first two semesters. Similarly, the first two semesters of a B.Sc. (Computer Science) program cover general education requirements including English, Environment, Electronics, etc.

Under the Choice-Based Credit System (CBCS), students have the opportunity to select courses from a range of disciplines, addressing global skill gaps. The college offers various certificate courses open to all students, regardless of their disciplinary background. These supplementary courses cover a broad spectrum, including Advanced Excel, Android Programming, Java Programming, Managerial Skills, Tally, Indian scripture and culture, and Vedic Mathematics.

The college fosters a holistic environment through activities such as celebrating Yoga days, memorial services for notable figures, tree planting, NSS camps at adopted villages, social gatherings, orphanage visits, blood drives, and volunteer opportunities.

To encourage multidisciplinary research, the college provides platforms like SRPS (Students Research Project Scheme) and State-

level Eureka competitions. Faculty and students collaborate on research projects, bringing diverse perspectives to address complex issues. The college has various cells, including holistic development, competitive exam, training and placement, literary, and research cells, where members from different departments contribute to the planning and implementation of multidisciplinary programs. Organizing innovative programs like Shark Tank, startup plans, Avishkar competition, etc., is part of our commitment to expanding students' thinking and learning capabilities, preparing them to address emerging challenges.

The college has registered to the UTSAV and PoP portal of UGC to implement NEP- 2020. All students of college are registered under the Academic Bank of Credits (ABC) system, allowing them to enroll in multidisciplinary courses available on online and Open and Distance Learning (ODL) platforms such as SWAYAM and NPTEL. Students and faculties are encouraged to registered and complete the courses. This system enables students to accumulate credits through various Massive Open Online Courses (MOOCs) and contributes to their degree completion.

16. Academic bank of credits (ABC):

The concept of an Academic Bank of Credit (ABC) revolves around the establishment of a centralized repository for academic credits earned by students. This theoretical framework envisions a system where students accumulate credits upon successful completion of courses, and these credits are then securely stored in a central database or system. The following activities outline the process undertaken by ACBCS to effectively implement and utilize ABC IDs (Academic Bank of Credit Identification) in alignment with the affiliated university, SPPU (Savitribai Phule Pune University).

Orientation Sessions:

To ensure a comprehensive understanding of the purpose and benefits of ABC IDs, ACBCS conducts orientation sessions for enrolled students. These sessions enlighten students about how ABC IDs will be generated and utilized throughout their academic journey.

Faculty Training:

Faculty members undergo training sessions to integrate ABC IDs into their teaching processes. Emphasis is placed on the benefits of the system, such as tracking student progress and facilitating personalized education.

Staff Training:

Administrative staff responsible for managing and updating the ABC ID database are trained to ensure smooth operations. This includes familiarity with procedures for addressing any issues related to ABC IDs.

Student Awareness Campaigns:

Awareness campaigns are launched to inform students about the significance of their ABC IDs. The campaigns highlight the versatility of ABC IDs for credit transfer, recognition of prior learning, and employment purposes.

Data Collection:

Student information related to generated ABC IDs is collected and securely stored within the college, contributing to the efficacy of the Academic Bank of Credit.

Institution Registration:

ACBCS is registered under the ABC system to allow its learners to benefit from multiple entries and exits during their chosen program. The affiliation with SPPU ensures that the examination and evaluation processes are governed by the university. Students applying for MOOCs and other certificate courses receive credits from respective organizations.

Collaboration and Internationalization:

While ACBCS does not have direct agreements with foreign institutions, students engage in certification courses from foreign universities through MOOC platforms, fostering collaboration and internationalization of education.

Faculty Empowerment:

Faculties at ACBCS are encouraged to design their curricular and pedagogical approaches within the approved framework. This includes textbook selection, assignment creation, and assessment methods, providing a dynamic and engaging learning environment.

Implementation of ABC IDs:

The primary responsibility of ACBCS is to generate ABC IDs for

students. The process involves dividing students into classes, assigning a nodal officer, and a technical support team for each class. Training is provided to these teams, and the majority of ABC IDs are generated in the college's computer lab. Technical issues are promptly resolved, ensuring all enrolled students receive their ABC IDs, which are then communicated to SPPU.

17.Skill development:

In response to the requirements of students, industry, and the economy, the college is consistently making efforts to enhance students' skills. The college maintains an active Student Development Cell registered under SPPU. In addition to conducting numerous activities, the Cell has implemented a dedicated plan to address comprehensive skill development among students.

a) Certification courses to enhance vocational education of students, deployed by Student development cell of college:

Basic Managerial skills, Foreign Language (French), Principles of programming algorithms, IOT, Soft skills, Democracy, Election and Governance, Data Analysis using Excel, Vedic Mathematics etc. These courses assist students in bridging their global skill gaps and enhancing their employability.

b) SWOT analysis and an aptitude test-based counselling component of a mentorship programme helps students become more self-aware by highlighting the positive and negative aspects of their own personality traits. Students get insight into important life skills through expanding their perspectives, which is the result of this practise. There is an active NSS cell at the institute, and they provide programmes to help students become more optimistic and to instil in them humanistic, ethical, constitutional, and universal human principles.

c) Innovation Cell

As part of its efforts to transform students fraternity from job-seekers into job-makers, Ashoka Innovation and Start-Up Cell (AISC) has been established which has collaboration with SPPU's CII (Center for Innovation, Incubation and Linkages) and Ministry of Education's initiative IIC (Institution's Innovation Council)

In order to prepare students for new business ventures and pilot studies of company ideas, the AISC cell provides an in-house incubator environment. Students participate in a range of activities

and attend workshops led by industry experts to develop their company ideas.

d) Good practice/s of the institution relevant to the Skill development in view of NEP 2020:

The college has established strategic partnerships and collaborations with various industries to facilitate the training, placement, and internship opportunities for its students. These collaborations serve as a bridge between academic learning and real-world application, providing students with valuable insights and practical experiences in their respective fields.

Students are being given hands-on training exposure to practical subjects of Computers, commerce, and economics through internship programs in banks and offices/shops. Students are getting an opportunity to identify their skills to fabricate some projects and learn the concepts through experiential learning. All postgraduate students are required to undertake project work, contributing to the enhancement of their practical skills. Language lab is established to improve communication skills of the students. In the future, we aim to adopt new schemes introduced by UGC's NSQF to expand skill-based education. The college currently provides Employability Skill Training Programs through the Training and Placement Cell. The college is under process of start Center of Excellence for Drone and IOT.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

As per College Vision: "To embed need based knowledge through holistic approach to create responsible future generation with deep rooted ethos of Indian culture", college consistently remains in tune with and imparts Indian roots and values to students through the process of teaching and learning.

The college has tried to integrate IKS in curriculum for capacity building in faculty and ducting the students as envisaged by NEP 2020. The College offers IKS through field visits and project works.

College is authorised study and counselling centre for SPPU's distance MBA and M.Com. Courses. College offering M.Com. programme in Marathi and English. College observes Marathi Bhasha Gaurav Din on February 27 and Vishwa Sanskrit Din on August 12 in honour of India's historic traditional knowledge system. On Marathi Bhasha Gaurav Din, we honour the rich literary traditions and cultural contributions of the Marathi language. The events are in honour of the birthday of Vishnu Vaman Shirwadkar, a well-known poet and writer in the Marathi language. Sanskrit Shlok Pathan competitions are held annually by ACBCS in celebration of Vishwa Sanskrit din.

On the Indian holiday of "Guru Purnima," students at ACBCS participate in the "My Guru My Hero" activity to show their appreciation for their professors. Since 2014, the 31st of October has also been known as Rashtriya Ekta Diwas, or National Unity Day. Sardar Vallabhbhai Patel's birthday is celebrated with nationalistic ceremonies. On the occasion of National Unity Day, a slogan writing competition was held.

Swami Vivekananda's birthday, January 12, is observed as National Youth Day or Vivekananda Jayanti. At this event, ACBCS students discussed the ideas of Swami Vivekananda. World Poetry Day, held annually on March 21, is a tribute to poetry's special place in evoking the imaginative energy of the human mind. The ACBCS will be celebrating World Poetry Day on April 21st. The United Nations General Assembly designated June 21 as "World Yoga Day" on December 11, 2014. International Yoga Day is celebrated on 21 June at ACBCS to raise student awareness of the health benefits of yoga. This event was celebrated at ACBCS to introduce pupils to Indian culture and instil in them a sense of civic responsibility and respect for all people everywhere.

The college has already started the certificate courses in "Vedic Mathematics: Basic to advance" and "Introduction to Indian Vedic Scriptures" for all ACBCS students.

The field visit to nearby IKS related prominent places such as Temples, Forts, Historical, Mosques, Arts & Crafts communities, Ayurvedic Healing Centres have been organised by the HEI. Yoga, Meditation, Fitness Camps, Sports Competitions, Cultural Programmes, Ayurveda, Classical Music sessions have been arranged to give teachers & Students some grounding in the experiential aspects of IKS. College considered IKS theme for annual Magazine "Radiance", in which many students and teachers published their articles on IKS and relevant topics.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The academic year 2019-2020 marked a step-by-step revision of the curriculum across all faculties—Arts, Science, and Commerce—by the affiliating university (SPPU). The university introduced a restructured syllabus with a focus on Outcomes Based Education (OBE). In tandem with this, the examination system underwent a thorough review and modification to effectively measure student learning outcomes. The institution diligently implemented all revised processes mandated by the affiliating university for teaching, learning, and evaluation. It remains committed to staying abreast of updates related to outcome-based education.

The CIE (Continuous Internal Evaluation) committee is formed to take care of CO-PO mapping and attainment calculation with action plan for continual improvements, tasked with guiding all departments. Committee communicates the COs and POs to students, faculty, and other stakeholders. This transparency fosters a shared understanding of the expected learning outcomes and facilitates a collaborative approach to education.

Each department has been directed to adopt its Program Outcomes, Program-Specific Outcomes, and Course Outcomes provided by SPPU. Additionally, departments are instructed to prominently display these outcomes on the departmental notice board for students' awareness. Simultaneously, the same Program Outcomes, Course Outcomes, and Program-Specific Outcomes are made accessible on the college website.

The college is engaged in the mapping process to align COs with the corresponding POs.. This involves a careful examination of how each course contributes to the overall program objectives. Assessment methods and tools are designed to measure the extent to which students have achieved the specified COs and, by extension, the overarching POs. These assessments included exams, projects, presentations, and other evaluation mechanisms.The attainment

process is iterative, allowing for continuous improvement. As per feedback from assessments and evaluations CIE committee informs adjustments to teaching methods, curriculum design, and assessment strategies.

The CIE committee meticulously preserves assessment results, details on CO-PO attainment, analyses, and action plans for ongoing improvement. Other departments, including the Elite Club and Remedial Club, consistently refer to these attainment records to enhance their respective action plans in alignment with students' academic needs.

Periodic reviews and audit processes involved an evaluation of CO PO attainment. This external validation ensures that the college is meeting established standards and contributing to the development of well-rounded, competent graduates.

20.Distance education/online education:

a) The institution's potential to deliver vocational courses via ODL mode.

The Indian higher education system has a lot of potential for distance learning given the growth of the IT sector and its nationwide reach. NEP 2020 places a strong emphasis on remote and open learning.

Since technology has advanced, online or e-learning is now a part of remote learning. Savitribai Phule Pune University(SPPU), Pune has taken the lead in establishing a school of open learning as part of it. ACBCS is authorised study and counselling centre for SPPU's distance MBA and distance M. Com programmes.

Attendance at the college during business days is not mandatory for students. On Sundays and other holidays, distance learning students have special online sessions scheduled. Internal evaluation is conducted online through the use of college ERP and Google Classrooms. semester's conclusion Universities administer written theory exams in an offline format. In the next years, the college plans to expand its current distance learning offerings by adding

Diploma and certification programs.

b) The creation and application of technology tools for educational purposes.

