



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ASHOKA CENTER FOR BUSINESS AND COMPUTER STUDIES

**PLOT. NO. 585/2,168-172,NANDANVAN ESTATE,NEAR CHANDSI
VILLAGE,ANANDWALLI,OFF GANGAPUR ROAD,NASHIK
422003**

www.acbcs.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ashoka Center for Business and Computer Studies (ACBCS) established in year 2009, stands as a beacon of academic excellence in the realm of higher education. With a diverse array of courses tailored for the modern era, ACBCS recognizes the pivotal role of information technology in fostering sustainable and inclusive economic growth for our nation. ACBCS has come forward to share this responsibility by providing qualified professionals to the existing industries. ACBCS offers high quality programs in different areas of Commerce & Management and Science & Technology to a cross section of students, executives and professionals in various fields.

ACBCS is affiliated to Savitribai Phule Pune University(SPPU) and recognized by Govt. of Maharashtra. ACBCS is a minority institute. ACBCS is also recognized under section 2(f) of UGC. College is NAAC accredited “B+” grade with 2.55 CGPA.

ACBCS believes in imparting quality education. ACBCS follows curriculum prescribed by the SPPU. To ensure effective curriculum planning and delivery, the college has Academic Committee who along with IQAC takes a responsibility of meticulously preparing the academic calendar for every semester, aligning its activities with college vision & mission and the overarching schedule set by the university.

College operations are structured around the PDCA (Plan-Do-Check-Act) methodology. Before the semester begins, comprehensive planning is conducted. This includes preparing an Academic Calendar, IQAC calendar, and calendars for all specialized cells such as the TPO, Research Cell, NSS, Competitive Exam Cell, and Holistic Development Cell. Additionally, subject allocation to faculties, micro plan preparation, and timetables for all classes are meticulously organized.

Teachers frequently utilize ICT tools to enhance teaching effectiveness, employing diverse strategies such as experiential and participative learning to meet students' needs and create immersive, engaging learning environments. Academic monitoring is ensured through class observations, monthly reports, and stakeholder feedback. Appropriate actions are taken based on this feedback to improve quality in future planning and execution.

ACBCS supports student development through scholarships, skill enhancement, training and placement, co-curricular and extra-curricular activities. ACBCS has effective alumni connect through registered alumni association.

The college have adopted the decentralised participative management in academic and administrative activities.

Vision

“To embed need based knowledge through holistic approach to create responsible future generation with deep rooted ethos of Indian culture and tradition.”

Mission

“ To make our students thinker for self exploration with technical and skill specific knowledge to create young professionals.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Emphasis on need based learning of students to bridge the gap between industry and academia.
2. Industrial visits and Industrial training projects to get real time exposure by the students.
3. Earn and Learn Scheme for students.
4. Qualified and dedicated Staff to ensure effective teaching learning.
5. Use of Digital technology for teaching.
6. Linkages and Tie- ups with industries to provide additional skills
7. Remedial classes for slow learners
8. Encouragement/opportunities to advanced learners through elite club
9. Effective Student development program.
10. Secure Campus for students and staff.
11. Strong connection with Alumni
12. Rigorous Mentorship Program
13. Training and Placement Activity
14. Case Studies, Seminars, Workshops & Quiz Contests for students
15. Practical Oriented Teaching Methodology for Students
16. Specially designed Career Development Program for students
17. Research based Culture for Students and faculties

Institutional Weakness

1. Limited IT industry units for students' internship.
2. Research grants from funding agencies
3. academic flexibility since the institution is implementing university curriculum.

Institutional Opportunity

1. Scope for more add on and vocational courses for students
2. Small scale business start-up at UG level.
3. Strengthening the students' research cell.

Institutional Challenge

1. To embed values in students.
2. To fulfil expectations of the stakeholders.
3. Providing suitable campus placements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Aspects evaluate how well the curriculum aligns with the institution's mission, goals, and educational objectives. College assess the curriculum's responsiveness to the needs of students, industry demands, societal changes, and advancements in knowledge and technology. We examine the breadth of the curriculum in terms of the range of programmes, subjects, disciplines, and topics covered. Also evaluate the depth of coverage within each subject area to ensure adequate mastery of essential concepts and skills. We evaluate opportunities for students to explore connections between different subject areas and apply interdisciplinary approaches to problem-solving. College reviews the learning objectives and outcomes defined by the curriculum to ensure they are clear, measurable, and aligned with program goals. We evaluate the effectiveness of the curriculum in achieving desired learning outcomes and preparing students for their future academic and professional endeavors.

College assess the variety and appropriateness of teaching and learning methods used within the curriculum, including lectures, discussions, ICT tools, labs, projects, and experiential learning opportunities to support active engagement, critical thinking, and student-centered learning. College review the methods and criteria used for assessing student learning and evaluating their performance within the curriculum. Also evaluate the fairness, validity, and reliability of assessment practices, as well as their alignment with learning objectives and outcomes.

We assess the degree to which the curriculum allows for flexibility and customization to meet the diverse needs and interests of students by offering various value added courses designed by college like Adv. Excel, Android Development etc and also online courses like Swayam, MOOC, Udemy etc. We evaluate mechanisms for curriculum review, revision, and adaptation in response to feedback, emerging trends, and changing educational requirements.

It considers how the curriculum addresses ethical principles, values, and social responsibilities relevant to the respective field of study. For holistic development of students, college provides various activities related to crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum.

Teaching-learning and Evaluation

The institute is affiliated to Savitribai Phule Pune University. Every year the institute has approved first year admission list year-wise and program wise from the Affiliating University. After fulfilment of sanctioned seat, institute appeal for the extra 10% seats. The institute is minority institute. The full time teachers are appointed as per the sanctioned seats. Under Mentorship programme, each teacher act as a mentor and allocated with the limited students(Mentees) for their overall development. To enhance education, the institute emphasises experiential learning like Lab work, Educational visits, exhibition etc., interactive learning like case study, peer learning, group discussion, etc. and problem-solving Learning like Avishkar, SRPS etc.

ICT enabled tools are used by the institute like digital assessment tools, E-books, ERP, zoom/Microsoft Team,

MOOC Platform, multimedia tools etc. Faculty are highly proficient with the highest degree like SET/NET/Ph.D.

The programs are having semester, CBCS pattern. We follows Continuous Internal Evaluation(CIE) SOP where various concurrent evaluation methods like Group Discussion, Debate, Presentations, Assignments, Field Visits, Mid Term and End Term etc. are described with defined rubrics. Mechanism of internal/ external assessment is transparent and provided with regular chances to address any concerns or grievances regarding assessment outcomes. Course Outcome(CO) and Program Outcome(PO) are stated through Faculty-induction, Students Orientation Program, Micro-plan and on college Website. Every Teacher calculate CO attainment and maintained in soft. The result analysis is prepared to monitored the outcome of teaching learning process through which advanced learners and slow learners are identified and corrective measures are taken on advanced learner to secure the position in university merit list and on slow learners to improve their performance.

Research, Innovations and Extension

Through this criteria college is promoting research culture, fostering innovation, and extending knowledge beyond campus boundaries by conducting various research and innovation related activities. ACBCS has got endowment of 1,24,000 from ESDS software solution Ltd. for Innovative Idea Competition EUREKA. The competition is conducted at state & national level.

The institution's research cell conducts sessions on topics such as IPR, Research Methodology, Plagiarism, and Entrepreneurship. It organizes competitions like SRPS and EUREKA to promote a research culture among students. The Institution's Innovation Council (IIC) hosts different seminars to foster the culture of innovation and start-up ecosystem in education institutions.

The institute prioritizes research promotion among students and faculty, offering research facilities and funding for publications. Many students and faculty have published in journals and conference proceedings. Each faculty member has been provided with a dedicated computer with internet access for research purposes.

Institution conducts range of extension activities to heighten awareness of the social needs and issues within local communities. The NSS unit organized a week-long camp in the adopted village, conducted many outreach activities. Holistic development cell and other cell of institute conducted various activities like coordinating Marathons, sessions among ZP students, health checkup-camps etc. Institution received appreciation from various recognised bodies.

Through collaboration the institution has maintained a closer contact with the academic institutions or industry to expand the scope of learning experiences to students. The range of activities under collaboration includes training, student exchange, faculty exchange, research and resource sharing, internships, book exchange, holistic-development, etc.

Infrastructure and Learning Resources

Ashoka Center for Business and computer Studies has developed high-tech campuses with modern

facilities/learning resources as per the curriculum requirements and norms of statutory/regulatory bodies. The infrastructure facilities and learning resources are categorized as Learning Resources; Support facilities and Utilities.

The Library of ACBCS is an integrated Knowledge Resource Centre that are stocked with over text and references 7011 books. Subscribed National and International Journals, periodicals. KOHA Library software used for smooth functioning of Library daily book circulation. OPAC (Online Public Access Catalogue) which is used by students & faculty for searching Library books. Separate e-library is also available with facilities such as subscription for N-LIST (E-Journals, E-Books,) etc.

The college develops basic infrastructure of buildings, classrooms, laboratories, and seminar halls and sports facilities. All sports facilities are provided in gymnasium. Play grounds are available for different types of games. Technology based instruments and equipment's such as advanced version of LCD projectors etc. are purchased for the effective teaching and learning. Free high speed internet for using e-resources is made available to all the students and the faculty.

ACBCS has enormous and latest IT Infrastructure to support the teaching & learning processes. During pandemic situation ACBCS has provided strong IT support which helps students as well as faculties to effectively adopt the online teaching mode. ACBCS has purchased Zoom paid version to make online teaching effective and easier. Details of ACBCS computing facilities i.e., hardware and software are ACBCS Campus is under CCTV surveillance.

Student Support and Progression

We made efforts to provide necessary support to the student in order to acquire a fruitful learning experience in campus.

Student Support: Various services are provided to students, like a guidance cell, a placement cell, a grievance redressal cell, and welfare measures. The capacity enhancement programs, like soft skills (communication skills, personality development, goal-setting workshops, etc.), ICT/computing skills (quantitative aptitude, verbal ability, interview skills, advanced Excel, etc.), and life skills (yoga sessions, woman hygiene, gender sensitization, etc.), are the main facilities provided by the college.