Online applications are accepted for programmes in distance education. Students upload the required files to the university site and conduct online verification. To facilitate communication, a dedicated Whats App group is established, and all pertinent information is shared via registered mail, the university portal dashboard, and the Whats App group. Internal evaluation is conducted online through the use of college ERP and Google Classrooms. On Sundays and other days, online lectures are held using the Zoom or Google Meet platforms.

c) Institutional initiatives in support of blended learning: The institution consistently promotes blended learning among instructors and students. A small number of courses are being completed online or through MOOCs in accordance with UGC guidelines. Depending on the needs, value-added and additional certification courses are offered both online and offline. It is encouraged and motivating for students to sign up for and finish MOOC courses. Online sessions are held on Sundays and other holidays. Certain additional courses, such as Advanced Excel, EVS, and Cyber Security, are available in an online format. Additionally, online sessions, including Skill Development Programs (SDPs), Faculty Development Programs (FDPs), and webinars, as well as an Alumni Talk series, are conducted.

d) The institution's best practises for online and distance learning in light of NEP 2020.

It is recommended that students who do not intend to pursue normal postgraduate education apply for admission via distance learning. For them, attendance is not required. On Sundays and other holidays, lectures are offered virtually. Students are given text materials specifically created in accordance with their syllabus for independent study. Students get access to recorded lectures, PPTs, videos, and notes via Google Classroom. Tasks are gathered on Google Classroom. Exam practise is done prior to final university exams. Students are happy with the ACBCS's distance MBA and distance M.COM courses as a result of these initiatives and efforts.

Extended Profile

1.Programme

1.1

268

| | | |
|--|---------------------------|-----|
| Number of courses offered by the institution across all programs during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.Student | | |
| 2.1 | | 860 |
| Number of students during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.2 | | 199 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 2.3 | | 232 |
| Number of outgoing/ final year students during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 3.Academic | | |
| 3.1 | | 35 |
| Number of full time teachers during the year | | |
| File Description | Documents | |
| Data Template | View File | |
| 3.2 | | 30 |
| Number of Sanctioned posts during the year | | |

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| 4.Institution | |
| 4.1 Total number of Classrooms and Seminar halls | 23 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 1,51,32,225 |
| 4.3 Total number of computers on campus for academic purposes | 245 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institute follows the Choice Based Credit System mandated by SPPU, Pune for the 2022-23 academic year. The Academic committee initiates semester-wise curriculum planning aligned with the university's schedule, culminating in a detailed Academic Calendar covering commencement dates, continuous assessments, major events and activities. Upon finalization and approval by the management, calendar is shared with stakeholders

Subject allocation, overseen by HODs, involves discussions with department faculties, leading to the creation of the departmental timetable. Faculty members develop Microplans for effective curriculum delivery, and subject teachers incorporate these into course files incorporating subject Microplans, study materials, question banks, assignments, and other details, ensuring alignment of COs and POs for each course.

Curriculum delivery employs ICT tools and diverse teaching pedagogies (offline/online) like debates, group discussions, role plays and zoom/Googlemeet lectures, google classroom etc. Faculty development is emphasized through Orientation/Refresher courses and workshops. The curriculum is enriched with video-based learning, research activities, university-approved value addition courses,

expert sessions, industry visits, internships, projects, and practical work.

At the academic year's end, the IQAC, in coordination with the administrative department, gathers feedback from various stakeholders. Following a thorough analysis, a Corrective and Preventive Action (CAPA) plan is devised and implemented to drive continuous improvement.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-612calendercommittee-listwebsitecompressed-65b4e65b5deab.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

A detailed Academic Calendar is formulated, encompassing commencement dates, continuous internal assessments, major curricular and co-curricular events, and activities for each semester. Time to time academic calendar activities & events compliance report prepare by academic committee.

For Continuous Internal Evaluation....

1. Time-Table and Classes: Departmental coordinators devise timetables adhering to university guidelines, uploaded on the college portal and notice boards.
2. Course Files and Lecture Plans: Faculty-appointed subjects result in course files, endorsed by the HOD, detailing teaching plans and assignment schedules.
3. Internal Examinations: Concurrent tests 1 & 2 carried out by course teacher at their level. Mid Term , End Term, and Pre-University Exam dates are in the academic calendar.
4. Assignments and Quiz: Scheduled assignments and quizzes, integrated into Continuous Internal Evaluation, are administered and submitted promptly.
5. University Exams: Academic calendars tentatively indicate university exam dates, final schedules posted on student notice boards.
6. CIE Monitoring: CIE committee monitors whole CIE process.
7. Display of Marks: CIE committee display the final marks of

class wise courses on notice board and resolve student's grievance if any.

8. **Student Feedback/Grievance:** If any grievance is submitted by student regarding marks then CIE committee handle it as per Concurrent Grievance policy.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://acbcs.edu.in/pages/cie |

1.1.3 - Teachers of the Institution participate in B. Any 3 of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

5

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

25

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

654

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

456

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The institute adheres to SPPU, Pune's curriculum, emphasizing gender, environment, sustainability, human values, and professional

ethics. Second-year UG students are mandated to take Environmental Studies, focusing on sustainability and environmental awareness.

1. **Gender:** Expert sessions by Nirbhay Kanya Abhiyan, Vishaka Samiti, and NSS cover self-defense, Women's Day, empowerment, women's health, safeguarding the girl child, women's laws, and gender sensitization. NSS initiatives include sanitary pad distribution and women's hygiene programs in both campus and adopted communities.
2. **Environment and Sustainability:** Environmental Science projects and case studies are integral to the curriculum. NSS promotes environmental protection through tree planting, Swachh Bharat Abhiyan-aligned activities, river cleaning, village cleanliness drives, and plastic-free campaigns. The Eco club and rainwater collecting system contribute to environmental awareness, World Environment Day, Renewable Energy Day, and N.S.S. Day.
3. **Human Values and Professional Ethics:** Extracurricular activities foster morality, organized by NSS, Student Development Committee, and Cultural Committee. Republic Day and Independence Day events promote patriotism. Health awareness programs, medical checkups, road safety campaigns, and blood donation camps align with the college's commitment to values. The institution facilitates internships, field trips, and expert session. The Cultural Committee enhances cultural involvement with events like Indradhanushya, traditional day, etc. competitions.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

56

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

373

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://acbcs.edu.in/pages/feedback-and-grievance-form |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

414

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

289

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institution strategically plans and executes a comprehensive approach to facilitate learners in building a strong foundation and

excelling in academics, fostering overall development. Following IQAC recommendations, the identification of slow learners is based on Continuous Internal Evaluation (CIE), while advanced learners are pinpointed through term-end examinations.

Our specialized programs, namely the Remedial Club for slow learners and the Elite Club for advanced learners, embody a patient and supportive approach for progress, irrespective of speed.

Slow learners, several measures are implemented:

1. Subject teachers and experts provide performance-monitored remedial lessons and extra sessions.
2. Specialised mentoring and parent communication to improve academic performance.
3. Initial Bridge Course to overcome subject difficulties.
4. Simplified study materials and question banks help to reduce course failures and boost confidence.

Advanced learners, several chances to learn:

1. Attending seminars, conferences, workshops, and intercollegiate debates and technical fests participation.
2. Guidance for career planning.
3. Ashoka Scholarships for best university exam scores.
4. Elite top-ten SPPU university rank holders received appreciation.
5. The Training and Placement Cell teaches interviewing and personality development skills.
6. Motivation to pursue MOOC, Coursera, Google, NPTEL, and SWAYAM certificate courses.
7. Competitive Exam Cell-organized competitive exam orientation and preparation.
8. Get more library and periodical resources.

| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://www.aef.edu.in/acbcs/pages/activities-student-development-program |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 860 | 35 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

To enhance education, the institute emphasises experiential, interactive, and problem-solving methods. These tactics are carefully intended to engage students and create an immersive learning environment.

Experiential Learning:

1. **Project & Internship-Based Learning (PBL):** These projects generally simulate real-world situations, giving students hands-on experience to apply education.
2. **Field Trips and Site Visits** Connecting theoretical concepts to real-world.
3. **Laboratory Work** offer practical experience and reinforce theoretical concepts.

Participative Learning:

1. **Group Discussions:** Structured small-group talks improve critical thinking and communication.
2. **Peer Teaching:** Students reinforce their understanding and offer diverse views by teaching their peers.
3. **Case Studies:** Collaborative analysis of real or hypothetical cases helps students apply theory to practice.
4. **Role-Playing:** By putting course concepts into practice, acting

out scenarios improves comprehension.

5. Students learn critical thinking and communication by researching, expressing, and defending their opinions in structured debates.

6. Student Presentations: Presenting research, conclusions, or viewpoints boosts students' public speaking skills and confidence.

7. Activity-Based Learning: Showing abilities at Shark Tank, sporting meets, Buzz-Bid and annual gathering.

Problem-Solving Learning:

1. Research-Collaborative Problem Solving: Encouraging group collaboration for research activities.
2. Case-Based: Using case studies to present complex issues, where students analyse, identify problems, and propose.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-teaching-learning-sop-65bb85f26e3b7.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Digital Assessment Tools: The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Online quiz-Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS, Quizz.com, Kahoot and mentimeter etc.

E-books and Digital Resources: Teachers use e-books and digital resources to supplement traditional textbooks. These resources are often more interactive and can include multimedia elements, providing a more engaging learning experience.

Communication Tools: Teachers use communication tools such as email, messaging apps, and online discussion forums to stay connected with students, parents, and colleagues. This facilitates quick and

effective communication, especially in remote learning environments.

Multimedia Presentations Tools: Presentation software like PowerPoint or Prezi enables teachers to create multimedia-rich lessons.

Zoom/Microsoft Teams: All the departments conduct webinars, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by Industry experts and Alumni on Zoom platforms.

MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx etc)

Faculty as well as students completing online MOOC courses to enhance their knowledge in their respective subjects

Projectors are installed in all classrooms to incorporate new pedagogies in the teaching-learning process like to show videos related subjects.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://acbcs.edu.in/pages/infrastructure |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

35

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

35

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

5

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**2.4.3.1 - Total experience of full-time teachers**

171

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode.

Write description within 200 words.

- Continuous Internal Evaluation(CIE) committee adhering to the dates of internal assessment as per academic calendar and is responsible for smooth and fair conduction.
- CIE members through subject teacher orient students about criteria's, marking scheme schedule and evaluation methods for each subject with students in the 1st session.
- Email regarding Question paper submission for Mid-term & End term exam as per format has been sent 15 days prior to scheduled and after verification of paper by CIE member and maintain secrecy of it.
- Notice and CIE timetable shared through notice board and what's app group of parents & students.
- MID& End term carried out with proper seating arrangement, supervision chart and supervisor allocation where blocks up to 35 students seating capacity are prepared andseating arrangement display on notice board.
- Answer sheet check by subject teacher in very fair and transparent manner and checked answer sheet share & discuss with student and return back to CIE committee along with mark sheet.
- Overall Internal marks calculated and display on notice board and ask students to submit grievance if any regarding displayed internal marks and such grievance is solved ass per Mechanism of concurrent grievance redressed in very transparent & fair way.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-cie-sop-65b8df2a0dab8.pdf |

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

ACBCS reforms the assessments as per NEP 2020. CEO of the institute Developed a comprehensive exam Grievance Redressal Mechanism policy outlining the types of grievances that can be raised related to internal examinations as well as University exam. This Policy Clearly define the procedures for submitting, reviewing, and resolving grievances.

Step1: Raise the grievance through QR code to register Exam

Grievance is being displayed in college

premises

Step2: Department head of exam will forward it to CEO.

Step3: CEO analyse and look for solution if it within his role as a head.

Step4: CEO is not having authority for such specific grievance in that case he will either send mail to SPPU (SPPU exam related grievance) and for college exam related grievance will be solving in coordination with Principal.

Step5: Execution of Grievance as per SPPU (SPPU External Exam) suggestions or Principal (for CIE) within time frame for college exam is 15 days and for SPPU exam is 2 days from day of grievance.

Committee maintained transparency in the grievance handling process by providing regular updates and ensured that all grievances, communication, and decisions are documented and stored securely.

It also makes sure that students should get satisfied /justified decision.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-exam-grievance-65b8df74cd727.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Institute is affiliated to the Savitribai Phule Pune University, Pune and adheres to its curriculum across all of its programmes.