Several benefits are given to the students through government and non-government scholarships and freeships. ACBCS also provides scholarships for meritorious students. Students' grievances are addressed by the Student Grievance Cell, the Internal Complaint Cell, the Cast-Based Discrimination Committee (SC/ST and OBC), the Minority Welfare Committee, the Anti-Ragging Committee, and so on.

Student Progression: Guidance given to students for qualifying exams like CAT, GMAT, IELTS, etc., and state government examinations like MH-MCA CET and MH-MBA CET, etc. Some of the students have cleared international, national, or state-level examinations and have either progressed to higher levels of learning or employment. Placement services are offered in the college. Students are placed in many MNCs like Deloitte, TCS, LTI, Wipro, Cognizant, Infosys, etc. Students are pursuing their higher education courses like MS, MBA, MCA, MSc(CS), M.Sc(CA) etc. in top B schools, autonomous and affiliated colleges all over India and abroad.

Student Participation and Activities: An active student's council is formed to provide an opportunity for the students to organize social, cultural, and leisure activities. Students had outstanding performance in sports/cultural activities at the university, state/national level, which included "Swarrang" and SPPU sports competitions.

Alumni Engagement: The college has had a registered alumnus association named "Ashoka Education Foundation's Ashoka Center for Business and Computer Studies Alumni Association", since March 2019. The alumni of the college have been actively involved in various events of the college, either as resource persons, judges, or facilitators for extracurricular activities. The college conducts alumni meetings periodically every year. Many activities of the institute, like UDAAN and Indradhanushya, are sponsored by the alumni.

Governance, Leadership and Management

The college have adopted the decentralised participative management in academic and administrative activities. Various committees of stakeholders are made with assigned Key responsibility area for contributory work in development of the college. The Mission and Vision of the college is well defined as per National policies. It aims at imparting quality need based practical education catering to the diverse needs and fostering global competence among them and to promote the holistic culture among the students and faculty with deep rooted ethos of Indian culture and tradition.

Institutional Vision & Mission are basis for planning and conduction of each activity at the college.

Various activities are strategically planned & executed. Regular college activities are carried as per hierarchy mentioned in organogram. Implementation of e-governance in organization is evident in each department and governing. Focus of each activity is given on outcome based learning.

Staff welfare measures are implemented for empowerment of faculties, financial support provided to staff for attending various conferences/workshops and also institution organizes orientation programs / FDPs for staff and allows them to attend such programs.

College has provided for financial resource planning & mobilization. Annual budget planning, variance analysis, audits & audited financial statements are made fulfilling statutory compliances.

E-governance system based on Management information system (ERP) with focus of advanced technologies are implemented.

Every year IQAC recommends various initiative. It monitors and review teaching learning process as per requirement.

Governance, Leadership and Management goes hand in hand with synchronisation of all activities.

Institutional Values and Best Practices

The institute has introduced multiple measures to promote gender equality through curricular & co-curricular activities. The key initiatives such as Nirbhay Kanya Abhiyan, Women's Day celebrations, grievance redressal committees, maintaining gender-balanced staff, and fostering responsibility and inclusion are notable in

promoting gender equity.

The Institution prioritizes energy conservation and management of degradable and non-degradable waste. They've incorporated measures for water conservation and a green campus. Additionally, they've ensured facilities are accessible for people with disabilities & barrier-free environment have been fulfilled.

The institute conducted the green, energy & environment audits and implemented eco-friendly measures. They've initiated activities for a green campus and environmental awareness. Additionally, inclusive events sensitize students about their constitutional duties.

One of the best practices incorporated by the institute is SRPS (Student Research Project Scheme). Research creates new knowledge, insights, and imparts excitement, vibrancy, and dynamism in the 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.

The other best practice is Bringing out the personal excellence by Unleashing Competitive spirit. This practice will help students in implementing strategies and plans to reach set goals efficiently and effectively.

The distinctiveness of the institute is Small Classes, Big Impact: Maximizing Student Engagement 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 becomes more efficient in handling tasks and responsibilities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKA CENTER FOR BUSINESS AND COMPUTER STUDIES
Address	Plot. No. 585/2,168-172,Nandanvan Estate,Near Chandsi village,Anandwalli,Off Gangapur Road,Nashik
City	Nashik
State	Maharashtra
Pin	422003
Website	www.acbcs.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. A. Ghosh	0253-6689561	7722032362	0253-2236704	acbcsnaac@gmail.com
IQAC / CIQA coordinator	Pratima Jagale	-	9595984218	-	pratimab.acbcs@ae f.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes upFile_0-minority-status-certificate-5b893ff43f3f1.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	25-04-2022	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot. No. 585/2,168-172,Nandanvan Estate,Near Chandsi village,Anandwalli,Off Gangapur Road,Nashik	Rural	1.56	3052.59

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Commerce,	36	HSC	English	80	80
UG	BBA,Commerce,Computer Application	36	HSC	English	80	80
UG	BCom,Commerce,	36	HSC	English	120	32
UG	BSc,Science,Computer Science	36	HSC	English	80	80
PG	MSc,Science,Computer Application	24	Science Graduate	English	30	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				28			
Recruited	0	0	0	0	0	0	0	0	5	17	0	22
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	2	9	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	7	12	0	19
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	1	0	0	1
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	15	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	9	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		1	12	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	492	5	1	0	498
	Female	367	0	0	0	367
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	24	23	21	18
	Female	13	12	10	12
	Others	0	0	0	0
ST	Male	6	3	3	1
	Female	6	2	2	2
	Others	0	0	0	0
OBC	Male	156	116	81	71
	Female	84	76	56	55
	Others	0	0	0	0
General	Male	306	293	263	232
	Female	230	210	168	193
	Others	0	0	0	0
Others	Male	23	17	13	7
	Female	12	15	19	17
	Others	0	0	0	0
Total		860	767	636	608

Institutional preparedness for NEP

1. 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

	<p>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 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.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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</p>

	<p>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.</p>
3. Skill development:	<p>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</p>

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 internship and 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

	<p>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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>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</p>

	<p>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 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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>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-</p>

	<p>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.</p>
6. Distance education/online education:	<p>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</p>

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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club has been set up in the college with an objective to educate about voter registration, electoral process, etc. Also with an objective to develop a culture of electoral participation & maximize ethical voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has appointed two faculty co-ordinators & some student co-ordinators to fulfill stated objectives of a club. The club is conducting various activities such as slogan making competition, voters pledge, selfie point, street play in villages by students, etc.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Various activities are conducted for students & by the students to create awareness about voting rights such as:- 1. On the occasion of National Constitutional Day the club has organised online quiz competition as well as expert session for faculties & students. 2. On the occasion of National Votes' Day students co-ordinators presented a street play in a nearby village named Jalalpur about voting awareness. 3. We have also kept selfie point in a college, voters pledge is taken by all students, slogan competition for students & downloading of voters helpline app is also done as per circular of MOE named "Mera Pehla Vote Desh Ke Liye".
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. The survey of students regarding the status of voters registration was conducted. 2. Slogan Making competition was conducted in a college. 3. Students Volunteers had also made a posters related with voting awareness.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	1. ELC of ACBCS with the help of student volunteers encouraged students for downloading voters helpline app. 2. Also at the same time classroom sessions were conducted by student volunteers to encourage students to register as voters who are eligible for the same. Many students from our college have applied for the same.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
860	767	636	608	619

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 53

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	28	23	27	27

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
144.5491	117.32536	113.38641	143.04609	157.20764

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The college is affiliated with Savitribai Phule Pune University, adhering to the university's prescribed curriculum.
- To ensure effective curriculum planning and delivery, the college has an Academic Committee, which, alongside the Internal Quality Assurance Cell (IQAC), meticulously prepares the academic calendar for each semester. This calendar aligns the college's activities with its vision, mission, and the overarching schedule set by the university.
- The academic calendar includes a schedule of curricular, co-curricular, and extra-curricular activities, along with semester-wise planning of curriculum delivery.
- Each department prepares its own calendar, detailing department-level activities to encompass all aspects.
- The college strictly adheres to the Academic Calendar for teaching micro-plans, actual teaching days, vacations, Continuous Internal Evaluation (CIE), University Exams, and various co-curricular activities. Examinations are conducted properly, and results are declared following the guidelines of Savitribai Phule Pune University.
- Subject allocation based on expertise and departmental timetables are prepared at department level under observation of Head of the Department (HOD). Faculty members compile course files, which include syllabi, Program Outcomes, teaching micro plan, Course Outcomes, CO-PO mappings and attainments, Teaching Plans, Continuous Internal Evaluation (CIE) details, University Question Papers, and model solutions.
- Teachers play a pivotal role in curriculum delivery, employing various pedagogical methods such as the Lecture Method, Participative Learning, Cooperative Learning, Inquiry-Based Learning, Experiential Learning, and Fieldwork, contributing to the holistic development of students.
- The college organizes a variety of activities to enrich students' learning experiences, including Students' Seminars, Book Review Competitions, Field Visits, Internships, Project Based learnings, Study Tours, and Class Tests, fostering active participation, critical thinking, and deeper subject understanding.
- Online Learning Management Platforms such as Google Classroom, Google Meet, and Zoom Meetings are utilized for effective delivery of learning materials, even during challenging times like the COVID-19 Pandemic, along with counselling sessions.
- The college utilizes its ERP system, where teachers upload study materials and assignments, accessible to students through their login credentials.
- The college library provides open access to students, serving as a dynamic hub for effective teaching with resources including Reference Books, e-books/journals, Textbooks, Competitive exam books, INFLIBNET-N-list membership, along with 15 computer systems for online resources access and a reading room.

- Academic processes are smoothly managed by an academic committee, overseeing syllabus coverage reports, monthly reports, classroom observations, and ensuring the quality of teaching-learning processes through student feedback and faculty observations for improvement.
- Academic progression is monitored through Syllabus completion status, Class observation of teaching faculties, monthly reports, teaching learning feedback given by students, Continuous Internal Evaluation (CIE), identifying slow learners and accelerated learners, and implementing remedial measures through Remedial and Elite clubs respectively.
- The institute has established a feedback mechanism collecting inputs from students, teachers, alumni, parents, and employers regarding curriculum, institute workings, student satisfaction, and suggestions for improvement. Analysing and discussing this feedback, corrective actions are initiated for continual enhancement.
- Faculties from various department participates in various syllabus implementation workshops and also represent themselves as member of syllabus designing at university.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 57.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
799	120	358	368	359

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The college offers programs including BBA, B. Com, BBA (CA), B.Sc. (CS), and M.Sc(CA), with the curriculum designed by Savitribai Phule Pune University. Environmental Studies is mandatory for all second-year undergraduate students, emphasizing environmental sustainability. Cross-cutting issues like Gender, Human Values, and Professional Ethics are embedded in the university's syllabi across various subjects, ensuring a comprehensive educational approach.