Initially Institute motivated teachers to attend various workshops /seminars as well as on regular basis institute conducts FIP to orient related to / about Programme Outcomes (PO) and Course Outcomes (CO) mapping and attainments.

Teachers knew that POs means what the graduate students of a

specific degree program should be able to do and COs are the resultant knowledge skills that the students acquire at the end of the course.

Every Department displays POs on their notice board, so that student aware about while visiting these places.

Teacher also mention in microplan about which CO is achieved through course topics or subtopics.

Teacher prepares CO-PO mapping which helps to encourage and apply Outcome Based Education in the institute for attaining a futuristic approach towards education along with improved learning outcomes.

Teachers invest 1st session to orient students about PO & CO and also while conducting sessions mention which CO is related to topics.

While conducting Continuous Internal Evaluation(CIE) , every subject teacher mention CO in their question paper in front of questions so students also aware about it.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-all-co-and-po-64d4ccd3419fa.pdf |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Continuous Internal Evaluation (CIE) committee includes head and one member from each program who ensures that every teacher effectively complete their CO-PO attainment as per guidelines provided through CO-PO orientation sessions.

Every Teacher mention CO attainment target in their CO-PO mapping matrix along with method of CIE.

In the execution of CIE, every teacher wants to understand how much resultant knowledge skills that the students acquire at the end of the course by mentioning COs in CIE methods/question paper and

prepare evaluation sheet where he/she mentions CO wise marks achieved by students.

He/she calculate CO attainment level varies between 1(Low) to 3(High) and compare with plan CO attainment level. If achieved attainment is less than planned, then teacher prepares plan of action for improvement in next time.

Teachers on regular basis conduct revision and remedial sessions to achieve CO attainment level which means they make sure students acquire resultant knowledge, skills that students need to acquire at the end of the course.

Every department level CIE member monitor and checks course wise CO-PO attainment level and make sure that it should get completed before end of semester. Principal also make sure it's CO-PO attainment through CIE time to time.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-attainment-65b8dffa680db.pdf |

2.6.3 - Pass percentage of Students during the year

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

211

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://acbcs.edu.in/up-images/downloads/upFile_0-annual-report-ay20222023202308170001-64e05ce637a25.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://acbcs.edu.in/up-images/downloads/upFile_0-27sss-summary-report-65b7250817481.pdf

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 year (INR in Lakhs)

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

0.64

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://www.esds.co.in/ |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

30

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

15

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

19

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to

social issues, for their holistic development, and impact thereof during the year

In accordance with vision statement, the college orchestrated range of extension activities designed to heighten awareness of the social needs and issues within local communities.

The NSS unit organized a week-long camp in the adopted village, during which volunteers engaged in diverse activities to raise awareness among students about social and global cross-cutting issues. These activities encompassed educating about the hazards of plastic, tree plantation, promoting health and hygiene, raising awareness about Menstrual Hygiene, organizing cleanliness drives, and empowering girls.

Holistic development cell and other cell of college conducted various activities in collaboration with local communities like coordinating Marathons for Social welfare, entrepreneurship sessions among ZP school students, organizing health checkup camps, expressing gratitude towards elders in old age homes, coordinating the Wow Women Rally, celebration of teacher's day, etc.

Additional activities, such as Social Gathering-Indradhanushya, Campus Carnival-Udaan, observing International Yoga Day, Samvidhan Day, NSS day, Independence and Republic Day, participating in Swachata Abhiyan, commemorating Gandhi Jayanti and other notable personalities, , conducting sessions on disaster management, AIDS and STD awareness, promoting analyzing the Union Budget through competitions, Conducting Women Empowerment workshops were conducted to ensure the holistic growth of students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1Sf22NWm9GWuHr3pDfII5_8kw96A7EVEc/view |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

860

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

107

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | View File |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

6

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution has a comprehensive infrastructure and a range of physical facilities to support effective teaching and learning & to holistic development of students

Classrooms:

The institution prioritizes an enriched learning environment with well-equipped facilities. It has 23 illuminated and ventilated

classrooms, each accommodating 45-70 students, equipped with ergonomic benches, whiteboards, projectors, and internet access. The entire campus, monitored by 120+ CCTV cameras, ensures a secure learning space.

Laboratories:

The college has 6 well-equipped & updated laboratories. Includes Electronics, Maths & Statistics labs with feature state-of-the-art equipment such as Digital Storage Oscilloscopes, Function Generators, Raspberry Pi boards etc. and four Computer labs with enhanced security features with software like R, Python, and Oracle, the college supports a dynamic computing environment

Library:

The Central Library, using Koha software, houses a rich collection of 4090 reference books, 3366 textbooks, and subscribes to Inflightnet (N-list).

Cultural:

Cultural facilities include an Air-conditioned Audio-Visual Hall and an open-air Amphitheatre for co-curricular & extracurricular events.

Sports & Gymnasium

The gymnasium, offers high-grade instruments for total body workouts, while sports facilities cater to both indoor and outdoor games. Institute having Basketball & volleyball court and facilities for indoor games like chess, carom etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

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

ACBCS has adequate Facilities for Cultural and sports.

Cultural Facilities:

Air-conditioned Audio-Visual Hall established in 2009 has an area of 1740 Sq. Ft. with 150 seating capacity is equipped with Dias, Podium, Chairs, Water Purifier, Microphones and ICT facilities. There is a

Permanent platform for performance, Music system and speakers. Audio-Visual Hall is used for cultural activities like competitions/performances like "UDAAN" a state level intercollegiate competition where different events organize like Poster competition, Business plan competition, sports, filmography etc.... and "INDRADHANUSYA (Annual Gathering)" for alternate years, workshops, guidance sessions and practice. Open air Amphitheatre with seating capacity of more than 200 individuals with 4081 Sq. Ft. area. A covered stage and backstage room has two entry points.

Sport facility

Indoor facility: For games like chess, table tennis, carom.

Outdoor facility: Volleyball clay court with 9x18 square meter and basketball court 15.2 x28.7

square meter (area) with special cement court is present. Sufficient sports supplies like football, basketball, badminton, table tennis rackets, hockey, lawn tennis rackets and balls, fencing, cricket, volleyball, tug of war, shot put, handball, fitness equipment, softball are available and issued to students as per the requirement.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

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

23

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

23

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

84,31,752.0

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The institution's library, well equipped with over 8212 books, magazines, and journals, is adeptly managed with KOHA open source ILMS software (version 20.11.02.000). Modules such as Circulation, Cataloguing, Acquisition, Serial, Reports, and Advanced Search streamline library operations. It provides a diverse range of resources, including N-LIST e-resources, accessible remotely by students and staff.

The library employs Dewey Decimal Classification for reference books and organizes textbooks class-wise for easy navigation. Online Public Access Catalogue (OPAC) facilitates searches by title or author. The library subscribes to both National and International journals and newspapers and offers additional resources to elite students. Regular communication via messages ensures students and

staff are informed about new books and current journal content, displayed on the notice board.

Orientation programs for new students, availability of syllabus and question papers, and various skill-enhancing activities like book reviews and essay writing contribute to the library's role in academic development. E-bulletins, edited by the librarian, capture monthly activities, shared through the college website, emails, and WhatsApp groups. Collaborations include an MOU with YCMOU, Nashik library, and technology resources like scanners and printers are available. The ILMS, KOHA, is partially automated, ensuring efficient library functioning and continuous improvement through regular student feedback.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://acbcs.edu.in/pages/library |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources **A. Any 4 or more of the above**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

0.73374

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

26

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college continuously upgrades its IT infrastructure, incorporating advanced Pentium-IV microprocessors, memory configurations ranging from 4GB to 8GB, and operating systems from Windows 7 to 10. Total 227 computers, including 7 laptops, are strategically positioned in computer labs, staff rooms and administrative offices.

Bandwidth has seen a significant boost, from 30 MBPS to two 100 MBPS lines from BSNL and 50 MBPS line from Tata Tele Business Services. The ACBCS employs a Premium IPS Billing Plan Hybrid topology with switch connectivity, ensuring a networking speed of 30 MBPS & 300 MBPS.

Administrative and IT staff is empowered with 3 PC's of various leading makes like LENOVO. Advanced 7 LENOVO laptops(8 GB RAM 512 GB SSD) are used by HOD head.

Classrooms, laboratories, and seminar halls are equipped with ICT tools, featuring 24 projectors and 1 smart board. The LMS platform, including KOHA and N-list, supports knowledge exchange among teachers and students.

Face recognition system for attendance tracking, is in use. Printing facilities include two HP printers, one CANON photocopying machine, and two HP scanners.

Security is reinforced with 120 CCTV cameras in campus. The ACBCS employs a licensed Seqrite antivirus, ensuring up-to-date protection through annual updates until October 1, 2024.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

4.3.2 - Number of Computers

225

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution B. 30 - 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

8829323

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The ACBCS has dedicated maintenance department responsible for carrying out the duties of Estate Office and responsible for overseeing the maintenance of buildings, class rooms, laboratories, cafeterias, sports facilities. A maintenance committee is constituted at campus who oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc. The department has qualified and skilled manpower for electric work, plumbing, carpentry work, horticulture etc. Maintenance of infrastructure facilities, services and equipment's is done as per following details:

1. The ACBCS has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, Adequate Lighting, UPS, Solar Panels etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
2. Maintenance of Services: Further, a fleet of buses are maintained by the transport department of the ACBCS. Sports facilities, etc. are maintained by the administration department as per the guidelines. Housekeeping services are in-house and available on campus as per their duty hours. Maintenance of Equipments: The ACBCS has a dedicated cell to look after the repair, maintenance and upkeep of labs. Further, major laboratory equipments are under Annual Maintenance Contract (AMC) for their regular preventive and corrective maintenance.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-442-link-maintenace-policypages15-61dbf9afb6d05.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

57

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

142

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to institutional website | https://acbcs.edu.in/ |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

644

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

644

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

34

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

76

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

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 year

5.3.1.1 - 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 year.

8

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

College always gives priority to overall development of students by conducting various activities to develop skills and knowledge with the help of student development cell.

For the academic year 2022-23 Mrs. Khushbu Patil was appointed as student Development Officer by Savitribai Phule Pune University, Pune.

Students of the institution are representing on academic and administrative bodies and different committees and cells such as Student council, Women Empowerment and Anti-Harassment Cell (Vishakha Sameeti), Internal Quality Assurance Cell (IQAC), Library Committee, Equal Opportunity Cell, Sports Committee, Cultural Committee, National Social Service (NSS) and Alumni Association Cell. The meetings of the said committees and cells conducted and a follow-up is taken in order to bring quality and effectiveness in executing the function of the same. Several Curricular and Co-curricular activities are conducted by these committees and cells where students play a crucial role in organizing the programmes on the campus of the institution. Such activities seem beneficial for developing administrative and managerial skills among the students. They are assigned with various tasks during the series which strengthens cooperation, teamwork, and a sense of collective work among them. Through such activities students feel themselves as a very part and parcel of the institution.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/SDC |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

ACBCS prioritizes alumni engagement through a vibrant Alumni Association officially registered under the Maharashtra Society Registration Act, 1860, and the Mumbai Public Trust Act, 1950. Established on March 12, 2019 with Registration Number F-0020052(NSK)., this association serves as a dynamic platform for communication, networking, and collaboration between alumni and current students.

At the heart of alumni involvement are Mentorship Programs, where former students actively guide and support current students in areas ranging from academics to career advice and personal development. The Alumni Talk Series further enhances this interaction, with alumni leading expert sessions, workshops, and serving as judges in competitions, sharing valuable real-world insights.

Financial support from alumni is crucial for ACBCS, as they actively contribute through sponsorships and donations, ensuring the successful execution of various college activities and fundraising endeavors. Social responsibility is embraced through alumni-led events like tree plantation drives and visits to orphanages, creating a sense of community engagement.

In the digital realm, alumni stay connected through social media platforms and a dedicated WhatsApp group, sharing achievements and experiences. Advisory positions held by alumni in college committees (like IQAC, CDC, Sports meet etc.) underscore their commitment to shaping the institution's development.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/ALUMNI |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Institute Mission: "To make our students thinkers for self-exploration with technical and skill specific knowledge to create young professionals."

Institute Vision: "To embed need based knowledge through holistic approach to create responsible future generation with deep rooted ethos of Indian culture and tradition."

The institute governance is based on exploration of the need of a learner from the perspective of global requirement, also fulfilling the requirement of NEP 2020.

It focuses on transformation of youth by holistic development taking into consideration the equitable and inclusive education with need based vocational education.

Holistic approach implies the approach of education for the learner through intellectual, emotional, social, physical and spiritual domains. Sports participation is encouraged as they require physical strength. Sporting spirit is learned through various intra and inter college matches.

Modernisation in education system is emphasised with practice of ethics and value based educational culture as it establishes high self-esteem among the students, which can make them capable of

understanding & following core "Indian values" system in the line with internationalisation of education.

The mission statement emphasis students to be developed as thinkers by motivating them through mentorship program to participate in various co-curricular and extra-curricular activities. Students Profile development is emphasised.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/about-acbcs |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The institute promotes a culture of participative management by involving the staff and students in various activities. Any stakeholder can express themselves by giving any suggestions to improve the excellence by using facts, information aligned with the objectives and outcomes. The Staff members are contributory in defining the policies and procedures pertaining to governing and effectively implementing them to ensure smooth and systematic functioning of the institute under the guidelines given by IQAC. Course and function based departments are formulated for decentralised functioning to implement effective leadership mechanism.

Periodically unit meeting is conducted chaired by Administrator/ Director with the objective of identifying developmental needs.

Following points are discussed in it: Attendance record of students, activities planned and conducted for the period, achievements of unit, staff, students & alumni, issues/grievances, if any etc. Principal, Vice Principal & committee heads brief the details in it.

College Development Committee (CDC) is formulated and meetings are conducted as per norms laid down in university act.

The management review meeting is conducted and college working through quality assurance guidance cell is presented.

Academic Year Committee (AYC) is formulated responsible for drafting, regulating and implementing different academic policies.

IQAC meeting provide various higher education reforms

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/ACADEMIC_CALENDAR |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment**6.2.1 - The institutional Strategic/ perspective plan is effectively deployed**

The institute formulated its statement of purpose (SOP) which is considered in developing strategy and prospective plan along with vision and mission.

Statement of Purpose "We are committed and determined to redefine the cause of excellence in Education and implement it through an accelerated need based practical oriented process with holistic approach to empower learners for self-exploration to become a responsible global citizen with deep rooted ethos of Indian culture and tradition."

Following are institutional strategic area for regular activities formulated by principal in consultation with stakeholders.

Admission of Students: Admission committee is formulated every year for allocation of various work of admission.

Library, ICT and Physical Infrastructure / Instrumentation: The institution has infrastructure according to university norms. Each classroom is equipped with technology (ICT) to enhance the teaching learning process. Library is catering to diverse need of students and faculty. International Journals, National Journals, Magazines and E-Resources viz. SHODH SINDHU, N-list, etc. are made available.

Curriculum Development: Being an affiliated College it follows the curriculum prescribed. It is systematic implementation by detailed planning and execution by the educators.

Human Resource Management: Staff is recruited as per norms of university guidelines, Training is provided by induction and faculty development programs.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/iqac-iso |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The College organizational structure consists of the Management Executive Council, Governing body, Principal along with College Development Committee & IQAC. They are the highest decision-making body with whom Principal makes correspondence on matters pertaining to the smooth functioning of the institution. The teaching staff, the non-teaching staff and the students perform their functions as per policies formulated for college governance.

The Principal is assisted by the Vice Principal/HOD of Departments, Academic Coordinator and Teachers-in-Charge of the Classes, the Staff Council (all teaching faculty) and the Non-Teaching Staff, which comprises of the Administrative Officer, Section Officers (one Accounts Office and one General Administration), Senior and Junior Office Assistants and support staffs.

Registered alumni association work for connectivity of alumni with college activities. Student council meetings are held to organize various activities.

The Anti Ragging Cell, Grievance Redressal Committee and the Internal Complaints Committee: The objective of these committees is to ensure that no violation of rules takes place within the college. Induction sessions are planned for staff and students with briefing of various SOPs and Policies.

Other institutional bodies viz, Student Development officer, National Service Scheme Program Officer, Physical director, Librarian, College Examination Officer are appointed for effective and efficient functioning.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Link to Organogram of the Institution webpage | https://acbcs.edu.in/pages/igac-naac |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Faculty empowerment through yearly career planning is the policy that seeks to encompass the whole staff community. It includes on-job learning, specific training in order to carry out new activities and challenges, knowledge sharing with colleagues, mentoring, coaching, research and study, consultancy, participation in conferences, seminars, courses and training programmes. welfare benefits are provided to all staff members:

1. Educator members are promoted for self-development programs and higher education.

2. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, duty leave, medical leave, study leave.

3. Fees instalments & fees concession scheme for wards of staff.
4. Employee Provident Fund for teaching and non-teaching staff.
5. The College provides college uniform to non-teaching staff (Security Personal and peons).
6. Parking facility to teaching and non-teaching staff.
7. Diwali gift, tea and subsidies lunch facility to teaching and non-teaching staff.
8. For research work separate PCs are allocated with internet connection.
9. Every year, staff get an increment based on performance.
10. Key employees viz, HoD, T&P officer, QAG head provided with laptop facility
11. Principal provided with mobile connection and car facility.
12. Administrative head provided with mobile connection facility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/EMPLOYEE_WELFARE_POLICY |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

40

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

35

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Yes , the college has a Performance Based Appraisal System from the initiation of the college. The staff members are required to fill and submit the prescribed performance appraisal forms along with the necessary documents. The principal/Vice principals verifies all the necessary reports and forward it to management.

Teaching staff: Performance appraisal is divided into four categories

CATEGORY-I : Academic performance (Present Educating Status) Results for the academic year for the particular subject taught by the faculty.

CATEGORY-II : Development of Professional Additional training taken in the academic year. Details of refresher course, FDP, Workshops, Seminars attained by individual.

CATEGORY III : Research and Development 1. Details of research papers published in various journals. overall faculty involved in research.

CATEGORY IV : Administrative Work and Contribution in Co-Curricular Activities and organisational contribution. Other details like problems faced in the academic year, Suggestion for the Improvement in the Institutional System

Non Teaching : Performance appraisal is based on the punctuality, sincerity, hard working and other facts of the staff. Performance appraisal form is also filled by non-teaching staff and the same steps are followed with respect to their reporting hierarchy,

evaluation is done and forwarded to management.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-635-appraisal-forms-6421767e04f0b.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute have own internal audit mechanism which is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the College. Qualified Internal Auditors from external resources are appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on a quarterly basis.

The college has both the internal and external audit mechanisms. For internal audit, a panel of accountants is appointed by the management. They regularly conduct the audit programmes At the end of every financial year final audit is conducted.

The audit of expenditure incurred under various examinations and grants sanctioned conducting seminars/conferences/workshops etc. is conducted. ISO process of an institution conducts audit programmes from time to time. So far there have been no major findings /objections. In or errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution has a regular system of annual budgeting and auditing of its accounts of internal and external systems.

Institutes have developed their own internal audit structure to process and monitor effective and efficient use of available financial resources. The Finance and Purchase Committee is actively involved in the mobilization and use of available financial resources. As per the requirement of the academic and infrastructural facilities by various departments, the Purchase Committee as well as the Management make new purchases after the procedure and sanction. The budget is allocated to the departments yearly and the expenses are met accordingly after completion of the technical formalities. The funds are allocated on a priority basis for various purposes. The finance head scrutinized to ensure further effective and efficient use of financial resources.

The annual budget of Revenue Expenditure and Capital Expenditure are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analyzed. Working following on time and real time basis under internal control mechanism. Expenses are monitored, checked and controlled under vertical hierarchy through the internal control system of all the day-to-day transactions. Apart from above external statutory auditors are appointed by the trust.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Upload any additional information | View File |

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

IQAC has defined following strategies:

1]NEP Awareness: IQAC organized one-week National Level FDP on NEP

2]Faculty Induction Program(FIP): It helps teachers to improve teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities.

3]Skill enhancement: IQAC initiated QAG cell focusing on enhancing literacy, creativity, soft skills, technological proficiency, social skills, etc. through diverse activities.

4]Quality assurance and improvement through participation in various ranking processes like NIRF and EW ranking.

5]IQAC ensures quality of teaching and learning processes through class observations, student feedback, monthly grade of faculty.

6]IQAC ensures CO and PO attainment through CIE.

7]IQAC organizes expert sessions,Industrial visits and internships to bridge the gap.

8]Audits: Audits are important to identify inefficiencies and make recommendations for improvement. IQAC conducts AAA, Energy and ISO audits.

9]Alumni Connect: IQAC fosters engagement through leveraging alumni experiences for current student and institutional benefit.

10]Feedbacks: An institution grows by actively engaging with its stakeholders using their feedback for development and success. We

have practice of taking stakeholders feedback on regular basis.

11]Collaborations(MOU)-For developing higher level thinking, practical training, leadership skills etc., institute made 2 MOU with external organisations.

12]Multidisciplinary education- provided through add-on courses and distance courses.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/ |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

1. IQAC reviews academic calendar, curriculum planning & delivery for effective teaching learning process and provide suggestion for improvement.
2. IQAC reviews Microplans, CO-PO and Time Tables for effective curriculum delivery.
3. IQAC ensures learner centric approach through class observation of faculties and suggest new teaching pedagogies base on subject and also appreciates faculties for innovative teaching pedagogies.
4. IQAC reviews and suggest new initiatives for teaching learning like Buzz Bid, Shark tank activities gives platform to understand practicability etc.
5. The IQAC conducts faculty induction at the start of year to understand and make aware about role and responsibility of teacher, teaching -learning, CIE- SOP, CO PO mapping & attainment etc. It also ensures transparent and fair assessment.
6. IQAC organizes as well as motivate faculties to attend various seminar/workshops related to upcoming reforms in education like NEP 2020 and take reviews from faculties about it.
7. IQAC reviews feedback on teaching learning process received from student and suggest improvement to faculties and reviews those improvements time to time through class observations.
8. IQAC motivate faculties to use ICT tools to make teaching-learning more live and also suggest various e-content sources to enhance their knowledge.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/POLICIES_FOR_TEACHING_LEARNING |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://acbcs.edu.in/up-images/downloads/upFile_0-annual-report-ay20222023202308170001-64e05ce637a25.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

ACBCS actively promotes gender sensitization through a variety of co-curricular activities like seminars, expert sessions, and counselling sessions. These initiatives aim to raise awareness about human rights, cyber security, and other pertinent issues, fostering a campus culture that values diversity and inclusivity.

The college prides itself for a commendable social diversity, with a higher enrollment of women compared to men. ACBCS fosters an

inclusive environment that facilitates interaction and thriving among students from diverse backgrounds.

College has established Grievance Committee(GC) to address various concerns, with the Internal Complaint Committee (ICC) specifically handling women-specific issues.

Prioritizing safety, the institution implements comprehensive security measures, including constant CCTV surveillance and stringent checks for outsiders. Mandatory ID cards for students contribute to a secure environment, allowing access only to authorized individuals.

The college's placement cell empowers students through career counselling, training, and workshops, leading to numerous success stories. Mentorship programs guide students in academic, emotional, social, and spiritual development, transcending gender constraints.

College provides separate common rooms for both genders, fostering relaxation and interaction. Additionally, a sanitary napkin vending machine ensures a hygienic and discreet means of access for female students. ACBCS stands as a beacon of inclusivity and equal opportunities in higher education.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.aef.edu.in/acbcs/pages/mandatory-disclosures |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://acbcs.edu.in/pages/WOMAN_SAFETY_&_SECURITY |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The following wastes are being disposed by the college

1. **Solid Waste Management:** The campus segregates solid waste into biodegradable (e.g., food waste, leaves) and non-biodegradable components (e.g., paper, plastics, glass). Colored garbage bins (Green and Blue) strategically placed in the canteen and premises facilitate proper segregation, promoting responsible disposal practices.