1.Environment and Sustainability in Curriculum:

- Environmental Studies is a mandatory course in the second year, imparting knowledge on environmental issues.
- The college fosters environmental values through practices like Tree Plantation, Expert Lectures on environmental issues, Swaccha Bharat Abhiyan, river cleaning activities, Environment awareness rallies, and Street Plays.

- Industry visits and field excursions are organized, supplementing theoretical knowledge with practical exposure.
- Environment Day, Earth Day, and Water Day are celebrated.
- The college has established an "Eco-Club" to increase student awareness and empower them to contribute to environmental causes.
- Several courses in the curriculum address environmental and sustainability issues, such as Business Demography & Environmental Studies, Green Marketing, Green Supply & Chain Management, and Green HR Practices

2. Human Values:

- The courses like yoga & meditation, Human rights & duties, fundamental of rural development etc are the part of curriculum to develop human values
- National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values
- Different social activities have been initiated by the college like Health and Hygiene awareness programs, Medical check-up camps, Voter's awareness program, Road safety Campaign, Blood donation camps, ,etc
- Every year NSS organized various activities like NSS camp, Swaccha Bharat Abhiyan, river cleaning activity, Environment awareness rally and Street Plays on the issues of Environment etc with objective of developing the personality and character of the student youth through voluntary community service.
- Holistic Development Cell organizes various activities like Yoga day, Marathi Bhasha Diwas, Teacher day etc.

3. Professional Values

- The courses like Business Ethics, Business Communication, Principal of Management, legal aspects in marketing, HRM & Finance, Global competency & Personality Development, Entrepreneurship Skills, Decision making & Risk management, Organization Behaviour etc... of curriculum inculcate Professional Values in students.
- Add on courses like soft skill & Personality Development, Managerial Skills development, Android training workshop, Advanced Excel, digital marketing etc. organized by college other than curriculum to develop professional values amongst students.
- Career Guidance and Placement Cell organized placement activities including training, development of students, aptitude test etc. on a regular basis as per the requirements of industry

4. Gender Sensitization and Equality:

- The college promotes gender equality through curriculum content and special programs like Gender Sensitivity.
- Courses like Business Demography and Environment and Human Resource Planning address gender sensitization.
- Special programs, guest lectures, and events on gender equality and empowerment are organized regularly.
- Initiatives like self-defence training and International Women's Day celebrations further promote gender equity.

- An Internal Complaint Committee is constituted for redressal of complaints about sexual harassment, with awareness programs and workshops organized for prevention and prohibition.

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

1.3.2

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

Response: 37.56

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

Response: 323

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
344	325	246	210	205

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
390	470	390	240	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 56.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	128	73	64	77

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

2022-23	2021-22	2020-21	2019-20	2018-19
188	237	196	119	119

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.06

2.3 Teaching- Learning Process

2.3.1

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

Response:

Humans learn through both theory and practice, equipping students with not just knowledge but also practical skills via student-centered methods like experiential learning, participative approaches, and problem-solving techniques. Teachers adapt diverse strategies to meet students' needs, fostering immersive and engaging learning environments in the institute.

Experiential Learning:

1. **Laboratory Work:** Students of BSc(CS), BBA(CA) and MSc(CA) have practical as compulsory Experiential factor.
2. **Project & Internship:** These projects generally simulate real-world situations, giving students hands-on experience to apply education.
3. **Educational Visits/ Excursion:** Connecting theoretical concepts to real-world by organising Field Visits, Industrial visits, study tours etc.
4. **Language Lab:** Utilize the language laboratory to enhance personality and communication proficiency.

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. By putting course concepts into practice, acting out scenarios improves comprehension.
4. Students learn critical thinking and communication by researching, expressing, and defending their opinions in structured debates.
5. **Student Presentations:** Presenting research, conclusions, or viewpoints boosts students' public speaking skills and confidence.
6. **Activity-Based Learning:** Showing abilities at Book review, highlight of Union Budget, Shark Tank, sport meets, Buzz-Bid and annual gathering.
7. **Competition:** Participation in several curricular competitions such as poster making, Quiz, extra-curricular like kite making, kavi sanmela etc.
8. **Events:** Students are involving and organising various types of events as a volunteer for Indradhanushya gathering, Udaan Intercollegiate competition, teacher's Day, Women's Day ,etc.
9. **NSS:** Organising campaign, street play, social activities like awareness about sanitary Pads, education value, village cleanliness, shramdan, Medical Camp, awareness rallies, etc.

Problem-Solving Learning:

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

ICT- enabled tools

Teachers frequently utilize ICT tools to boost teaching effectiveness. Some of the initiative taken by college for making the teaching-learning system ICT enabled:

1. **Digital Assessment Tools:** Faculty used Google meet or Zoom to conduct Lectures (Lockdown period), webinars, workshops, guest lectures, Industry experts, Alumni Meet. Faculties prepare online quiz for students after the completion of unit with the help of Google Forms, Quizz.com etc.
2. **E-books and Digital Resources:** Teachers use e-books and digital resources to supplement traditional textbooks. Enhanced resources with multimedia elements offer engaging learning experiences.
3. **Communication Tools:** Teachers use communication tools such as email, messaging apps and online discussion forums to stay connected with students, parents, and colleagues.
4. **Multimedia Presentations Tools:** Presentation software like PowerPoint enables teachers to create multimedia-rich lessons.
5. **MOOC Platform (NPTEL/Udemy/Edx):** Faculty as well as students completing online MOOC courses to enhance their knowledge in their respective subjects.
6. **Computers and Projectors:** are installed in all classrooms to incorporate new pedagogies in the teaching-learning process like to show videos related subjects.
7. **ERP:** Teachers use ERP for attendance and assignments, streamlining administrative tasks efficiently and effectively.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	28	23	27	27

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

2.4.2

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

Response: 54.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	16	14

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

- Continuous Internal Assessment involves ongoing evaluation of students throughout the academic term rather than relying solely on final examinations.
- The college adheres strictly to the guidelines provided by the Savitribai Phule Pune University (SPPU) for conducting Continuous Internal Evaluation(CIE). These guidelines ensure that assessment processes are consistent, fair, and aligned with the university's standards.
- UG and PG programs are having semester patterns which following CBCS pattern. In a semester for each course minimum 2 concurrent evaluations are conducted through rubrics, presentation including quizzes, assignments, open book test, orals, presentations, tests, etc. are used to check the student's subject knowledge.
- Continuous Internal Evaluation(CIE) committee adhering to the dates of internal assessment as per academic calendar and is responsible for smooth and fair conduction as per the SOP of CIE.
- First session at the beginning of semester, 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. Question papers for all tests are linked with Course Outcomes.
- 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 and seating arrangement display on notice board.

For Transparency:

- Evaluation of answer sheets by subject teacher is done in very fair and transparent manner and checked answer sheets are shared & discussed with students by showing the model answer sheet of internal and external exam prepared by subject teacher and returned back to CIE committee along with mark sheet.
- Overall Internal marks are calculated and displayed on notice board and students can submit grievance if any regarding displayed internal marks and such grievance is solved as per Mechanism set by institution.
- Teachers are provided with the evaluation sheets for the internal assessment of Practical courses/Project includes preparation, conduction of Lab, Lab workbook, Projects Performa like presentation, synopsis/abstract-writing, and participation in conference/Avishkar/ SRPS.

Grievance redressal system is time- bound and efficient:

- Students are provided with regular chances to address any concerns or grievances regarding assessment outcomes in a timely manner.
- The institute displayed the Grievance Redressal Mechanism on College Website, also for grievance the QR code of google form is displayed in the campus for the redressal of student's queries within time and efficiently.
- CEO along with exam committee members follow the guidelines and solve the CIE grievance within time and efficient.
- Grievances related to external Exam assessment are communicated to the university.
- Provision of rechecking and reverification made available on student's demand, photocopy of answer sheet provided by University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- Institute is affiliated to the Savitribai Phule Pune University, Pune and adheres to curriculum across all of its programmes.
- The syllabus and stated Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are well stated to Teachers, Students, stakeholders and displayed on the website.
- 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.
- Initially Institute Conducts Faculty Induction Programme to orient Teachers about Programme Outcomes (PO) and Course Outcomes (CO) mapping and attainments.
- Faculty Development Program on Bloom's Taxonomy organised by the institute to support educators in enhancing their teaching practices, promoting higher order thinking skills among students, and ultimately improving overall educational quality and outcomes.
- After commencement of college, students are aware of course outcomes, during the Orientation Programme where the class teacher's addresses all the first-year students. Subject teachers share the CO with students through ERP/Google Classrooms.
- Every Department displays POs on their notice board, so that students are aware about it while visiting the department.
- Teachers also mention in micro plans 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.
- While conducting Continuous Internal Evaluation(CIE), by considering the COs subject teachers are assessing Class tests, assignments, quiz, etc.
- In Mid Term and End Term, every subject teacher mentions CO in their question paper.
- Each subject teacher maintained the data of assessment for each CO in a particular format.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The University anticipates student's attainment through their performance in both internal and external examinations. The University's Programme Objectives are reflected in the syllabus. The formulation of these objectives aims to foster the holistic development of students. The achievement of these objectives relies on the entire system functioning effectively, an accomplishment only achievable through ongoing pedagogical innovation.
- The institute has been consistently focusing on achieving the Program Outcomes (POs) and Course Outcomes (COS). Analysis à Teaching à Examination à Evaluation à Correction / Updation required if any à Attainment Process.
- A detailed guideline (SoP) is prepared by institute, which give clarity about Examination committee, Institution Examination process, components of CIE, Model of assessment, Mechanism of Evaluation, Outcome base CIE, Grievance mechanism, steps for CO-PO mapping and attainment process.
- 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 by considering Syllabus, POs, PSOs, COs, Question paper, Student's performance in the Examination etc.
- In the execution of CIE, every teacher wants to understand how much 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
- 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	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 92.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	205	187	206	148

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	213	187	214	187

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has established an innovation ecosystem supported by the Research Cell, Institution's Innovation Council(IIC), National Service Scheme(NSS), Holistic Development Cell, and other platforms for knowledge creation and transfer.