2. **Liquid Waste Management:** Being situated in a rural area, liquid waste is channelled to underground drainage, and canteen wastewater finds a second purpose by being used for gardening and watering trees. The institution envisions establishing a full-fledged sewage treatment plant to recycle sewage within the campus in the near future.

3. **E-Waste Management:** Obsolete electronic devices like computers, servers, monitors, and batteries are collected centrally. The college collaborates with Techeo Waste Management LLP, a third-party agency, to ensure proper recycling of all types of e-waste. Old monitors and CPUs are repaired and reused whenever possible.

4. **Types of Waste Generated:** Various sources like classrooms, labs, staffrooms, offices, libraries, and toilets contribute to waste generation. Each source produces distinct types of waste, ranging from paper, plastics, pens, and pencils to bottles, wrappers, and sanitary napkins. The categorization [fahttps://acbc.edu.in/pages/green_Initiativescilitates](https://acbc.edu.in/pages/green_Initiativescilitates) targeted waste management strategies for each source.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://acbcs.edu.in/pages/green_Initiatives |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or all of the above**

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit **A. Any 4 or all of the above**

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Ashoka Education Foundation (AEF) prioritizes creating an inclusive environment that embraces diversity across cultural, regional,

linguistic, communal, socioeconomic, and other dimensions. The institution has implemented various initiatives to foster tolerance and harmony within its community.

Cultural events and celebrations showcasing the rich diversity of traditions are organized, providing a platform for students to share their cultural heritage. The institution actively promotes multilingualism, recognizing the importance of linguistic diversity, and encourages students to embrace and respect different languages spoken within the community.

AEF emphasizes communal harmony through interfaith dialogues, celebrations of religious festivals, and awareness programs that promote understanding and acceptance of diverse religious practices. The institution actively addresses socioeconomic disparities through scholarship programs, financial aid, and mentorship initiatives, ensuring that all students have equal access to educational opportunities.

Moreover, workshops and seminars on diversity and inclusion are conducted, fostering a sense of unity among students and staff. The campus environment is designed to be welcoming to individuals of all backgrounds, creating spaces for open dialogue and mutual understanding.

In essence, AEF's commitment to an inclusive environment is reflected through these multifaceted efforts, cultivating a culture of tolerance, acceptance, and harmony among its diverse student body and faculty.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college, demonstrates a commitment to instilling a profound understanding of constitutional obligations, values, rights, duties, and responsibilities among its students and staff through a diverse range of initiatives. The College has introduced the Constitution of India as an audit course, providing students with a comprehensive

understanding of their civic duties and rights.

To further enhance awareness, ACBCS organizes sensitization programs on Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civil Safety, and Values. These initiatives aim to cultivate a sense of responsibility and consciousness among the college community.

The college goes beyond academic endeavours by planning and executing various activities that promote an understanding of national identities, symbols, Fundamental Duties, and Rights of Indian citizens. Events such as Road Safety campaigns, Independence Day and Republic Day celebrations, and Swachhata Abhiyan contribute to fostering a sense of civic duty and pride. On Republic Day, the entire faculty and student body collectively recites the Constitution preamble, reaffirming their commitment to the foundational principles of the

ACBCS conducts specialized sessions on Democracy, Election, and Governance, facilitating a deeper comprehension of democratic processes and the role of governance. These activities collectively contribute to creating socially responsible and well-informed citizens within the college community.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | View File |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff **A. All of the above**

4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebration of cultural and constitutional festivals is one of the integral part of college's activities. The academic calendar is brimming with important events which show enthusiasm of this institution in celebrating many national and international days and festivals. Republic day on 26th January and Independence Day on 15th August is celebrated every year in the college with great enthusiasm and pride. A function is organized in the college campus where all staff members and students share their thoughts about importance of this day in history of nation and pay tribute to all freedom fighters. National and international days are also celebrated in our institution so that students get knowledge about the great personalities in our political, social, cultural and scientific history. International Yoga day is also celebrated on 21st June every year in the college. Teachers day is also celebrated on 5th September we celebrate the birth anniversary of Dr.Sarvepalli Radhakrishnan. The common birthday of Mahatma Gandhi and Lal Bahadur Shastri on 2nd October is commemorated as Swachhta Diwas.. The birth anniversary of Sardar Vallabhbhai Patel on 31st October is celebrated as National Unity Day.26th November is also celebrated as National Constitution day.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

Best Practice -I

Student Research Project Scheme(SRPS)

Research creates new knowledge, insights, and imparts excitement, vibrancy, and dynamism in educational process. As a part of the quality mandate, Ashoka center for Business & Computer Studies is proposing this scheme to instill research culture amongst the students under the guidance of faculties.

Objectives:

1. To create awareness of research among the students
2. To make students well acquainted with importance and opportunities involved in the research work
3. To inculcate the research culture in institutes and among the students
4. To identify young talent, build capacity, promote innovation and support inter- disciplinary research in collaboration with faculties

Best Practice - II

Beyond Academics: Fostering Holistic Growth with Powerful Initiatives

Institute has been working for holistic or 360-degree development of students. This practice will help students in inculcating life skills, human values in students. This practice will take care of physical, emotional and psychological well-being of students.

Objectives:

- To impart selected life skills in students which will help them to live happier and meaningful life.
- To inculcate selective social and Universal human values in students.
- To help students in being physically, emotionally and mentally fit and make them ready to face challenges.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Institutional Distinctiveness:"Small Classes, Big Impact: Maximizing Student Engagement" .

By reducing class sizes, ie. dividing one division of 80 intake into two classes of 40 each, ACBCS aims to provide greater attention to individual student needs, improve results and a more engaging educational experience. This objective involves creating an environment that fosters meaningful connections between students and teachers, encouraging open communication and personalized learning. By exploring effective teaching strategies within small class settings, the objective is to uncover methods that enhance student participation, collaboration, and overall engagement.

This practice focused on student motivation and enthusiasm for learning. The objective involves investigating the role of technology and innovative teaching methods in optimizing engagement within smaller classrooms. We aims to provide practical insights by adopting small class sizes. With two classes, it becomes easier to monitor and evaluate the performance of every student. Students are more satisfied with small class strength, they respond more effectively. With a more focused approach, each student become more efficient in handling tasks and responsibilities. We have increased the student participations in all activities. The management also helps to provide adequate resources like faculties, infrastructure, budget allocation etc. to achieve the success.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institute follows the Choice Based Credit System mandated by SPPU, Pune for the 2022-23 academic year. The Academic committee initiates semester-wise curriculum planning aligned with the university's schedule, culminating in a detailed Academic Calendar covering commencement dates, continuous assessments, major events and activities. Upon finalization and approval by the management, calendar is shared with stakeholders

Subject allocation, overseen by HODs, involves discussions with department faculties, leading to the creation of the departmental timetable. Faculty members develop Microplans for effective curriculum delivery, and subject teachers incorporate these into course files incorporating subject Microplans, study materials, question banks, assignments, and other details, ensuring alignment of COs and POs for each course.

Curriculum delivery employs ICT tools and diverse teaching pedagogies (offline/online) like debates, group discussions, role plays and zoom/Googlemeet lectures, google classroom etc. Faculty development is emphasized through Orientation/Refresher courses and workshops. The curriculum is enriched with video-based learning, research activities, university-approved value addition courses, expert sessions, industry visits, internships, projects, and practical work.

At the academic year's end, the IQAC, in coordination with the administrative department, gathers feedback from various stakeholders. Following a thorough analysis, a Corrective and Preventive Action (CAPA) plan is devised and implemented to drive continuous improvement.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-612calendercommittee-listwebsitecompressed-65b4e65b5deab.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

A detailed Academic Calendar is formulated, encompassing commencement dates, continuous internal assessments, major curricular and co-curricular events, and activities for each semester. Time to time academic calendar activities & events compliance report prepare by academic committee.

For Continuous Internal Evaluation....

1. **Time-Table and Classes:** Departmental coordinators devise timetables adhering to university guidelines, uploaded on the college portal and notice boards.
2. **Course Files and Lecture Plans:** Faculty-appointed subjects result in course files, endorsed by the HOD, detailing teaching plans and assignment schedules.
3. **Internal Examinations:** Concurrent tests 1 & 2 carried out by course teacher at their level. Mid Term , End Term, and Pre-University Exam dates are in the academic calendar.
4. **Assignments and Quiz:** Scheduled assignments and quizzes, integrated into Continuous Internal Evaluation, are administered and submitted promptly.
5. **University Exams:** Academic calendars tentatively indicate university exam dates, final schedules posted on student notice boards.
6. **CIE Monitoring:** CIE committee monitors whole CIE process.
7. **Display of Marks:** CIE committee display the final marks of class wise courses on notice board and resolve student's grievance if any.
8. **Student Feedback/Grievance:** If any grievance is submitted by student regarding marks then CIE committee handle it as per Concurrent Grievance policy.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://acbcs.edu.in/pages/cie |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

5

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data

requirement for year: (As per Data Template)

25

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

654

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

456

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

The institute adheres to SPPU, Pune's curriculum, emphasizing gender, environment, sustainability, human values, and professional ethics. Second-year UG students are mandated to take Environmental Studies, focusing on sustainability and environmental awareness.

1. Gender: Expert sessions by Nirbhay Kanya Abhiyan, Vishaka Samiti, and NSS cover self-defense, Women's Day, empowerment, women's health, safeguarding the girl child, women's laws, and gender sensitization. NSS initiatives include sanitary pad distribution and women's hygiene programs in both campus and adopted communities.
2. Environment and Sustainability: Environmental Science

projects and case studies are integral to the curriculum. NSS promotes environmental protection through tree planting, Swach Bharat Abhiyan-aligned activities, river cleaning, village cleanliness drives, and plastic-free campaigns. The Eco club and rainwater collecting system contribute to environmental awareness, World Environment Day, Renewable Energy Day, and N.S.S. Day.

3. Human Values and Professional Ethics: Extracurricular activities foster morality, organized by NSS, Student Development Committee, and Cultural Committee. Republic Day and Independence Day events promote patriotism. Health awareness programs, medical checkups, road safety campaigns, and blood donation camps align with the college's commitment to values. The institution facilitates internships, field trips, and expert session. The Cultural Committee enhances cultural involvement with events like Indradhanushya, traditional day, etc. competitions.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

56

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

373

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://acbcs.edu.in/pages/feedback-and-grievance-form |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

414

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

289

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institution strategically plans and executes a comprehensive approach to facilitate learners in building a strong foundation and excelling in academics, fostering overall development. Following IQAC recommendations, the identification of slow learners is based on Continuous Internal Evaluation (CIE), while advanced learners are pinpointed through term-end examinations.

Our specialized programs, namely the Remedial Club for slow learners and the Elite Club for advanced learners, embody a patient and supportive approach for progress, irrespective of speed.

Slow learners, several measures are implemented:

1. Subject teachers and experts provide performance-monitored remedial lessons and extra sessions.

2. Specialised mentoring and parent communication to improve academic performance.

3. Initial Bridge Course to overcome subject difficulties.

4. Simplified study materials and question banks help to reduce course failures and boost confidence.

Advanced learners, several chances to learn:

1. Attending seminars, conferences, workshops, and intercollegiate debates and technical fests participation.

2. Guidance for career planning.

3. Ashoka Scholarships for best university exam scores.

4. Elite top-ten SPPU university rank holders received appreciation.

5. The Training and Placement Cell teaches interviewing and personality development skills.

6. Motivation to pursue MOOC, Coursera, Google, NPTEL, and SWAYAM certificate courses.

7. Competitive Exam Cell-organized competitive exam orientation and preparation.

8. Get more library and periodical resources.

| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://www.aef.edu.in/acbcs/pages/activities-student-development-program |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 860 | 35 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

To enhance education, the institute emphasises experiential, interactive, and problem-solving methods. These tactics are carefully intended to engage students and create an immersive learning environment.

Experiential Learning:

1. Project & Internship-Based Learning (PBL): These projects generally simulate real-world situations, giving students hands-on experience to apply education.

2. **Field Trips and Site Visits** Connecting theoretical concepts to real-world.
3. **Laboratory Work** offer practical experience and reinforce theoretical concepts.

Participative Learning:

1. **Group Discussions:** Structured small-group talks improve critical thinking and communication.
2. **Peer Teaching:** Students reinforce their understanding and offer diverse views by teaching their peers.
3. **Case Studies:** Collaborative analysis of real or hypothetical cases helps students apply theory to practice.
4. **Role-Playing:** By putting course concepts into practice, acting out scenarios improves comprehension.
5. **Students learn critical thinking and communication** by researching, expressing, and defending their opinions in structured debates.
6. **Student Presentations:** Presenting research, conclusions, or viewpoints boosts students' public speaking skills and confidence.
7. **Activity-Based Learning:** Showing abilities at Shark Tank, sporting meets, Buzz-Bid and annual gathering.

Problem-Solving Learning:

1. **Research-Collaborative Problem Solving:** Encouraging group collaboration for research activities.
2. **Case-Based:** Using case studies to present complex issues, where students analyse, identify problems, and propose.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-teaching-learning-sop-65bb85f26e3b7.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Digital Assessment Tools: The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS, Quizz.com, Kahoot and mentimeter etc.

E-books and Digital Resources: Teachers use e-books and digital resources to supplement traditional textbooks. These resources are often more interactive and can include multimedia elements, providing a more engaging learning experience.

Communication Tools: Teachers use communication tools such as email, messaging apps, and online discussion forums to stay connected with students, parents, and colleagues. This facilitates quick and effective communication, especially in remote learning environments.

Multimedia Presentations Tools: Presentation software like PowerPoint or Prezi enables teachers to create multimedia-rich lessons.

Zoom/Microsoft Teams: All the departments conduct webinars, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by Industry experts and Alumni on Zoom platforms.

MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx etc)

Faculty as well as students completing online MOOC courses to enhance their knowledge in their respective subjects

Projectors are installed in all classrooms to incorporate new pedagogies in the teaching-learning process like to show videos related subjects.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://acbcs.edu.in/pages/infrastructure |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

35

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

35

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

5

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

171

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

- Continuous Internal Evaluation(CIE) committee adhering to the dates of internal assessment as per academic calendar and is responsible for smooth and fair conduction.
- CIE members through subject teacher orient students about criteria's, marking scheme schedule and evaluation methods for each subject with students in the 1st session.
- Email regarding Question paper submission for Mid-term & End term exam as per format has been sent 15 days prior to scheduled and after verification of paper by CIE member and maintain secrecy of it.
- Notice and CIE timetable shared through notice board and what's app group of parents & students.
- MID& End term carried out with proper seating arrangement, supervision chart and supervisor allocation where blocks up to 35 students seating capacity are prepared andseating arrangement display on notice board.
- Answer sheet check by subject teacher in very fair and transparent manner and checked answer sheet share & discuss with student and return back to CIE committee along with mark sheet.
- Overall Internal marks calculated and display on notice board and ask students to submit grievance if any regarding displayed internal marks and such grievance is solved ass per Mechanism of concurrent grievance redressed in very transparent & fair way.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-cie-sop-65b8df2a0dab8.pdf |

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

ACBCS reforms the assessments as per NEP 2020. CEO of the institute Developed a comprehensive exam Grievance Redressal Mechanism policy outlining the types of grievances that can be raised related to internal examinations as well as University exam. This Policy Clearly define the procedures for submitting, reviewing, and resolving grievances.

Step1: Raise the grievance through QR code to register Exam Grievance is being displayed in college

premises

Step2: Department head of exam will forward it to CEO.

Step3: CEO analyse and look for solution if it within his role as a head.

Step4: CEO is not having authority for such specific grievance in that case he will either send mail to SPPU (SPPU exam related grievance) and for college exam related grievance will be solving in coordination with Principal.

Step5: Execution of Grievance as per SPPU (SPPU External Exam) suggestions or Principal (for CIE) within time frame for college exam is 15 days and for SPPU exam is 2 days from day of grievance.

Committee maintained transparency in the grievance handling process by providing regular updates and ensured that all grievances, communication, and decisions are documented and stored securely.

It also makes sure that students should get satisfied /justified decision.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-exam-grievance-65b8df74cd727.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Institute is affiliated to the Savitribai Phule Pune University, Pune and adheres to its curriculum across all of its programmes.

Initially Institute motivated teachers to attend various workshops /seminars as well as on regular basis institute conducts FIP to orient related to / about Programme Outcomes (PO) and Course Outcomes (CO) mapping and attainments.

Teachers knew that POs means what the graduate students of a specific degree program should be able to do and COs are the resultant knowledge skills that the students acquire at the end of the course.

Every Department displays POs on their notice board, so that student aware about while visiting these places.

Teacher also mention in microplan about which CO is achieved through course topics or subtopics.

Teacher prepares CO-PO mapping which helps to encourage and apply Outcome Based Education in the institute for attaining a futuristic approach towards education along with improved learning outcomes.

Teachers invest 1st session to orient students about PO & CO and also while conducting sessions mention which CO is related to topics.

While conducting Continuous Internal Evaluation(CIE) , every subject teacher mention CO in their question paper in front of questions so students also aware about it.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-all-co-and-po-64d4ccd3419fa.pdf |
| Upload COs for all courses (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Continuous Internal Evaluation (CIE) committee includes head and one member from each program who ensures that every teacher effectively complete their CO-PO attainment as per guidelines provided through CO-PO orientation sessions.

Every Teacher mention CO attainment target in their CO-PO mapping matrix along with method of CIE.

In the execution of CIE, every teacher wants to understand how much resultant knowledge skills that the students acquire at the end of the course by mentioning COs in CIE methods/question paper and prepare evaluation sheet where he/she mentions CO wise marks achieved by students.

He/she calculate CO attainment level varies between 1(Low) to 3(High) and compare with plan CO attainment level. If achieved attainment is less than planned, then teacher prepares plan of action for improvement in next time.

Teachers on regular basis conduct revision and remedial sessions to achieve CO attainment level which means they make sure students acquire resultant knowledge, skills that students need to acquire at the end of the course.

Every department level CIE member monitor and checks course wise CO-PO attainment level and make sure that it should get completed before end of semester. Principal also make sure it's CO-PO attainment through CIE time to time.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-attainment-65b8dfffa680db.pdf |

2.6.3 - Pass percentage of Students during the year

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

211

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://acbcs.edu.in/up-images/downloads/upFile_0-annual-report-ay20222023202308170001-64e05ce637a25.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://acbcs.edu.in/up-images/downloads/upFile_0-27sss-summary-report-65b7250817481.pdf

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 year (INR in Lakhs)

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

0.64

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://www.esds.co.in/ |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

30

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

15

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

19

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

In accordance with vision statement, the college orchestrated range of extension activities designed to heighten awareness of the social needs and issues within local communities.

The NSS unit organized a week-long camp in the adopted village, during which volunteers engaged in diverse activities to raise awareness among students about social and global cross-cutting issues. These activities encompassed educating about the hazards of plastic, tree plantation, promoting health and hygiene, raising awareness about Menstrual Hygiene, organizing cleanliness drives, and empowering girls.

Holistic development cell and other cell of college conducted various activities in collaboration with local communities like coordinating Marathons for Social welfare, entrepreneurship sessions among ZP school students, organizing health checkup camps, expressing gratitude towards elders in old age homes, coordinating the Wow Women Rally, celebration of teacher's day, etc.

Additional activities, such as Social Gathering-Indradhanushya, Campus Carnival-Udaan, observing International Yoga Day, Samvidhan Day, NSS day, Independence and Republic Day, participating in Swachata Abhiyan, commemorating Gandhi Jayanti and other notable personalities, , conducting sessions on disaster management, AIDS and STD awareness, promoting analyzing the Union Budget through competitions, Conducting Women Empowerment workshops were conducted to ensure the holistic growth of students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1Sf22NWm9GWuHr3pDfII5_8kw96A7EVEc/view |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

860

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

107

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | View File |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

6

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution has a comprehensive infrastructure and a range of physical facilities to support effective teaching and learning & to holistic development of students

Classrooms:

The institution prioritizes an enriched learning environment with well-equipped facilities. It has 23 illuminated and ventilated classrooms, each accommodating 45-70 students, equipped with ergonomic benches, whiteboards, projectors, and internet access. The entire campus, monitored by 120+ CCTV cameras, ensures a secure learning space.

Laboratories:

The college has 6 well-equipped & updated laboratories. Includes Electronics, Maths & Statistics labs with feature state-of-the-art equipment such as Digital Storage Oscilloscopes, Function Generators, Raspberry Pi boards etc. and four Computer labs with enhanced security features with software like R, Python, and Oracle, the college supports a dynamic computing environment

Library:

The Central Library, using Koha software, houses a rich collection of 4090 reference books, 3366 textbooks, and subscribes to Inplibnet (N-list).

Cultural:

Cultural facilities include an Air-conditioned Audio-Visual Hall and an open-air Amphitheatre for co-curricular & extracurricular events.

Sports & Gymnasium

The gymnasium, offers high-grade instruments for total body workouts, while sports facilities cater to both indoor and outdoor games. Institute having Basketball & volleyball court and facilities for indoor games like chess, carom etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

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

ACBCS has adequate Facilities for Cultural and sports.

Cultural Facilities:

Air-conditioned Audio-Visual Hall established in 2009 has an area of 1740 Sq. Ft. with 150 seating capacity is equipped with Dias, Podium, Chairs, Water Purifier, Microphones and ICT facilities. There is a

Permanent platform for performance, Music system and speakers. Audio-Visual Hall is used for cultural activities like competitions/performances like "UDAAN" a state level intercollegiate competition where different events organize like Poster competition, Business plan competition, sports, filmography etc.... and "INDRADHANUSYA (Annual Gathering)" for alternate years, workshops, guidance sessions and practice. Open air Amphitheatre with seating capacity of more than 200 individuals with 4081 Sq. Ft. area. A covered stage and backstage room has two entry points.

Sport facility

Indoor facility: For games like chess, table tennis, carom.

Outdoor facility: Volleyball clay court with 9x18 square meter and basketball court 15.2 x28.7

square meter (area) with special cement court is present. Sufficient sports supplies like football, basketball, badminton, table tennis rackets, hockey, lawn tennis rackets and balls, fencing, cricket, volleyball, tug of war, shot put, handball, fitness equipment, softball are available and issued to students as per the requirement.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

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

23

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

23

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

84,31,752.0

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The institution's library, well equipped with over 8212 books, magazines, and journals, is adeptly managed with KOHA open source ILMS software (version 20.11.02.000). Modules such as Circulation, Cataloguing, Acquisition, Serial, Reports, and Advanced Search streamline library operations. It provides a diverse range of resources, including N-LIST e-resources, accessible remotely by students and staff.

The library employs Dewey Decimal Classification for reference books and organizes textbooks class-wise for easy navigation. Online Public Access Catalogue (OPAC) facilitates searches by title or author. The library subscribes to both National and International journals and newspapers and offers additional resources to elite students. Regular communication via messages

ensures students and staff are informed about new books and current journal content, displayed on the notice board.

Orientation programs for new students, availability of syllabus and question papers, and various skill-enhancing activities like book reviews and essay writing contribute to the library's role in academic development. E-bulletins, edited by the librarian, capture monthly activities, shared through the college website, emails, and WhatsApp groups. Collaborations include an MOU with YCMOU, Nashik library, and technology resources like scanners and printers are available. The ILMS, KOHA, is partially automated, ensuring efficient library functioning and continuous improvement through regular student feedback.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://acbcs.edu.in/pages/library |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

0.73374

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

26

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college continuously upgrades its IT infrastructure, incorporating advanced Pentium-IV microprocessors, memory configurations ranging from 4GB to 8GB, and operating systems from Windows 7 to 10. Total 227 computers, including 7 laptops, are strategically positioned in computer labs, staff rooms and administrative offices.