Research Cell:

- The college's research cell aims to inculcate a research culture among staff and students.
- It organizes workshops, seminars, and training programs to enhance research skills.
- A dedicated Academic and Research Coordinator(ARC) oversees these efforts, along with research cell team and the Internal Quality Assurance Cell(IQAC).
- Over the last 5 years, the college has conducted numerous seminars and workshops on research methodology, IPR, entrepreneurship, and start-ups.

- As an outcome staff and students publishing quality research in reputed journals, as well as contributing to textbooks and reference books.

Promotion of Innovation through Research Cell:

- College has organised Innovative Idea Competition-EUREKA from A.Y 2020-21 to 2022-23 at state level and at National Level in A.Y. 2023-24. The basic objectives of the EUREKA are to make students think beyond the curriculum, to generate innovative and creative solution to social issues, to provide an opportunity for expression of ingenious thoughts and promotion of research and innovation. We got overwhelming response to the competition from within and out of the state.
- College is conducting Student Research Project Scheme(SRPS) from A.Y. 2021-22. It encourages students to lead innovative research projects, fostering research awareness, identifying young talent, promoting innovation, and supporting interdisciplinary research. Over 50 research papers have been published under this scheme.
- **AVISHKAR:** The college conducts the AVISHKAR competition from A.Y. 2022-23 as per SPPU guidelines, where students develop projects for social causes. 18 groups are selected for the zonal level and 4 for the university level.

Institution's Innovation Council(IIC):

- The college's Ministry of Education(MoE) recognized Institution Innovation Council (IIC) conducts workshops on entrepreneurship, innovation, and more, along with field visits and outreach programs year-round.

Infrastructure and Resources:

- The college offers infrastructure and resources for research, including separate PCs for research scholars and faculties.
- The college library is well-resourced with research-journals, reference-books, e-books, e-journals, N-List subscription to facilitate and update research knowledge.
- Internet-enabled PCs are available for students for doing the research work.

Indian Knowledge System(IKS):

- The college integrates Indian Knowledge System(IKS) into the curriculum for faculty capacity building and student guidance, aligning with NEP 2020.
- The college celebrates various occasions like Marathi Bhasha Gaurav Din, Rashtriya-Ekta-Diwas, Guru Purnima, International yoga day and others to honor India's traditional knowledge system.
- The college celebrates the birth anniversaries of leaders like Sardar Vallabhbhai Patel(National-Unity-Day), Swami Vivekananda(National-Youth-Day), and Gandhi Jayanti, etc, organizing various activities to commemorate these occasions.
- The college offers certificate courses in Vedic Mathematics, Yoga & Meditation, and Introduction to Indian Vedic Scriptures for all ACBCS students.
- The college organized a presentation competition on "Facets of IKS" and field visits to IKS-related sites.
- The college conducts outreach programs and activities through NSS and the Holistic Development Cell to inculcate moral values in students.

Collaborations:

- The college collaborates with industries and institutions, organizing activities to enhance students' academic and professional development within its innovation ecosystem.

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

3.2.2

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

Response: 91

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	17	5	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 1.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	20	5	1	4

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

3.3.2

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

Response: 1.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	4	23	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The college, in line with its vision, organizes variety of extension activities to raise awareness of the social needs and issues within local communities. These activities are coordinated through National Service Scheme(NSS), Holistic Development Cell and various departments of the college.

National Service Scheme(NSS):

- The NSS unit's week-long camp in adopted villages raised awareness about social and global issues, fostering social and civic responsibility. The 7-day camp in Moh(Mohadari) villages, Sinner, included a cleanliness drive, water conservation, and a blood donation camp. Students' efforts were appreciated, and they built a canal in Mohu village through their water conservation initiative. The outcome of these camps was the fostering of a profound sense of social and civic responsibility among the students.
- The NSS unit organized a week-long NSS Camp in the adopted village of Jalalpur from AY 20-21 to 23-24. Student volunteers conducted various activities to raise awareness about social and global issues and were appreciated by the Grampanchayat, receiving an appreciation letter for their efforts.
- During the camp, NSS volunteers conducted activities to raise awareness about rural challenges and educate students about villagers' issues sensitively. They organized cleanliness drives, rallies for education and hygiene awareness, and worked in farms, including a field visit to farms in Jalalpur, where they helped with vegetable picking and other farming activities.
- To foster social responsibility, empathy, and active citizenship, the college conducts activities through NSS volunteers to celebrate various days like International Yoga Day, National-Unity-Day, Yuva-Swasthya-Abhiyan, Samvidhan-Day, etc.
- During the COVID-19 pandemic, NSS volunteers conducted online activities like awareness quizzes and creating posters. A Voters Awareness Day Meme's competition was held to increase

voter enrolment, with students pledging on National Voter's Day. A driving license and helmet checking camp emphasized their importance, and road safety programs were organized.

- NSS volunteers participated in rallies on Fit India, education awareness, and COVID-19 precautions. NSS also conducted expert sessions on various topics like Swachta-Mission, Matru Vandana Yojana, and gender sensitization. The college promoted community engagement through activities like Lokmat marathon coordination, health checkup camps, blood donation camps, and the Ramkunda cleanliness drive with the Sakal group.
- NSS conducted extension activities like grocery distribution at Adhar Ashram and Old Age Home. These activities aim to raise awareness about social issues, encourage active participation in community service, foster empathy towards marginalized communities, and develop leadership skills and a sense of responsibility towards community welfare.

Holistic Development Cell:

- The college's holistic development cell aims to develop students overall. It organizes various activities such as World Music Day, Guru Purnima celebration, and sessions on meditation, etc. As an outcome these activities enhance academic performance and promote critical thinking and creativity, preparing students for real-world challenges.

Departmental & other cell Activities:

- The college conducts various additional activities like Social Gathering-Indradhanushya, Campus Carnival-Udaan, and Cultural Days. These activities ensure holistic growth of student.
- Extension activities include clothing donations, stationary distribution, and food and hygiene sessions in NMC Schools, aiming to raise awareness about the needs of the less fortunate and foster compassion.

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

3.4.2

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

Response:

- College Ranked 4th in Maharashtra and 40th in India under top non autonomous college ranking in 2021 by EducationWorld (EW). College participated in 2022, 2023 and 2024 in (EW) Ranking and received 7th, 6th and 5th in Maharashtra respectively.
- College's NSS Unit organized a 7-day camp in Moh village, Sinner, AY-19-20, received appreciation for students' efforts.
- The College Awarded Government Recognition from Social Entrepreneurship, Swachata and

- Rural Engagement cell(SEC-REC) under Ashoka Innovation & Startup Cell in AY-20-21
- Mrs. Pratima Bhalekar Won National Level “Code Warrior Competition” organized by Parul University in AY-2020-21
 - The College distributed grossary to Orphanage Adhartirth Ashram in AY-20-21 and AY-21-22
 - Mr. Lokesh Surana received best research paper award in virtual international conference-2021 organised by PIBM, Pune in AY-2021-22 and in National conference organized by NSS college, Mumbai for his research work.
 - The College NSS officer Mr.Lokesh Surana received National award as best NSS program officer "Karamveer Award" in AY-21-22
 - NSS Unit of the college conducting 7 days’ camp in the adopted Jalalpur village from AY-2021 to 2024 and received appreciation for the different activities and development work done by the students. Conducted Yoga Session for villagers.
 - The College Student Mast Yogaratan Sinha and team won first prize in State Level Startup and Business Plan Competition held at KTHM College in AY-22-23.
 - The College NSS officer Mr. Lokesh Surana received NSS Program Officer approval from SPPU and Appointed as SPPU NSS area coordinator for AY-22-23, 23-24.
 - BBA(CA) Dept. along with students of the college conducted a session on 'Awareness of food and personal hygiene in summer season' in NMC School No.18 and received appreciation in AY-22-23.
 - Mr. Aniket Songire Awarded by Shri Adiyog International Institute for learning and Research for Excellence contribution in Yoga in 22-23
 - The College NSS unit conducted health check-up camp at Jalalpur from AY-21-22, to AY-2023-24
 - Student Ms. Riddhi Kalantri has received the prestigious “The President of India Dr. Shankar Dayal Sharma Gold Medal Award” in AY-23-24
 - Dr. Harsha Patil received best paper award for her research work in AY-23-24
 - NSS volunteer Ms.Shourya Sengar Participated in the State Level "Avhan Disaster Training Camp" at Gadchiroli in AY-23-24
 - NSS volunteer Ms.Neha Mandhane Participated in the State Level "Prerna Camp" at Mumbai in AY-23-24
 - NSS volunteer Ms.Kashish Soni coordinated the National Level "Youth Festival" in AY-23-24
 - College NSS officer Mr. Lokesh Surana received appreciation from International NGO-vegan outreach for organizing animal rights awareness drive in AY-23-24
 - The College contributing in coordination of Nashik Maha Marathon from 7 years and received appreciation from Lokmat Group.
 - In collaboration with Civil Hospital Nashik, College NSS and Alumni Association organized a blood donation camp, collecting 106 bags of blood, all donated to Civil Hospital in AY 23-24.
 - BBA(CA) Dept. and college students distributed stationary to NMC school, Lokmanya Shikshan Prasarak Mandal, received appreciation in AY-23-24.
 - BSc(CS) Dept. donated the Clothe to Dayasagar Social Educational Trust and received appreciation in AY-23-24
 - NSS conducted Extension activity like Grocery Distribution at Adhar Ashram and Old Age Home and received appreciation in AY-23-24

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

3.4.3

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	7	9

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

3.5 Collaboration**3.5.1**

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

A] Teaching and Learning Facilities

- The institution's campus spread over 1.55 acres, hosts a modern three-floor building with a total built-up area of 3052.59 square meters.
- This infrastructure caters to various instructional, administrative, and amenity needs, meeting regulatory standards.
- The availability of a smart classroom, seminar hall, amphitheatre, language laboratory, and faculty rooms further enriches the educational experience, fostering interactive and engaging learning environments.