Bandwidth has seen a significant boost, from 30 MBPS to two 100 MBPS lines from BSNL and 50 MBPS line from Tata Tele Business Services. The ACBCS employs a Premium IPS Billing Plan Hybrid topology with switch connectivity, ensuring a networking speed of 30 MBPS & 300 MBPS.

Administrative and IT staff is empowered with 3 PC's of various leading makes like LENOVO. Advanced 7 LENOVO laptops(8 GB RAM 512 GB SSD) are used by HOD head.

Classrooms, laboratories, and seminar halls are equipped with ICT tools, featuring 24 projectors and 1 smart board. The LMS platform, including KOHA and N-list, supports knowledge exchange

among teachers and students.

Face recognition system for attendance tracking, is in use. Printing facilities include two HP printers, one CANON photocopying machine, and two HP scanners.

Security is reinforced with 120 CCTV cameras in campus. The ACBCS employs a licensed Seqrite antivirus, ensuring up-to-date protection through annual updates until October 1, 2024.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/infrastructure |

4.3.2 - Number of Computers

225

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

8829323

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The ACBCS has dedicated maintenance department responsible for carrying out the duties of Estate Office and responsible for overseeing the maintenance of buildings, class rooms, laboratories, cafeterias, sports facilities. A maintenance committee is constituted at campus who oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc. The department has qualified and skilled manpower for electric work, plumbing, carpentry work, horticulture etc. Maintenance of infrastructure facilities, services and equipment's is done as per following details:

1. The ACBCS has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, Adequate Lighting, UPS, Solar Panels etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier. 2. Maintenance of Services: Further, a fleet of buses are maintained by the transport department of the ACBCS. Sports facilities, etc. are maintained by the administration department as per the guidelines. Housekeeping services are in-house and available on campus as per their duty hours. Maintenance of Equipments: The ACBCS has a dedicated cell to look after the repair, maintenance and upkeep of labs. Further, major laboratory equipments are under Annual Maintenance Contract (AMC) for their regular preventive and corrective maintenance.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-442-link-maintenanace-policypages15-61dbf9afb6d05.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

57

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

142

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to institutional website | https://acbcs.edu.in/ |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 644 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 644 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student | A. All of the above |

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

34

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

76

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

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 year

5.3.1.1 - 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 year.

8

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

College always gives priority to overall development of students by conducting various activities to develop skills and knowledge with the help of student development cell.

For the academic year 2022-23 Mrs. Khushbu Patil was appointed as student Development Officer by Savitribai Phule Pune University, Pune.

Students of the institution are representing on academic and administrative bodies and different committees and cells such as Student council, Women Empowerment and Anti-Harassment Cell (Vishakha Sameeti), Internal Quality Assurance Cell (IQAC), Library Committee, Equal Opportunity Cell, Sports Committee, Cultural Committee, National Social Service (NSS) and Alumni Association Cell. The meetings of the said committees and cells conducted and a follow-up is taken in order to bring quality and effectiveness in executing the function of the same. Several Curricular and Co-curricular activities are conducted by these committees and cells where students play a crucial role in organizing the programmes on the campus of the institution. Such activities seem beneficial for developing administrative and managerial skills among the students. They are assigned with various tasks during the series which strengthens cooperation, teamwork, and a sense of collective work among them. Through such activities students feel themselves as a very part and parcel of the institution.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/SDC |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

59

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

ACBCS prioritizes alumni engagement through a vibrant Alumni Association officially registered under the Maharashtra Society Registration Act, 1860, and the Mumbai Public Trust Act, 1950. Established on March 12, 2019 with Registration Number F-0020052(NSK)., this association serves as a dynamic platform for communication, networking, and collaboration between alumni and current students.

At the heart of alumni involvement are Mentorship Programs, where former students actively guide and support current students in areas ranging from academics to career advice and personal development. The Alumni Talk Series further enhances this interaction, with alumni leading expert sessions, workshops, and serving as judges in competitions, sharing valuable real-world insights.

Financial support from alumni is crucial for ACBCS, as they actively contribute through sponsorships and donations, ensuring the successful execution of various college activities and fundraising endeavors. Social responsibility is embraced through alumni-led events like tree plantation drives and visits to orphanages, creating a sense of community engagement.

In the digital realm, alumni stay connected through social media platforms and a dedicated WhatsApp group, sharing achievements and experiences. Advisory positions held by alumni in college committees (like IQAC, CDC, Sports meet etc.) underscore their commitment to shaping the institution's development.

| File Description | Documents |
|--|---|
| Paste link for additional information | https://acbcs.edu.in/pages/ALUMNI |
| Upload any additional information | View File |
| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | D. 1 Lakhs - 3Lakhs |
| File Description | Documents |
| Upload any additional information | View File |
| GOVERNANCE, LEADERSHIP AND MANAGEMENT | |
| 6.1 - Institutional Vision and Leadership | |
| 6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution | |
| <p>Institute Mission: "To make our students thinkers for self-exploration with technical and skill specific knowledge to create young professionals."</p> <p>Institute Vision: "To embed need based knowledge through holistic approach to create responsible future generation with deep rooted ethos of Indian culture and tradition."</p> <p>The institute governance is based on exploration of the need of a learner from the perspective of global requirement, also fulfilling the requirement of NEP 2020.</p> <p>It focuses on transformation of youth by holistic development taking into consideration the equitable and inclusive education with need based vocational education.</p> <p>Holistic approach implies the approach of education for the learner through intellectual, emotional, social, physical and spiritual domains. Sports participation is encouraged as they require physical strength. Sporting spirit is learned through various intra and inter college matches.</p> <p>Modernisation in education system is emphasised with practice of ethics and value based educational culture as it establishes high self-esteem among the students, which can make them capable of</p> | |

understanding & following core "Indian values" system in the line with internationalisation of education.

The mission statement emphasis students to be developed as thinkers by motivating them through mentorship program to participate in various co-curricular and extra-curricular activities. Students Profile development is emphasised.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/about-acbcs |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The institute promotes a culture of participative management by involving the staff and students in various activities. Any stakeholder can express themselves by giving any suggestions to improve the excellence by using facts, information aligned with the objectives and outcomes. The Staff members are contributory in defining the policies and procedures pertaining to governing and effectively implementing them to ensure smooth and systematic functioning of the institute under the guidelines given by IQAC. Course and function based departments are formulated for decentralised functioning to implement effective leadership mechanism.

Periodically unit meeting is conducted chaired by Administrator/ Director with the objective of identifying developmental needs.

Following points are discussed in it: Attendance record of students, activities planned and conducted for the period, achievements of unit, staff, students & alumni, issues/grievances, if any etc. Principal, Vice Principal & committee heads brief the details in it.

College Development Committee (CDC) is formulated and meetings are conducted as per norms laid down in university act.

The management review meeting is conducted and college working through quality assurance guidance cell is presented.

Academic Year Committee (AYC) is formulated responsible for

drafting, regulating and implementing different academic policies. IQAC meeting provide various higher education reforms

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/ACADEMIC_CALENDAR |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institute formulated its statement of purpose (SOP) which is considered in developing strategy and prospective plan along with vision and mission.

Statement of Purpose "We are committed and determined to redefine the cause of excellence in Education and implement it through an accelerated need based practical oriented process with holistic approach to empower learners for self-exploration to become a responsible global citizen with deep rooted ethos of Indian culture and tradition."

Following are institutional strategic area for regular activities formulated by principal in consultation with stakeholders.

Admission of Students: Admission committee is formulated every year for allocation of various work of admission.

Library, ICT and Physical Infrastructure / Instrumentation: The institution has infrastructure according to university norms. Each classroom is equipped with technology (ICT) to enhance the teaching learning process. Library is catering to diverse need of students and faculty. International Journals, National Journals, Magazines and E-Resources viz. SHODH SINDHU, N-list, etc. are made available.

Curriculum Development: Being an affiliated College it follows the curriculum prescribed. It is systematic implementation by detailed planning and execution by the educators.

Human Resource Management: Staff is recruited as per norms of university guidelines, Training is provided by induction and faculty development programs.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://acbcs.edu.in/pages/igac-iso |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The College organizational structure consists of the Management Executive Council, Governing body, Principal along with College Development Committee & IQAC. They are the highest decision-making body with whom Principal makes correspondence on matters pertaining to the smooth functioning of the institution. The teaching staff, the non-teaching staff and the students perform their functions as per policies formulated for college governance.

The Principal is assisted by the Vice Principal/HOD of Departments, Academic Coordinator and Teachers-in-Charge of the Classes, the Staff Council (all teaching faculty) and the Non-Teaching Staff, which comprises of the Administrative Officer, Section Officers (one Accounts Office and one General Administration), Senior and Junior Office Assistants and support staffs.

Registered alumni association work for connectivity of alumni with college activities. Student council meetings are held to organize various activities.

The Anti Ragging Cell, Grievance Redressal Committee and the Internal Complaints Committee: The objective of these committees is to ensure that no violation of rules takes place within the college. Induction sessions are planned for staff and students with briefing of various SOPs and Policies.

Other institutional bodies viz, Student Development officer, National Service Scheme Program Officer, Physical director, Librarian, College Examination Officer are appointed for effective and efficient functioning.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Link to Organogram of the Institution webpage | https://acbcs.edu.in/pages/igac-naac |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Faculty empowerment through yearly career planning is the policy that seeks to encompass the whole staff community. It includes on-job learning, specific training in order to carry out new activities and challenges, knowledge sharing with colleagues, mentoring, coaching, research and study, consultancy, participation in conferences, seminars, courses and training programmes. welfare benefits are provided to all staff members:

1. Educator members are promoted for self-development programs and higher education.

2. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, duty leave, medical leave, study leave.

3. Fees instalments & fees concession scheme for wards of staff.
4. Employee Provident Fund for teaching and non-teaching staff.
5. The College provides college uniform to non-teaching staff (Security Personal and peons).
6. Parking facility to teaching and non-teaching staff.
7. Diwali gift, tea and subsidies lunch facility to teaching and non-teaching staff.
8. For research work separate PCs are allocated with internet connection.
9. Every year, staff get an increment based on performance.
10. Key employees viz, HoD, T&P officer, QAG head provided with laptop facility
11. Principal provided with mobile connection and car facility.
12. Administrative head provided with mobile connection facility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/EMPLOYEE_WELFARE_POLICY |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

19

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

40

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

35

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Yes , the college has a Performance Based Appraisal System from the initiation of the college. The staff members are required to fill and submit the prescribed performance appraisal forms along with the necessary documents. The principal/Vice principals verifies all the necessary reports and forward it to management.

Teaching staff: Performance appraisal is divided into four categories

CATEGORY-I : Academic performance (Present Educating Status)
Results for the academic year for the particular subject taught by the faculty.

CATEGORY-II : Development of Professional Additional training taken in the academic year. Details of refresher course, FDP, Workshops, Seminars attained by individual.

CATEGORY III : Research and Development 1. Details of research papers published in various journals. overall faculty involved in research.

CATEGORY IV : Administrative Work and Contribution in Co-Curricular Activities and organisational contribution. Other details like problems faced in the academic year, Suggestion for the Improvement in the Institutional System

Non Teaching : Performance appraisal is based on the punctuality, sincerity, hard working and other facts of the staff. Performance appraisal form is also filled by non-teaching staff and the same

steps are followed with respect to their reporting hierarchy, evaluation is done and forwarded to management.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/up-images/downloads/upFile_0-635-appraisal-forms-6421767e04f0b.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute have own internal audit mechanism which is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the College. Qualified Internal Auditors from external resources are appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on a quarterly basis.

The college has both the internal and external audit mechanisms. For internal audit, a panel of accountants is appointed by the management. They regularly conduct the audit programmes At the end of every financial year final audit is conducted.

The audit of expenditure incurred under various examinations and grants sanctioned conducting seminars/conferences/workshops etc. is conducted. ISO process of an institution conducts audit programmes from time to time. So far there have been no major findings /objections. In or errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution has a regular system of annual budgeting and auditing of its accounts of internal and external systems.