B] Classrooms and ICT Facilities

- The institution boasts 23 meticulously designed classrooms, each characterized by ample illumination and ventilation, ensuring comfort and productivity for both students and instructors.
- Ergonomic benches are provided, prioritizing the ergonomic needs of students to facilitate extended periods of learning without discomfort.
- Classrooms are well equipped with whiteboards, CPUs with projectors, LAN connectivity, high-speed internet, and power backup facilities, these classrooms offer a conducive environment for effective teaching and learning.
- In addition to technological amenities, the institution prioritizes the safety and security of its campus. To this end, electronic surveillance is implemented with over 120+ CCTV cameras strategically positioned across the campus.

C] Laboratory Facilities

- The institution boasts six well-equipped and updated laboratories, including electronics, mathematics, statistics, and computer labs.
- The electronics laboratory is furnished with advanced equipment such as Digital Storage Oscilloscopes, Function Generators, Raspberry Pi boards, and Arduino boards, enabling hands-on experimentation and learning.
- Similarly, the mathematics, statistics, and computer labs feature highly configured PCs, providing students with the necessary tools for practical applications and research endeavours.

D] Cultural Activities

- At the Ashoka Center for Business and Computer Studies, we prioritize fostering creativity through tailored cultural facilities.
- Our air-conditioned audio-visual seminar hall spans an impressive **167.99 square meters**. Equipped with essential amenities, it serves as the heart of our cultural endeavours, providing a conducive environment for hosting a wide range of events and competitions.
- Additionally, our open-air amphitheatre, spanning **379.13 square meters**, offers a captivating setting for performances and gatherings, enhancing the cultural experience and providing students a platform to showcase their talents.

E] Sports Facilities

- Recognizing the importance of physical activity and sports in holistic development, the institution provides ample facilities for both indoor and outdoor sports.
- Indoor activities such as chess, table tennis, and carom are complemented by outdoor sports like football, basketball, badminton, cricket, volleyball, and tug of war.
- With sufficient sports supplies and equipment available, students have opportunities to engage in recreational and competitive sports activities, promoting physical fitness and teamwork.

F] Gymnasium and Yoga Centre

- A well-equipped gymnasium offers students access to high-grade exercise equipment, boasting 12 stations for total body workouts.
- Analytical instruments for monitoring progress, such as weighing scales and body fat analyzers, enhance the effectiveness of fitness regimes.
- Additionally, a dedicated yoga centre provides space and resources for yoga and meditation practices, promoting mental and physical well-being among faculty members and students alike.

Overall, the institution's commitment to providing adequate infrastructure and facilities underscores its dedication to nurturing well-rounded individuals capable of excelling in diverse domains of life.

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

4.1.2

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

Response: 61.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
80.22	80.22	80.22	85.026	86.89

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

A] Library Overview

- The Ashoka Center for Business and Computer Studies (ACBCS) Central Library is a comprehensive resource hub catering to the scholarly needs of students and faculty.
- Equipped with various sections including Reference, Journal, Reading Hall, Digital Library, and Stack-Room, the library facilitates both traditional and digital modes of research and learning.

B] Resource Collection

- The library boasts an extensive collection comprising 8,329 books, 12 print journals/magazines, and access to over 6,100 e-journals and 150,000 e-books through the N-LIST E-resources.
- Various types of print materials such as reference books, textbooks, journals, and CDs are available for academic use.
- An MOU with Yashwantrao Chavan Maharashtra Open University, Nashik enhances resource sharing and collaboration.
- The library is equipped with a scanner and printer which are used by the student and staff members.

- The Library ensures efficient library functioning and continuous improvement through regular student feedback.

C] Library Activities

- The library actively engages students and faculty through activities like book reviews, poster making competitions, and slogan writing contests, fostering a culture of reading and intellectual exploration.
- Orientation sessions are conducted to familiarize new students with library resources and services.
- Library well informed about new books alert and current content of journal services to the students and staff through messages.

D] Integrated Library Management System (ILMS)

- The library is automated using the KOHA open-source Integrated Library Management System (ILMS) software, enabling efficient management of library operations including circulation, cataloguing, acquisition, and reporting.
- Online Public Access Catalogue (OPAC) facilitates easy access to bibliographical details of library collections for students and faculty, enhancing the search and retrieval process.
- Ten computers dedicated to accessing N-LIST and NDL E-resources ensure seamless access to a vast digital repository of academic content.

E] Subscription to E-Resources

- Regular renewal of N-LIST and NDL membership ensures continued access to a rich array of electronic journals and e-books, enriching the digital learning experience for library users.

F] Amount spent on purchase of books and journals

- The library allocates an average of Rs.143, 936 per year over the last five years for the purchase of books and journals, demonstrating a commitment to enhancing the quality and relevance of library resources.

G] Usage Statistics

- The ACBCS Central Library witnesses daily usage by approximately 13% users, encompassing activities such as book issuance, returns, utilization of N-LIST and NDL resources, and access to the reading hall by students and faculty members.

Through its robust infrastructure, diverse collection, technological integration, and proactive engagement initiatives, the ACBCS Central Library stands as a vital hub supporting the academic and intellectual pursuits of its academic community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution consistently invests in upgrading its IT infrastructure to ensure optimal functionality and efficiency. This commitment is evident through regular updates and enhancements to its facilities, including hardware and software components such as Wi-Fi devices, sufficient internet bandwidth, central server, IP CCTV, Firewall, Internet switches and ERP software. Moreover, the institution prioritizes providing ample bandwidth for internet connectivity, recognizing the importance of seamless online access for various academic and administrative activities.

A] Computers and Other Peripherals

1] IT Facilities Update:

- The institution ensures its IT facilities remain up-to-date, boasting a total of 220 high-end computers of brands such as Lenovo, HCL, and HP.
- These computers feature varying specifications, including Intel Core i7, i5, and i3 processors, with clock speeds ranging from 2.10 to 3.50 GHz.
- RAM capacities range from 2 to 4 GB, while HDD options include 320GB, 512GB, and 1TB, with some computers equipped with 256GB SSDs.

2] High-End Laptops:

- Seven high-end laptops are available for all HODs, featuring HP notebooks with 11th Gen Intel Core i5-1135G7 processors clocked at 2.40 GHz.
- These laptops are equipped with 8 GB of RAM and spacious 512GB SSDs, providing users with powerful and portable computing solutions.

3] Printer/Scanner/Photocopying Machines:

- The institution boasts a total of 7 printers, 2 scanners and 1 photocopying machines of HP, Canon, and Brother etc.
- These machines serve various administrative and academic needs, facilitating document printing,

scanning, and copying tasks efficiently.

4] Classroom Projectors:

- There are a total 29 projectors installed in classrooms, providing multimedia capabilities to enhance teaching and learning experiences.
- The plan is to upgrade the classroom's projection system by replacing projectors with interactive panels.

5] Power Backup:

- To ensure uninterrupted operation of IT equipment, the institution has installed two uninterrupted power supply (UPS) systems for power backup.
- These UPS systems include one 1KVA and one 60KVA UPS, supported by 60 batteries, providing reliable backup power to critical IT infrastructure during power outages or fluctuations.

B] Internet Bandwidth and Wi-Fi Device

- 30 MBPS lease line of Tata Tele Business services and backup line of 100 MBPS of Airtel broadband.
- Wi-Fi capabilities for campus-wide networking (SOPHOS APX 320 ACCESS POINT DUAL 5 GHZ)

C] ERP

- The institution has implemented an ERP system to streamline various administrative processes. Overview of ERP operations:

1. Attendance Management

- The ERP system offers a centralized platform for recording and monitoring attendance for students.
- Staff members can mark their attendance through biometric devices which providing real-time data to the ERP system.
- For students, attendance is recorded through ERP system only.
- Automated notifications are set up to alert parent or relevant personnel about irregular attendance patterns, enabling timely intervention and support.

D] IP CCTV

- Equipped with 167 CCTV (night vision) Cameras (2 MP & 4 MP) 1080p HD display with 13 DVR's.

E] Servers

- 3 central base servers with Intel Configuration Processor and Lenovo Processor, dedicated to - Backup NAS, Wi-Fi Server, Antivirus, Koha server (mainly IT Security).

F] Network Devices

- Firewall - SOPHOS XG230
- 10 Switches –Cisco SG 95, D-LINK 3026

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

4.3.2

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

Response: 4.65

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

Response: 185

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 27.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.6660	27.0350	20.3276	35.8162	53.2698

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 14.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	87	58	119	41

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 87.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
737	718	556	511	547

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 57.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	137	85	141	81

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	205	187	206	148

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

5.2.2

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

Response: 49.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	35	31	43	33

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

5.3 Student Participation and Activities

5.3.1

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	3	5	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 14.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	13	14	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Institute has a registered alumnus association named as “Ashoka Education Foundation’s Ashoka Center for Business and Computer Studies Alumni Association”, under the Maharashtra Society Registration Act, 1860(XXI of 1860) with Registration number: Nashik/0000158/2019 since March 2019. It consists of seven executive committee members including five ex-officio members of the institute.

Since then the association has been active in bringing together the alumni. They have been actively working for the development of college. Many of them have acquired prestigious positions in social, economic, judiciary, industry and almost all walks of life.

Alumni association works in the direction of achieving the objectives set by the association as given below:

- To provide a forum for the Members of the Alumni Association to interact amongst themselves as also with the Principal, Teachers and the present students.
- To promote friendly association between them.
- To disseminate knowledge and skills for the mutual benefit of the Members as also for the benefit of the College.
- To undertake -Intellectual activities, Academic activities, Social service etc. for the benefit of the Members as also of the College and for the society at large, as detailed under:
- To create a website of the Association and upload the same on to the Internet so that relevant information pertaining to the affairs of the Association, can be made available for the benefit of all the Members.
- To conduct academic meets such as conferences / workshops / seminars / symposia / lectures by eminent personalities from various walks of life etc. for the Members as also for the present students and/or teachers of the College on various current subjects/topics of interest and relevance.

Alumni members regularly contribute to the institute through various ways like counselling students, guiding students’ projects, extending help for higher education, helping students to prepare for interviews, enhancing training and placement activities, and recruiting students. Alumni members support various departments and cells through Memorandum of Understanding with their organizations. Alumni support various initiatives like entrepreneurship development, startup activities, research and consultancy.

The institute also connects with its alumni through social media platforms i.e. LinkedIn, Facebook, Instagram & Whatsapp for sharing the current developments at the institute.

Every year, the Alumni Association worked closely with various departments to organize Alumni Meet. These gatherings facilitated meaningful interactions between past and present students. Alumni generously shared their experiences and expertise by delivering guest lectures and offering valuable career guidance to both undergraduate and postgraduate students. The alumni have donated books in the ACBCS library. Their mentorship and insights significantly benefited the student community. Even during the corona lockdown period, the institute conducted alumni meet in an online mode. The contribution of the alumni in the development of the institute is mainly in the form of suggestions and sharing their expertise though a small financial contribution is also received from them. Thus the institute has a good network of distinguished alumni who contribute in different ways in institutional development.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The effective governance and leadership, become the inherent strength for the college functioning. It focuses on providing quality education through use of modern technologies and providing practical need based application of knowledge to the students.

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

College Vision: “To embed need based knowledge through holistic approach to create responsible future generations with deep rooted ethos of Indian culture and tradition.”

The college management ensures the achievement of its mission and vision based on exploration of the needs of a learner (student) from the perspective of creating responsible future generations with deep rooted ethos of Indian culture and Tradition. It focuses on transformation of youth through holistic development activities by implementing need based practical education.

Various institutional practices are conducted based on NEP objectives of Access, Equity, Quality, Affordability and Accountability

All activities are planned, conducted and monitored through the policy statements and action plans with meaningful discussion with stakeholders.

- **NEP committee** is constituted for implementation of various outcome based and skill enhancement activities.
- Value Education course are conducted to embed "Indian values" in education system
- Skill Enhancement courses: Institutional Innovation Council (IIC) committee is formulated at the college to foster the culture of innovation and start-up ecosystem. Various skill enhancement based activities and opportunities are offered to the students
- Exploration of the developmental needs of a student is identified through **aptitude tests**.
- Holistic developmental activities are planned for students with reporting of attainment.
- Various MOU are entered with industry experts for the same. College encourage students to participate in various co-curricular and extra-curricular activities.
- NEP implementation activities like Academic Bank Credit, multidisciplinary courses, online courses, language lab and research are conducted.
- Academic Departmental Missions are formulated aligned with college mission and vision statements and the course objectives.

- **Institutional Development plan** is deployed for sustainable growth of the college, the perspective plan includes initiatives for digitalization, infrastructure & resource intensification

Decentralization and Participative Management

The college encourages a culture of participative management by involving the staff and students in various activities. The management of the college provides freedom for employment of decentralization practices with authorities and responsibilities to the Principal, Vice Principal, IQAC coordinator, Head of Departments, student development officer, NSS program officer, cultural coordinator, physical director, college exam officer and staff members in various decision making to accomplish distinction in the development of the college.

- The college progressively responded to the changing need by establishing various bodies like NEP committee, Equal opportunity cell, Electoral Literacy Club, Students Club, Social Media Cell, etc.
- Unit meetings are conducted by management with the objective of identifying developmental needs and review of conduction of routine activities.
- College Development Committee (CDC) is formulated and meetings are conducted as per norms laid down in university act.
- Academic Year Committee (AYC) is formulated consisting of staff members for drafting, regulating and implementing different academic policies.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

COLLEGE FUNCTIONING BODIES:

- **Governing Council:**

The College organizational structure consists of the Executive Council and Board of Directors at Apex, Principal along with College Development Committee (CDC) & IQAC. They are the decision-making body with whom the Principal makes correspondence on matters pertaining to the smooth functioning of the college. The Governing Body ensures the college is effectively managed and efficiently governed

making it financially stable and need based education to the student. CDC supervises and monitors the progress of college. IQAC provides various initiatives and corrective actions for any delays.

- **Administrative Set-up:**

The college through participative management prepares various policies. The Administrative set-up consists of Principal, Vice Principal, HOD and academic coordinators. The teaching staff, the non-teaching staff and the students execute their assigned duties as per policies formulated for college governance.

The Non-Teaching Staff, which comprises the Administrative Officer, Section Officers, Senior and Junior Office Assistants and support staff. Student council meetings are held to organize various activities. Further administrative set-up is sub-divided into Administration, Academic, Training & Placement, Extracurricular activities and Auxiliary bodies.

- **Statutory University approved bodies:**

The Anti Ragging Cell, Grievance Redressal Committee and the Internal Complaints Committee are regulated with policy documents. Induction sessions are planned for staff and students with briefing of various SOPs and Polices. 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.

Institutional Strategic/ perspective/development plan:

The college formulated its Statement of Purpose (SOP) which is considered in developing strategy and prospective plans along with its vision and mission. They are effectively deployed through policy documents for the college activities.

Institutional Development Plan (IDP) is developed by the Principal in consultation with management and stakeholders. IDP encompassed an integrated, holistic and comprehensive strategies and developmental plans keeping in view the vision/mission, learners age group, resources and environment of the college.

Institute carries out all important work in an organized manner adhering to strategic planning done.

Following are the important areas on which strategic planning is done

- **Students Admissions:** Admission committee is formulated every year for allocation of various work of admission. Admissions are given to the eligible students as per norms of UGC and University.
- **Library, ICT and Physical Infrastructure / Instrumentation:** The college 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 by the

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has effective welfare measures and a performance appraisal system for teaching and non-teaching staff.

Effective Welfare Measures: College staff welfare aims for overall development of staff members by applying different welfare schemes. Various Welfare measures are taken by institutions in line with the organization policies.

Welfare measures related to personal and career growth benefits in terms of financial and non-financial support.

Some of the measures are:

A] Welfare measures for staff

i) Leave Facility: Casual leave, Sick leave, Study leave, Marriage leave, Special leave, Summer and winter vacation leaves for eligible teaching and non-teaching staff as applicable.

ii) Employees Provident Fund and Gratuity fund for employees

B. Financial Support:

i) Financial support provides for research.

ii) Fees installments & fees concession scheme for AEF School Fees, whose wards are in Ashoka group of Schools.

iii) Uniform are provided to non-teaching staff

iv) Gifts are given on Diwali every year.

v) Faculty of the month (recognition and appreciation)

vi) Financial assistance (Advance salary) is provided to the staff in case of emergency.

vii) Concessional medical assistance at sister concern Ashoka Medicovert Hospital

C. Non Financial Support :

i) Family day (Outing of faculties to relieve from stress and create bonding)

ii) Celebration of various festivals, days viz. Navratri, Diwali, New year, etc. It helps staff to interact, integrate and bond with each other in an informal setting.

iii) Meditation and yoga session (Mental Health Support)

iv) Sports facility

Above all these welfare measures college provides ICT facilities to all teachers which helps them in all

aspects like better curriculum delivery, presentations of study material with updated information

Performance Appraisal:

The Principal/vice principal verify all the necessary forms filled by the staff members and forward it to management.

TEACHING STAFF: Performance appraisal form is divided into four categories. It covers Educators, Physical director, Librarian

CATEGORY I : Academic performance for the academic year for subjects taught by the faculty, SWOT analysis, Teaching performance, student & peer feedback.

CATEGORY II: Research Contribution details of research papers published in various journals. overall faculty involved in research. Participation in conferences & seminars.

CATEGORY III: Personal and Profession achievements including university approval, membership of professional bodies, research projects, award and recognition by external bodies.

CATEGORY IV: Administrative work and contribution in Co-Curricular Activities and organisational contribution.

LIBRARIAN PERFORMANCE APPRAISAL:

- Library resources organization and maintenance: Arrangement of Collection / Stack Arrangement, Library Activity, use of ICT for up gradation of Library Services.
- Participation in Administrative Activity
- Research Contribution
- Personal and Professional Achievements

NON TEACHING STAFF : Non-teaching staff follows the same steps with respect to their reporting hierarchy, Appraisal form evaluation is done and forwarded to management.

Criteria for evaluation:

- Work Ethics & Self-Management
- Work Performance
- Students Centric
- Technology

Staff has an interaction with the head of department/ vice principal and principal before submission of appraisal form in which they are provided with an opportunity to express themselves.

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

6.3.2

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

Response: 1.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

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

6.3.3

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

Response: 39.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	13	15	1

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization and optimal utilization of resources and funds:

The college has a regular system of annual budgeting and auditing of its accounts of internal and external systems. Strategies are made for mobilization and optimal utilization of resources supporting the vision

and mission statement.

Expenses are monitored, checked and controlled through material requisition book and inter office communication sanction letter. Hierarchy established is responsible for analysis and controlling the cost incurred as per the yearly planning made in budget.

The budget is allocated to the departments yearly and the expenses are met accordingly after completion of the technical formalities. Capital budgets are prepared every year to identify major expenses for the college and planning the developmental needs of the college. Each activity is considered while planning the budget and all heads of various committees are asked for probable expenses for their department. Being a non-aided college activities are classified as sponsored and self-financed. Major activities are funded by the college by making provision of expenses from revenue generated from fees receipt from students.

The finance head scrutinizes to ensure further optimum utilization 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.

Audit Mechanism :

Internal Audit System: 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.

Statutory Audit: External auditors appointed by Ashoka Education Foundation execute the financial audit every year. The audited statements are duly signed by Principal and Chartered Accountants.

Grants Audit: The audit of expenditure incurred under various examinations and grants sanctioned conducting seminars/conferences/workshops etc. Grants received under National Service Scheme, Students development cell of university, Quality Improvement scheme are systematically authorized by prescribed procedures of Audit from time to time.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In addition to the College Academic Calendar, the IQAC department has developed a separate calendar specifically for IQAC activities. This calendar includes yearly planning for the implementation of new quality assurance strategies and activities, monitoring academic and statutory processes, collecting feedback from stakeholders, and taking necessary actions. The IQAC calendar outlines targets, timeframes/frequencies, and accountability details. At the end of the academic year, the IQAC coordinator submits a compliance report to the Principal. The major contributions of IQAC towards the overall improvement of the college are as follows:

- 1.NEP Awareness: 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.
- 2.Faculty Induction Program(FIP): IQAC organises FIP every year. This program helps new teachers to improve their teaching and management skills, adjust so the culture of higher education institutions, and better understand their professional responsibilities.
- 3.Skill enhancement for Student and Faculty: IQAC Initiated QAG cell focus on enhancing students' information literacy, creativity, soft skills, technological proficiency, social skills, and media literacy through diverse activities.
- 4.Quality assurance and improvement through participation in various ranking processes like NIRF, Education World and India Today Rankings.
- 5.Audits: Audits are important to identify inefficiencies and make recommendations for improvement. IQAC conducted external audits like AAA, Energy, Environment and Green. Also internal QAG cells audits were conducted on regular basis.
- 6.Alumni Connect: IQAC fosters engagement through events, mentorship, and collaborations, leveraging alumni experiences for current student and institutional benefit.
- 7.Feedbacks: College grows by actively engaging with its stakeholders like students, staff, parents, and industry partners, using their feedback for development and success. We have practice of taking stakeholders feedback on regular basis.
- 8.Collaborations(MOU)-For developing higher level thinking, practical training, leadership skills etc., college made various MOU with external organisations.
- 9.Multidisciplinary education- provided through add-on courses and distance courses.