Institutes have developed their own internal audit structure to process and monitor effective and efficient use of available financial resources. The Finance and Purchase Committee is actively involved in the mobilization and use of available financial resources. As per the requirement of the academic and infrastructural facilities by various departments, the Purchase Committee as well as the Management make new purchases after the procedure and sanction. The budget is allocated to the departments yearly and the expenses are met accordingly after completion of the technical formalities. The funds are allocated on a priority basis for various purposes. The finance head scrutinized to ensure further effective and efficient use of financial resources.

The annual budget of Revenue Expenditure and Capital Expenditure

are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analyzed. Working following on time and real time basis under internal control mechanism. Expenses are monitored, checked and controlled under vertical hierarchy through the internal control system of all the day-to-day transactions. Apart from above external statutory auditors are appointed by the trust.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/mandatory-disclosures |
| Upload any additional information | View File |

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

IQAC has defined following strategies:

1]NEP Awareness: IQAC organized one-week National Level FDP on NEP

2]Faculty Induction Program(FIP): It helps teachers to improve teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities.

3]Skill enhancement: IQAC initiated QAG cell focusing on enhancing literacy, creativity, soft skills, technological proficiency, social skills, etc. through diverse activities.

4]Quality assurance and improvement through participation in various ranking processes like NIRF and EW ranking.

5]IQAC ensures quality of teaching and learning processes through class observations, student feedback, monthly grade of faculty.

6]IQAC ensures CO and PO attainment through CIE.

7]IQAC organizes expert sessions,Industrial visits and internships to bridge the gap.

8]Audits: Audits are important to identify inefficiencies and

make recommendations for improvement. IQAC conducts AAA, Energy and ISO audits.

9]Alumni Connect: IQAC fosters engagement through leveraging alumni experiences for current student and institutional benefit.

10]Feedbacks: An institution grows by actively engaging with its stakeholders using their feedback for development and success. We have practice of taking stakeholders feedback on regular basis.

11]Collaborations(MOU)-For developing higher level thinking, practical training, leadership skills etc., institute made 2 MOU with external organisations.

12]Multidisciplinary education- provided through add-on courses and distance courses.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/ |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

1. IQAC reviews academic calendar, curriculum planning & delivery for effective teaching learning process and provide suggestion for improvement.
2. IQAC reviews Microplans, CO-PO and Time Tables for effective curriculum delivery.
3. IQAC ensures learner centric approach through class observation of faculties and suggest new teaching pedagogies base on subject and also appreciates faculties for innovative teaching pedagogies.
4. IQAC reviews and suggest new initiatives for teaching learning like Buzz Bid, Shark tank activities gives platform to understand practicability etc.
5. The IQAC conducts faculty induction at the start of year to understand and make aware about role and responsibility of teacher, teaching -learning, CIE- SOP, CO PO mapping & attainment etc. It also ensures transparent and fair assessment.
6. IQAC organizes as well as motivate faculties to attend

various seminar/workshops related to upcoming reforms in education like NEP 2020 and take reviews from faculties about it.

7. IQAC reviews feedback on teaching learning process received from student and suggest improvement to faculties and reviews those improvements time to time through class observations.
8. IQAC motivate faculties to use ICT tools to make teaching-learning more live and also suggest various e-content sources to enhance their knowledge.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://acbcs.edu.in/pages/POLICIES_FOR_TEACHING_LEARNING |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://acbcs.edu.in/up-images/downloads/upFile_0-annual-report-ay20222023202308170001-64e05ce637a25.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

ACBCS actively promotes gender sensitization through a variety of co-curricular activities like seminars, expert sessions, and counselling sessions. These initiatives aim to raise awareness about human rights, cyber security, and other pertinent issues, fostering a campus culture that values diversity and inclusivity.

The college prides itself for a commendable social diversity, with a higher enrollment of women compared to men. ACBCS fosters an inclusive environment that facilitates interaction and thriving among students from diverse backgrounds.

College has established Grievance Committee(GC) to address various concerns, with the Internal Complaint Committee (ICC) specifically handling women-specific issues.

Prioritizing safety, the institution implements comprehensive security measures, including constant CCTV surveillance and stringent checks for outsiders. Mandatory ID cards for students contribute to a secure environment, allowing access only to authorized individuals.

The college's placement cell empowers students through career counselling, training, and workshops, leading to numerous success stories. Mentorship programs guide students in academic, emotional, social, and spiritual development, transcending gender constraints.

College provides separate common rooms for both genders, fostering relaxation and interaction. Additionally, a sanitary napkin vending machine ensures a hygienic and discreet means of access for female students. ACBCS stands as a beacon of inclusivity and equal opportunities in higher education.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.aef.edu.in/acbcs/pages/mandatory-disclosures |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://acbcs.edu.in/pages/WOMAN SAFETY & SECURITY |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The following wastes are being disposed by the college

1. Solid Waste Management: The campus segregates solid waste into biodegradable (e.g., food waste, leaves) and non-biodegradable components (e.g., paper, plastics, glass). Colored garbage bins (Green and Blue) strategically placed in the canteen and premises facilitate proper segregation, promoting responsible disposal practices.

2. Liquid Waste Management: Being situated in a rural area, liquid waste is channelled to underground drainage, and canteen wastewater finds a second purpose by being used for gardening and watering trees. The institution envisions establishing a full-fledged sewage treatment plant to recycle sewage within the campus in the near future.

3. E-Waste Management: Obsolete electronic devices like

computers, servers, monitors, and batteries are collected centrally. The college collaborates with Techeo Waste Management LLP, a third-party agency, to ensure proper recycling of all types of e-waste. Old monitors and CPUs are repaired and reused whenever possible.

4. Types of Waste Generated: Various sources like classrooms, labs, staffrooms, offices, libraries, and toilets contribute to waste generation. Each source produces distinct types of waste, ranging from paper, plastics, pens, and pencils to bottles, wrappers, and sanitary napkins. The categorization https://acbcs.edu.in/pages/green_Initiativescilitates targeted waste management strategies for each source.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://acbcs.edu.in/pages/green_Initiativescilitates |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles

A. Any 4 or All of the above

- 3. Pedestrian Friendly pathways**
4. Ban on use of Plastic
5. landscaping with trees and plants

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Ashoka Education Foundation (AEF) prioritizes creating an inclusive environment that embraces diversity across cultural, regional, linguistic, communal, socioeconomic, and other dimensions. The institution has implemented various initiatives to foster tolerance and harmony within its community.

Cultural events and celebrations showcasing the rich diversity of traditions are organized, providing a platform for students to share their cultural heritage. The institution actively promotes multilingualism, recognizing the importance of linguistic diversity, and encourages students to embrace and respect different languages spoken within the community.

AEF emphasizes communal harmony through interfaith dialogues, celebrations of religious festivals, and awareness programs that promote understanding and acceptance of diverse religious practices. The institution actively addresses socioeconomic disparities through scholarship programs, financial aid, and mentorship initiatives, ensuring that all students have equal access to educational opportunities.

Moreover, workshops and seminars on diversity and inclusion are conducted, fostering a sense of unity among students and staff. The campus environment is designed to be welcoming to individuals of all backgrounds, creating spaces for open dialogue and mutual understanding.

In essence, AEF's commitment to an inclusive environment is reflected through these multifaceted efforts, cultivating a

culture of tolerance, acceptance, and harmony among its diverse student body and faculty.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college, demonstrates a commitment to instilling a profound understanding of constitutional obligations, values, rights, duties, and responsibilities among its students and staff through a diverse range of initiatives. The College has introduced the Constitution of India as an audit course, providing students with a comprehensive understanding of their civic duties and rights.

To further enhance awareness, ACBCS organizes sensitization programs on Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civil Safety, and Values. These initiatives aim to cultivate a sense of responsibility and consciousness among the college community.

The college goes beyond academic endeavours by planning and executing various activities that promote an understanding of national identities, symbols, Fundamental Duties, and Rights of Indian citizens. Events such as Road Safety campaigns, Independence Day and Republic Day celebrations, and Swachhata Abhiyan contribute to fostering a sense of civic duty and pride. On Republic Day, the entire faculty and student body collectively recites the Constitution preamble, reaffirming their commitment to the foundational principles of the

ACBCS conducts specialized sessions on Democracy, Election, and Governance, facilitating a deeper comprehension of democratic processes and the role of governance. These activities collectively contribute to creating socially responsible and well-informed citizens within the college community.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | View File |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebration of cultural and constitutional festivals is one of the integral part of college's activities. The academic calendar is brimming with important events which show enthusiasm of this institution in celebrating many national and international days and festivals. Republic day on 26th January and Independence Day on 15th August is celebrated every year in the college with great enthusiasm and pride. A function is organized in the college campus where all staff members and students share their thoughts about importance of this day in history of nation and pay tribute to all freedom fighters. National and international days are also

celebrated in our institution so that students get knowledge about the great personalities in our political, social, cultural and scientific history. International Yoga day is also celebrated on 21st June every year in the college. Teachers day is also celebrated on 5th September we celebrate the birth anniversary of Dr.Sarvepalli Radhakrishnan. The common birthday of Mahatma Gandhi and Lal Bahadur Shastri on 2nd October is commemorated as Swachhta Diwas.. The birth anniversary of Sardar Vallabhbhai Patel on 31st October is celebrated as National Unity Day.26th November is also celebrated as National Constitution day.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

Best Practice -I

Student Research Project Scheme(SRPS)

Research creates new knowledge, insights, and imparts excitement, vibrancy, and dynamism in educational process. As a part of the quality mandate, Ashoka center for Business & Computer Studies is proposing this scheme to instill research culture amongst the students under the guidance of faculties.

Objectives:

1. To create awareness of research among the students
2. To make students well acquainted with importance and opportunities involved in the research work
3. To inculcate the research culture in institutes and among the students
4. To identify young talent, build capacity, promote innovation and support inter- disciplinary research in collaboration with faculties

Best Practice - II**Beyond Academics: Fostering Holistic Growth with Powerful Initiatives**

Institute has been working for holistic or 360-degree development of students. This practice will help students in inculcating life skills, human values in students. This practice will take care of physical, emotional and psychological well-being of students.

Objectives:

- To impart selected life skills in students which will help them to live happier and meaningful life.
- To inculcate selective social and Universal human values in students.
- To help students in being physically, emotionally and mentally fit and make them ready to face challenges.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Institutional Distinctiveness:"Small Classes, Big Impact: Maximizing Student Engagement" .

By reducing class sizes, ie. dividing one division of 80 intake into two classes of 40 each, ACBCS aims to provide greater attention to individual student needs, improve results and a more engaging educational experience. This objective involves creating an environment that fosters meaningful connections between students and teachers, encouraging open communication and personalized learning. By exploring effective teaching strategies within small class settings, the objective is to uncover methods that enhance student participation, collaboration, and overall engagement.

This practice focused on student motivation and enthusiasm for learning. The objective involves investigating the role of technology and innovative teaching methods in optimizing engagement within smaller classrooms. We aims to provide practical insights by adopting small class sizes. With two classes, it becomes easier to monitor and evaluate the performance of every student. Students are more satisfied with small class strength, they respond more effectively. With a more focused approach, each student become more efficient in handling tasks and responsibilities. We have increased the student participations in all activities. The management also helps to provide adequate resources like faculties, infrastructure, budget allocation etc. to achieve the success.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. Fostering of inter and multidisciplinary teaching. 2. Strengthening collaboration between academia and industries. 3. Starting of certification courses based on Indian Knowledge Systems. 4. Encourage students for SWAYAM or MOOC courses. 5. Intensifying alumni connect through various programs. 6. Reinforcement of virtual teaching and learning process 7. Strengthening of research cell and training & placement cell activities 8. Nurturing of community engagement activities 9. Sustenance in power consumption through Solar Power and ensured it through external energy audit. 10. Assisting paperless, plastic free campus through eco club activities. Also conducts external green and environment audits. 11. Apply for various schemes of SPPU and other funding agencies. 12. Quality Enhancement: Periodical IQAC meetings will be plan. ISO audit, QAG Cell audit and departmental audits will also be planned.