IQAC reviews teaching learning process, structures & methodologies of operations as follows:

- 1.IQAC reviews academic calendar, curriculum planning & delivery for effective teaching learning process, Micro plans, CO-PO, timetables and provide suggestion for improvement.
- 2.IQAC ensures quality of teaching and learning processes through deploying student learning style and subject based teaching pedagogies, class observations, student feedback, monthly reports of faculty.
- 3.IQAC reviews and suggest new initiatives for teaching learning like uses of creative ICT tools, deployment of practical and effective activities like Buzz Bid, Shark tank, role play etc.
- 4.IQAC conducts student induction program at the start of each semester to aware students about code of conduct, CO-PO,etc.
- 5.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.
- 6.IQAC reviews result analysis of every semester.

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

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

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute is deeply committed to fostering a culture of gender equity, consistently at the forefront of ensuring parity among all genders on campus. It fosters an environment where every individual is afforded equal opportunities, regardless of gender or affiliation. Through deliberate initiatives, students, faculty, and staff are sensitized to the importance of gender equity, contributing to the creation of a harmonious and sustainable society. This commitment permeates all aspects of academic, administrative, and co-curricular activities, reflecting the institute's dedication to inclusivity. Additionally, the institute actively integrates women into key roles within the workplace, strictly prohibiting sexual harassment. Average last five years' male to female gender ratio was at **59:41 for students and 21:79 for faculty members**, with many prominent positions held by female faculty members, including their roles in research.

- The Internal Quality Assurance Cell designs an annual action plan for gender sensitization aimed at fostering gender equity. This plan includes a variety of activities and programs such as motivational sessions, women empowerment training, discussions on women's health issues, exploration of various laws and schemes, and self-defence training for women.
- Annually, the institute hosts cultural event called "Udaan," and a sports meet providing an inclusive platform for students of all genders to showcase their talents.
- The institute actively encourages female students to engage in activities organized by NSS, Nirbhay Kanya Scheme and the Rotaract club. Furthermore, equal opportunities for career advancement are provided to ensure gender equity among students.

Facilities provided to maintain gender equity:

1. **Safety and Security:** The institution prioritizes safety with comprehensive CCTV surveillance throughout the campus and employs security staff to screen external visitors, enhancing overall security measures.
2. **Common Rooms:** Separate common rooms and washrooms are provided for both male and female students, equipped with essential services. Additionally, the girls' common rooms feature sanitary napkin vending machines.
3. **Counselling:** The institute has a designated ladies' representative to support and guide female students. Additionally, a mentorship cell is in place where mentors regularly meet with students, understand their challenges, and provide guidance on potential solutions.
4. **Healthcare and Medical Emergencies:** The institute maintains first-aid facilities and an infirmary room to promptly address healthcare needs and medical emergencies.

5. Internal Complaints and Grievance Redressal Committee: In compliance with university affiliation requirements, the institution has established an Internal Complaints Cell and Grievance Redressal Committee to provide a safe and responsive environment for addressing any concerns or grievances.

On International Women's Day, the college celebrates the achievements of women and recognizes their contributions to society. The college also promotes a healthy lifestyle among students by observing the International Day of Yoga. To address critical health issues, the college observes World AIDS Day, Cancer Day, and World No-Tobacco Day, raising awareness about these health risks. Additionally, the college honors the invaluable contributions of teachers on Teachers' Day, expressing gratitude for their hard work and dedication.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Institutional efforts:

- The institute follows the admission guidelines set forth by the UGC, Savitribai Phule Pune University and the Government of Maharashtra. Every year, students from various regions, states, castes, and religions join the institute. Moreover, the institute guarantees that students from diverse backgrounds receive education without facing discrimination in any form.
- The institute raises awareness among its internal stakeholders about the fundamental rights granted by the Indian Constitution through an electoral club. These rights encompass freedom of speech and religion, the right to equality, protections against exploitation, and cultural and educational rights. Additionally, an Internal Complaints Committee is established to ensure a safe and secure working environment within the institute.
- In accordance with the institute's Vision and Mission Statement the institute ensures proper

sensitization of values of the Indian Constitution to students and employees by celebrating Independence Day, Constitution Day, and Republic Day.

Cultural Diversities:

- Every year, the college hosts cultural programs and events to celebrate the diverse cultures of both students and faculty, exemplifying unity in diversity. Events like Indradhanushya showcase the vibrant tapestry of Indian culture, featuring themes such as "Mile Sur Mera Tumhara."
- The event called Euphoria, part of the college's cultural days, celebrates the vast spectrum of Indian knowledge systems through competitions like Mehndi, Rangoli, Fashion Show, and Quiz Competition.
- A special presentation competition centered around the Indian knowledge system has been organized to highlight the cultural diversity of India

Regional Diversities:

- Each year, students from diverse regions, states, castes, and religions unite and enthusiastically engage in organizing various activities.
- During Indradhanushya, students showcase a variety of folk dance forms from different regions, promoting awareness of regional diversity.

Linguistic Diversities:

The college fosters linguistic diversity through a range of events, including:

- The Manonmesh Poetry Writing Competition, where students are granted complete freedom to express their views on mental health using any regional language.
- Celebrations of Marathi Bhasha Diwas and Hindi Diwas.

Communal Diversities:

- Clubs like NSS, Yuva-Maharashtra celebrate events to create an environment of communal harmony. Students belonging to diverse background participate in different festivals like Navratri, Diwali, Cleanliness Drive, workshop on Eco-Friendly Ganapati, Garbha celebration etc.

Socioeconomic and Sensitization to the constitutional obligations:

Socio-economic divides undoubtedly exist, as not everyone belongs to the same social or economic strata. However, while at work, these divides blur as we unite as a single entity for a common cause.

- The institute sensitizes stakeholders to pay respect to the national anthem and flag. Additionally, a voter's pledge program was organized for students and faculty members.
- The institute promotes awareness among students and employees regarding the responsibilities of Indian citizens. As part of philanthropic initiatives, students regularly visit orphanages, and old age homes. NSS students have also conducted street plays in villages to raise awareness about

4.	To support UG students for admission to the premier institutes	1. Admissions to the premier institutes
5.	To inspire students to excel in extracurricular pursuits	1. Student participation in various extracurricular activities. 2. Students winning awards/medal in various extracurricular activities /competitions

Context:

As the educational landscape evolves, research emerges as a cornerstone of academic curricula, Competition often serves as a strong motivator. When students are competing against their peers, they are more likely to push themselves harder to excel and achieve their goals.

Students exhibiting a "competitive spirit" distinguish themselves by exerting extra effort, showcasing superior skills, and maintaining consistently high performance levels The right kind of competitive spirit is very much essential to be successful in personal and professional life.

Practice:

Efforts such as establishing effective clubs/Cells and activities have led to the cultivation of a competitive spirit and the attainment of excellence in their chosen fields.

Sn.	Domain of excellence	Dedicated Cell/Committee
1.	Career	Career advancement Cell
2	Academic excellence	Elite Club
3	Competitive exam	Competitive exam cell
4.	Career Advancement	Mentorship & Training and placement cell
5.	Admission to premier institutes	Competitive exam cell
6.	Excellence in Sports	Sports department
7.	Excellence in Cultural activities	Cultural Committee

Uniqueness:

- 1.360 degree working on holistic development of students. Competitive spirit is developed by encouraging and appreciating all aspects of student development like academic, cultural, sports and extra-curricular.
- 2.Deployed cells have defined SOPs and well planned monitoring system.

Limitations:

1. Curriculum is under scope of affiliated university.
2. Certain opportunities are missed due to the fixed schedules set by colleges and universities

Evidence of Success:

1. Rigorous workshop for finalization of short term and long term goal under guidance of mentors

and experts.

2. Year wise Rankers in SPPU Exam
3. Success of students in various fields
4. Maximum no. of placed students
5. Students admitted in the premier institutes
6. Students excel in other extracurricular activities like sports, cultural etc.

Problems:

1. Some students required many tutorial sittings for finalized the goals.
2. Achieving the expected level of skills.
3. Personal or diversified happenings which distract Elite members to achieve academic excellence

Resources:

1. Goal Setting & Career Advancement
2. Personal & Academic Excellence
3. Admission to Premier Institutes
4. Excellence in Sports & Cultural Activities

Best Practice II :Student Research Project Scheme(SRPS)

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

Context:

As the educational landscape evolves, research emerges as a cornerstone of academic curricula, bridging theory and practice to enhance understanding and drive societal progress.. Research, inherently iterative, fuels an endless pursuit of knowledge. Initiatives like the "STUDENT RESEARCH PROJECT SCHEME (SRPS)" have surfaced, where students conduct research under faculty guidance, aiming to publish in reputable journals. SRPS aims to cultivate a research culture, focusing on solution-driven projects benefiting local communities.

Practice:

Research is an essential component of higher education which helps in search of truth, gain insights for creating new knowledge, imparts excitement and dynamism in educational process and facilitates intellectual growth. Defining its scope would be setting boundaries or limiting oneself for his research work. Hence, this SRPS with a multi - disciplinary approach would bring the students from different areas together with the common purpose of evolving new theories, methodologies and frameworks.

SRPS Implementation:

Sr. No.	Designing and Planning
1	Formation of core committee
2	Core Committee meeting.
3	Orientation to faculties by core committee
4	Meeting along with Principal to discuss the guide lines and duties at personal level for an effective implementation of the program
5	Orientation to Students by core committee
6	Registration of students
8	The process of and identification of the projects and allocation of the project supervisor
9	Research Methodology Orientation Sessions.
10	The First round: presentations of the projects by the students working (ACBCS Panel)
11	Shortlisting of the projects for the final round.
12	The Final round: presentations of the projects by the students(External Panel)
13	Prize Distribution Ceremony

Uniqueness:

- 1.To give opportunity to students to share their research ideas and results at SRPS.
- 2.To recognize and reward outstanding student research project.
- 3.feedback from panel of distinguished judges from industry and academia
- 4.To give students an opportunity to sharpen their skills, patience level and present

Limitations:

- 1.Time management
- 2.Project coordination

Evidence of Success:

- 1.Inculcate research culture among students.
- 2.Presentation of Research Project confidently.
- 3.Understanding research paper format & writing paper as per format.

Problem Encountered:

- 1.Create interest about research among students.
- 2.Taking follow up of students by keeping their motivation up.
- 3.Time Constraint
- 4.Research topic Selection
- 5.Project Coordination amongst group members.
- 6.Presentation and publication of research work

Resources Required:

- 1.Training
- 2.Project coordination
- 3.Research Facilities
- 4.Publication Support

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: "Small Classes, Big Impact: Maximizing Student Engagement"

The college offers undergraduate courses such as BBA, BBA (CA), and BSc. (CS), each with an intake capacity of 80 students. With a class size of 80, it becomes challenging to address student queries and meet their enthusiasm within the limited lecture time.

By reducing class sizes, i.e. dividing one division of 80 intakes into two classes of 40 each, college 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. It is necessary to hire more faculty members to conduct lectures, as the teaching workload has nearly doubled. 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 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.

Objective:

- 1. Personalized Attention:** One of the most evident advantages of small classes is the ability of teachers to provide individualized attention to each student. However, in smaller classes, teachers can better understand the unique learning needs and preferences of each student, tailoring their instruction accordingly. This personalized approach fosters a sense of belonging and encourages students to actively participate in classroom activities.
- 2. Increased Interaction:** In small classes, students have more opportunities to engage in meaningful discussions and collaborative activities. This increased interaction not only deepens understanding but also cultivates critical thinking skills as students learn to articulate and defend their viewpoints in a supportive environment.

3. **Enhanced Teacher-Student Relationships:** In large classes, building strong relationships between teachers and students can be challenging due to limited time and resources. Teachers can establish a rapport with each student, gaining insight into their interests, strengths, and challenges. As a result, students feel valued and supported, leading to greater motivation and engagement in their academic pursuits.
4. **Opportunities for Differentiated Instruction:** In Small classes through project-based learning, hands-on activities, or individualized assignments, educators can adapt their teaching methods to accommodate different learning styles and abilities. This flexibility ensures that every student receives the necessary support to succeed, fostering a sense of confidence and self-efficacy. Also, digital classrooms and cameras in small classes mean using screens, computers, and cameras to teach and keep an eye on students in smaller groups
5. **Sense of Community:** Students develop meaningful connections with their peers, fostering empathy, teamwork, and mutual respect. This sense of belonging not only enhances the overall classroom experience but also contributes to improved academic performance as students feel motivated to contribute positively to the group dynamic.
6. **Effective Feedback and Assessment:** In small classes, teachers can provide timely and constructive feedback, dedicating more time to reviewing assignments, offering detailed comments, and guiding students towards academic growth, promoting engagement and continuous learning.

Evidence of Success:

1. **Attendance Improvement:** Smaller class sizes lead to a significant increase in student attendance. Teachers can engage in one-on-one interactions with students, motivating them to attend classes regularly. This reflects a notable improvement in the regular attendance rate.
2. **Result Improvement:** Small classes help to yield the best results" means that smaller class sizes lead to better outcomes or achievements in various aspects of education, such as academic performance, student engagement, and overall learning experience.
3. **Satisfaction improvement:** Smaller classes lead to higher student and parent satisfaction with experiential learning, outcome-based learning, and effective evaluation.
4. **Effective activities conduction:** Small classes enhance teaching activities like skill development, presentation skills, and group discussions, Role-playing Exercises etc. which are difficult with 80 students.
5. **Enhance Leadership skills:** Small classes help increase student leadership through various activities. For example, having a Class Representative allows students to take on leadership roles, manage responsibilities, and represent their peers. In a smaller class setting, more students have the opportunity to participate actively in these roles, enhancing their leadership skills and fostering a sense of responsibility and community

In conclusion, small classes have a profound impact on student engagement by providing personalized attention, fostering increased interaction, nurturing strong teacher-student relationships, facilitating differentiated instruction, fostering a sense of community, and enabling effective feedback and assessment. By maximizing student engagement in these ways, small classes lay the foundation for academic success and lifelong learning. Therefore, investing in smaller class sizes is not just an educational strategy but a commitment to nurturing the potential of every student.

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

5. CONCLUSION

Additional Information :

The Promoters of Ashoka Education Foundation are involved in infrastructure development as the ISO 9000 companies under Ashoka Group having turnover of around 5000 crores. The Ashoka Group is mainly involved in construction of Roads, National Highways, State Highways, and Bridges with record time of construction. The Great achievement of Ashoka Group is recorded in Limca Book of Records for the Construction Bridge in Mandvi in record time of only 39 Days.

Educational Activities of the AEF Founding Members & AEF:

- Establishing and developing state-of-art integrated educational facilities and institutions of learning and holistic human development at all levels from School to University, for learners of all age-groups, utilizing the global knowledge base, proven methodologies and latest technology at our command.
- Collaborating with more advanced national and international organizations / institutions with shared vision and mission.
- Undertaking and contributing to research and other developmental activities to understand, improve and innovate in the knowledge base of the areas of our operations.
- Designing and providing educational programmes and courses of studies in traditional, emerging and innovative areas in AEF Institutions to develop future oriented knowledge workers, researchers, managers and technology trained manpower with commitment to excellence in order to realise their fullest potential so as to adapt to changing globalised environment.
- Offering growth oriented positive environment in its institutions to inculcate ethical standards with emphasis on human dignity, team work and environmental sensitivity.
- Planning and gaining active contribution of various stake-holders and the society.

Concluding Remarks :

ACBCS is committed to providing need-based, practical education to its students. As an NAAC Accredited institution with 2F recognition, we uphold the highest standards of quality education and professional integrity. In our pursuit of excellence, we pledge to maintain high ethical standards and uphold the values of professional integrity. We aim to achieve student satisfaction and create responsible global citizens who embody the rich heritage of Indian culture and tradition.

Along with quality assurance mechanism, we have resulted in following achievements:

1. Received The President of India Dr. Shankar Dayal Sharma Gold Medal Award by SPPU.
2. ACBCS ranked among top 10 non-autonomous colleges in Maharashtra and among top 50 non-autonomous colleges in India by EducationWorld consecutively for last four years.
3. Ranked in top 200 colleges in India Today.
4. The legacy of university merit rankers is continued from year 2020. ACBCS bagged 7 positions in A.Y.2020, 5 positions in A.Y. 2021, 5 positions in A. Y. 2022 and 9 positions in A.Y. 2023.
5. More than 200 UG students are selected by various MNC's like Deloitte, Cognizant, TCS, Wipro, L&T Infotech, Infosys, Capgemini, etc with the highest package of 10 LPA and average package was 2.5 LPA.

6. More than 100 Research papers published of faculties and more than 250 research papers published of students & staff in UGC CARE, SCOPUS, IEEE Journals.
7. Students participated in All India inter university level matches of volleyball, fencing, squash racket and football.
8. Various competitions like National Level Innovative Idea Competition EUREKA, AEF Level Research Competition SRPS and College Level AVISHKAR Competition are conducted to inculcate research culture amongst students by Research Cell.
9. The outcome of the institutional efforts is visible in the form of increased enrollments, increased placements, student enrollment to higher education.

In our pursuit of excellence, we pledge to maintain high ethical standards and uphold the values of professional integrity. Through our efforts, we aim to achieve student satisfaction and create responsible global citizens who embody the rich heritage of Indian culture and tradition.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :27</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI and we have removed the courses which were the part of caricular.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>607</td> <td>121</td> <td>461</td> <td>368</td> <td>497</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>799</td> <td>120</td> <td>358</td> <td>368</td> <td>359</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	607	121	461	368	497	2022-23	2021-22	2020-21	2019-20	2018-19	799	120	358	368	359
2022-23	2021-22	2020-21	2019-20	2018-19																	
607	121	461	368	497																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
799	120	358	368	359																	
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>344</td> <td>325</td> <td>246</td> <td>210</td> <td>205</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>128</td> <td>73</td> <td>64</td> <td>77</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	344	325	246	210	205	2022-23	2021-22	2020-21	2019-20	2018-19	140	128	73	64	77
2022-23	2021-22	2020-21	2019-20	2018-19																	
344	325	246	210	205																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
140	128	73	64	77																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
344	325	246	210	205

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
188	237	196	119	119

Remark : DVV has made the changes basis the documents share by the HEI

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.00855	0	0	1	0.88462

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the fact that the grants were not received for research.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	55	17	2	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	20	5	1	4

Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	12	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	4	23	4

Remark : DVV has made the changes as per the documents shared by the HEI, BDD has not considered the cases where there were no ISBN

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	11	17	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	7	9

Remark : DVV has made the necessary changes as per the documents shared by the HEI, DVV has not considered specific day celebrations

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

Answer before DVV Verification :

Answer After DVV Verification :16

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has not considered the one which are not functional

4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>84.32</td> <td>82.34</td> <td>81.65</td> <td>89.98</td> <td>94.14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80.22</td> <td>80.22</td> <td>80.22</td> <td>85.026</td> <td>86.89</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes basis the documents shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	84.32	82.34	81.65	89.98	94.14	2022-23	2021-22	2020-21	2019-20	2018-19	80.22	80.22	80.22	85.026	86.89
2022-23	2021-22	2020-21	2019-20	2018-19																	
84.32	82.34	81.65	89.98	94.14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80.22	80.22	80.22	85.026	86.89																	
5.1.2	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has made the changes basis the documents shared by the HEI</p>																				
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1576 1046 1709"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>37</td> <td>19</td> <td>28</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1789 1046 1921"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>15</td> <td>13</td> <td>14</td> <td>10</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	68	37	19	28	35	2022-23	2021-22	2020-21	2019-20	2018-19	19	15	13	14	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
68	37	19	28	35																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	15	13	14	10																	
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and</p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	10	12	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has not considered the donation less than 2000

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	13	15	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	13	15	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	5	5

Answer After DVV Verification :

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

Remark : DVV has made the changes basis the supporting shared by the HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations