SELF STUDY REPORT

FOR

4ᵗʰ CYCLE OF ACCREDITATION

TULJARAM CHATURCHAND COLLEGE OF ARTS, SCIENCE AND COMMERCE, BARAMATI

P.O.BOX 51 T. C. COLLEGE ROAD , VIVEKANAND NAGAR, BARAMATI, MAHARASHTRA 413102
413102
www.tccollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anekant Education Society's Tuljaram Chaturchand College of Arts, Science & Commerce established in 1962, grown from its humble beginnings with just 119 students to a vibrant institution catering to over 5000 students today. Located in Baramati, Dist. Pune.

College, permanently affiliated to Savitribai Phule Pune University (SPPU), Pune, has been reaccredited by NAAC with an 'A+' grade (CGPA 3.55) in its third cycle in 2017. The college granted Autonomous Status from UGC in December 2018 and also received Empowered Autonomous status from SPPU in July 2024, empowering it to tailor its syllabi to meet contemporary academic and industry needs. It has also been recognized as a "College with Potential for Excellence" and selected for the DBT STAR College Scheme and a recipient of DST- FIST from Government of India, RUSA grant from Government of India, PARAMARSH scheme by UGC.

College offers a diverse range of 33 undergraduate, 24 postgraduate, 1 PG Diploma and 11 Doctoral programs across Arts, Science, and Commerce disciplines. Also introduced 5 B.Voc. programs and 2 M.Voc. programmes. Moreover, introduced professional programs like Bachelor of Business Administration and Bachelor of Business Administration (Computer Application). In addition to main stream academic programs, the college conducts 75 Add-on certificates courses.

College actively engages in research initiatives as an outcome of it :

- 59 Research Guides
- 34 Research projects
- 323 Research publications
- 26 Patents
- 357 Books /chapter/articles
- 85 MoUs

College inculcate human values and extension activity through NSS, NCC, Culture department and various clubs.

The college has 4,43,237 square feet built-up area, including 48 classrooms, 52 laboratories, 294 CCTV cameras, turnstile regulated entry /exit, Enterprise Resource Planning system, Effluent Treatment Plant, Biogas Plant, Solar panels, Rainwater harvesting etc. College has well-furnished and student friendly administrative block in the central premises of the campus. The college has eco-friendly campus with diversity of flora and fauna. Central library has 1,16,841 books, National/International Journals, Audio-Video materials and spacious reading rooms. A play ground has 400 meter running track, separate court for indoor and outdoor games and Gymnasium hall. College has 3 boys hostels and 5 girls hostels which accommodate more than 1200 students.

Vision

To impart career-oriented quality education at par with global standard across all fields of academic and research. We will do this by developing various skills of excellence and through inculcation of moral values in the youth with a view to make them responsible citizens of India.

Mission

To contribute to nation building by continually empowering the youth through educational and vocational programmes, and inculcating culture by maintaining a multidimensional, holistic approach to life in them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, and Supportive Management, dedicated to the cause of education
- Empowered Autonomous status
- College with Potential for Excellence award
- DST -FIST Scheme
- DBT-STAR College Scheme
- UGC PARAMARSH Scheme
- Successfully implemented Rashtriya Uchchatar Shiksha Abhiyan (RUSA 1.0) by Government of India
- Adequate Physical and Digital infrastructure
- Eco-Friendly campus with several green initiatives
- Received Best College award and Best Principal award from Savitribai Phule Pune University (SPPU), Pune
- Best NSS Coordinator award from Government of Maharashtra and SPPU, Pune
- Best Student Development Officer, Physical Director, Innovative Teacher, Yuva Gaurav and Non-teaching employee awards from SPPU, Pune
- Implementation of National Education Policy 2020
- Research culture and patents
- ISO Certification
- Organized National Sports Events and students participated in National and International competitions
- Received Two Star status from Institution's Innovation Council, Government of India
- Institution has promoted in-house development of software for admission, teaching learning, examination, administration.
- Institution has fostered collaboration through MOUs with industries, academic institutes at national and international level.
- Hostel facilities for both boys and girls

Institutional Weakness

- Funding for research from Government and nongovernment agencies
- Number of research publications in UGC CARE, SCOPUS, Web of Science
- Linkages with industries for joint research
- Number of students qualifying government competitive examinations
- Limited government scholarship for self -financing programs

Institutional Opportunity

- To become the Cluster University
- Strengthening of industry academia linkage to foster internship and better job opportunities
- Strengthening of start-ups and self-employment avenues through incubation cell
- To establish multipurpose Indoor Stadium
- Strengthening existing program and introduction of new age skill-oriented programs as per changing needs of professional growth

Institutional Challenge

- To cope up with the Socio economics students
- Majors research project grants and industrial consultancy
- State government's policy regarding recruitment of teaching faculty
- International collaborations
- Admissions from other states

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Tuljaram Chaturchand College is committed to aligning its academic offerings with societal and developmental needs through a transparent curriculum development. The curriculum is equipping students with foundational and advanced skills that is necessary for addressing global challenges.

Bodies Involved in Curriculum Development: The college follows a systematic approach, where the Board of Studies (BoS) design the syllabi, and the Academic Council provides an approval. In developing the curriculum, all Board of Studies, Academic Council, and Governing Body are involved.

Curriculum Design and Development: The Learning Outcome-based Curriculum Framework guides for the course development, and regular updates ensure an inclusion of emerging trends which are having relevance to local, regional, national, and global needs.

Skill Enhancement Courses: College places strong emphasis on employability and entrepreneurship, integrating practical training, research collaborations, and soft skill development into its programs. The partnerships with industries provide students with internships and hands-on experience. These elements prepare students for careers in a competitive global market.

Academic flexibility: The college offers 33 Under Graduate, 24 Post Graduate, 11 Ph.D. programmes, and 1 Postgraduate Diploma course. Curriculum is updated after every three years. Total 3126 new courses were introduced from the total 6747 across all programmes in the last five years.

Curriculum Enrichment: College incorporated key societal issues into its curriculum, that are addressing cross cutting issues. These issues align with the Sustainable Development Goals and the NEP, that was introduced in 2023-2024.

Certificate Courses: The college offered 113 certificate courses and organized interdisciplinary workshops and seminars, to enhance skills of student and provided additional learning opportunities to them.

Field Projects, Research Projects, and Internships :
With 56 Memorandums of Understanding signed with industries and institutions, college offered numerous opportunities to students for participating in internships and field projects.

Structured Feedback on Curriculum :
College follows a three-year curriculum review cycle, ensuring continuous improvement and alignment with educational and societal trends. Structured feedback mechanisms employed to gather input from stakeholders, leading to regular updates and enhancements in curriculum.

Academic Calendar and Teaching Plan are prepared each year, outlining lectures and examinations through which teachers plan their curriculum implementation.

Teaching-learning and Evaluation

Student Enrollment and Profile : The academic year starts with online and transparent admission process via online portal of the college in accordance with reservation policy and resolution of Government of Maharashtra. It is followed by induction program for first year students.

Catering the Student Diversity : Recognizing the diverse capabilities of students, effective strategies are implemented to support both the advanced and slow learners. Advanced learners are encouraged to participate in research projects, workshops, and competitive exam while the slow learners receive additional support through the remedial courses, mentor-mentee programs, and bilingual teaching methods.

Teaching-Learning Process : The college is equipped with smart classrooms to enhance the teaching and learning experiences of teachers and students. Teaching-learning process is in line with academic calendar. All laboratories are well equipped with sophisticated instruments and tools to provide hands-on experiences.

Teacher Profile and Quality : Most of the appointed teachers are doctorate with average 15 years of teaching experience. Moreover, the faculty use diverse teaching-learning methods.

Evalution Process and Reforms : Examination is conducted by BoE in adherence with Examination policy. The examination pattern follows the continuous internal evaluation system combined with a semester-end examination. The college follows 40:60 internal and external evaluation patterns. Students' performance is assessed through regular assignments, quizzes, and mid-semester examinations.

Student Perfomance and Learning Outcomes : On the basis of course wise result analysis direct Course Outcomes (CO) and Program Outcomes (PO) attainment (70%) is performed and for indirect attainment (30%) IQAC collects students' feedback on course outcomes.

Student Satisfaction Survey : College has a mechanism to make learning a meaningful process by carrying out impactful survey of students. On the basis of Student Satisfaction Survey teaching learning process is planned.

Research, Innovations and Extension

College's vision-mission aimed to inculcate research temperament among students to increasing research-oriented career opportunities. Research policy ensures ethical conduct, and supports innovation.

Ecosystem for Research Promotion:

College promotes research through Institutional Innovation Council, Incubation Centre, IPR Cell, Indian Knowledge System, Entrepreneurial Development Cell, Business-Fair, Business-Katta, Avishkar competition, conferences, seminars, workshops and training-programs.

Research Facilities:

College has **11** Ph.D. research centres with **59** research guides mentoring **129** Ph.D. scholars. Total **26** Ph.D. scholars received fellowships from SARTHI, BARTI, MAHAJYOTI, CSIR-NET-JRF, etc.

Central Facility Centre and Science-laboratories are frequently updated with instruments like AAS, FTIR, GC, HPLC, Electrochemical-Workstation, Photo-Catalytic Reactor, and Fermenter along with software like MATLAB, Lab-VIEW, G-suit to name but a few.

Central Library is enriched with anti-plagiarism software and subscription of e-resources from INFLIBNET, N-LIST. College runs *Anekant Journal of Humanities and Social Sciences.*

Research Schemes:

College is recipient of DST-FIST, CPE, RUSA, UGC-Paramarsha Schemes. Total **34** teachers received grants of Rs. **78.94** lakhs from funding agencies like DST/SERB/ICSSR. Also **27%** of teachers received national, international fellowships and awards.

- **Seed Money:** College provided Rs. **56.28** lakhs to teachers & students for research.
- **Research Attainments:** Total **20** national and international patents awarded/granted to teachers and published **169** research papers in Scopus, WoS and UGC Care listed Journals along with **357** books and book chapters with ISBN number in the last five years.
- College organized **89** outreach and extension activities through departments, NSS, NCC and received **19** awards with recognition from NGO and Government agencies. The college established **56** active MoUs/collaborations facilitating **84** activities.

Infrastructure and Learning Resources

College spans over 38 acres, featuring extensive infrastructure including physical facilities, library, and IT resources are maintained effectively.

Physical Facilities:

- **Classrooms and Laboratories :** 64 ICT classrooms, 52 specialized laboratories including 14 computer laboratories, a language laboratory and commerce laboratory.

- **Central Facility Centre** is made available for research
- **Amenities:** 3 auditoriums, conference halls, 1 meeting hall, yoga centre, boys and girls hostels, working women's hostel, cafeteria, staff room, botanical garden, and leisure spaces.
- **Accessibility:** Equipped with ramps, elevators and walking friendly pavements.
- **Security:** 24/7 surveillance with 230 CP plus Cameras monitored via 5 screens and security personnel.
- **Sports Facilities:** 17 acres of land for physical education and 400 meter track. Indoor and outdoor games and gymnasium with basketball, volleyball, table tennis, baseball, badminton courts etc.
- **Media Centre:** The media department has a well-equipped production and post-production studios.

Library: The Central Library uses Integrated Library Management System and offers a diverse collection of over one lakh resources, including books, journals, and digital materials.

IT Infrastructure: Managed by Office of Information Technology, the IT setup includes updated hardware, licensed software, comprehensive internet and Wi-Fi connectivity in classrooms and seminar halls. The student-computer ratio is 8 :1, with dedicated facilities for e-content development.

Campus Maintenance: An average of 32.35% of expenditure dedicated to maintaining physical and academic facilities, supported by annual maintenance contracts.

Recent Developments:

- Updated science laboratories
- Advanced automation and digital access in library
- Adaptations of online learning
- Examination Cell
- Central Assessment Programme Centre
- Library reading hall
- Adminstration section
- Turnstile Entry / Exit gate
- Prerna Buidling

Student Support and Progression

The motto of Tuljaram Chaturchand College, Baramati is "We for the Students" and it is at the heart of every activity we conduct for student. The college is continuously strive for student engagement and their overall development coupled with healthy teaching-learning atmosphere and policies that have enabled institution to earn fame in academic world. Zero tolerance policy towards sexual harassment, ragging & racism created sense of security among student.

The Student's Council is one of student's bodies that plays vital role in managing and conducting various student centric activities and represent issues and concern of students in the academics.

1. Freeship and Scholarship:

Out of the total 19815 students, 19776 students received Government scholarships and 39 students received non- government scholarships.

2. Career Programs:

Through career counseling, e-counseling and guidance for competitive examinations, total 45 activities were organized and 5720 students were participated.

3. Skill Enhancement and Capacity Development:

The college in the last five years organized total 311 capacity development, skill enhancement activities under ED cell and the number of participated students was 33762.

4. Progress and Placement Students:

Out of 9448 students total 3267 students progressed and 4503 students secured placement. Thus out of total 82.23% students progressed and secured placement.

5. Awards in Sports and SRD/NRD Activities:

58 students received awards and medals for their outstanding performance in sports/ cultural and Republic Day parade at Mumbai and Delhi.

6. Activities Organized in Sports, Culture and Clubs:

The college organized total 121 activities in sports, cultural, academic fest and clubs in last five years.

7. Competitive Examination : 148 students qualified State and National level examinations.

8. Alumni Contribution:

The alumni association of the college was registered and contributed to the academic, extra-curricular, infrastructural and student welfare aids, to enhance the professional skills and knowledge of students. Alumni of the college contributed the total amount of Rs. 61.332 lakhs for student welfare schemes in the last five years.

Governance, Leadership and Management

Effective Leadership: Tuljaram Chaturchand College emphasizes on inclusive governance, strong leadership, and effective management for quality in its operations. College's achievements such as 'Autonomous College Status' and 'Empowered Autonomous College Status' reflect its commitment to excellence. The leadership fosters a collaborative decision-making process, critical for realizing the institution's vision, mission, and goals.

Transparent Governance: College has a well-documented and time-bound strategic plan with measurable goals aligned with its mission. These plans are implemented under the guidance of statutory and non-statutory bodies. Academic and administrative practices are guided by principles of transparency and participation. E-governance is employed to ensure seamless and transparent flow of information across all levels and all

disciplines.

Faculty Empowerment: In line with government regulations, the institution offers welfare schemes and career development opportunities to teachers and staffs. Teacher's performance is assessed through a Performance Appraisal Systems, and they are encouraged to attend FDPs and workshops. Over the last five years, total 310 teachers participated in such programs, and total 319 received the financial support for attending conferences and seminars in India and abroad.

Financial Management: College follows systematic procedures for budgeting, resource mobilization, and financial transparency through regular audits. With Rs. 370.55 lakhs received from various bodies, the college enhanced educational quality, infrastructure, and green initiatives.

Internal Quality Assurance System : College conducted internal and external academic and administrative audits. Also, participated in NIRF rankings and supported continuous improvement through IQAC. Starting from the academic year 2023-2024, the College aligns with NEP-2020 for enhanced educational practices.

Institutional Values and Best Practices

The college is founded on the principles of *Siddhiranekantat* and works with the motto "We for the students." These values are at the core of our mission while creating an environment of diversity, equity, and inclusion along with preserving our environment and empowering the society. The college has taken various concrete steps for imparting skill oriented, value based education to the students with a view to make them sensible citizens of India. With an enrollment of 54% of girls, the college ensures equitable learning opportunity. Measures are taken to provide an inclusive, safe environment for all by doing gender audit, conducting seminars on gender sensitivity, health, finance and inclusion of gender awareness topics in the curricula.

The college is committed to developing eco-friendly practices by using optimal resources, waste management, and water conservation. Emphasis is put on maximum use of renewable energy sources like solar power for water heating and light, bio-gas, and use of LEDs to maintain a pollution-free campus. The college regularly conducts quality audit on environment and energy and organized sustainable environmental promotion activities like tree plantation, plastic free campaign, and E-waste collection drive in and outside the college.

The college has provided requisite physical facilities for *divyangjan* such as ramps, lifts, disabled friendly washrooms and wheel chairs. In addition, learning assistance is provided through Braille books, screen reader, audio books, and the use of scribe for examination. To foster a sense of national unity, pride and harmony among the students, the college celebrates national and international days with full enthusiasm. Various curricular and extra-curricular activities organized in the college to bring out the evolution of culture while preserving its essential values and traditions. Handbook of code of conduct and annual awareness programs such as induction programs are organized every year.

The first best practice **Green Initiatives** focuses on fostering a culture of self-sustainability and making the entire campus environment- friendly. While the second best practice, **Women Empowerment** aims to empower girl students and faculty to enhance their skills and knowledge for their empowerment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TULJARAM CHATURCHAND COLLEGE OF ARTS, SCIENCE AND COMMERCE, BARAMATI
Address	P.O.BOX 51 T. C. College Road , Vivekanand Nagar, Baramati, Maharashtra 413102
City	Baramati
State	Maharashtra
Pin	413102
Website	www.tccollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Avinash Shrirang Jagtap	02112-222405	9822992210	02112-222728	principal.tccollege @gmail.com
IQAC / CIQA coordinator	Yogini R. Mulay	02112-223635	9764988295	-	mailtoyogini3@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	Yes Minority Cert. rotated (1).pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	23-06-1962
Date of grant of 'Autonomy' to the College by UGC	28-12-2018

University to which the college is affiliated

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-07-2015	View Document
12B of UGC	30-07-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-05-2024	12	We have only BBA and BCA programmes approved by AICTE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	RUSA Department of Higher Education Govt of India
Date of recognition	21-11-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O.BOX 51 T. C. College Road , Vivekanand Nagar, Baramati, Maharashtra 413102	Rural	38	47927.95

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	36	HSC any stream	English	54	32
UG	BA,Marathi,	36	HSC any stream	Marathi	55	42
UG	BA,Hindi,	36	HSC any stream	Hindi	55	43
UG	BA,Economics,	36	HSC any stream	Marathi	55	44
UG	BA,History,	36	HSC any stream	Marathi	54	42
UG	BA,Psychology,	36	HSC any stream	Marathi	55	42

UG	BA,Political Science,	36	HSC any stream	Marathi	55	44
UG	BA,Sociology,	36	HSC any stream	Marathi	54	24
UG	BA,Defence And Strategic Studies,	36	HSC any stream	Marathi	54	36
UG	BA,Geography,	36	HSC any stream	Marathi	55	45
UG	BA,Philosophy,Philosophy	36	HSC any stream	Marathi	54	26
UG	BSc,Chemistry,	36	HSC in Science	English	75	63
UG	BSc,Mathematics,	36	HSC in Science	English	50	19
UG	BSc,Physics,	36	HSC in Science	English	60	50
UG	BSc,Botany,	36	HSC in Science	English	50	29
UG	BSc,Zoology,	36	HSC in Science	English	50	28
UG	BSc,Microbiology,	36	HSC in Science	English	65	54
UG	BSc,Statistics,	36	HSC in Science	English	60	51
UG	BSc,Electronics Science,	36	HSC in Science	English	50	36
UG	BLibISc,Bachelor Of Library And Information Science,	12	Graduate Any Stream	Marathi	30	28
UG	BBA,Bba,Batchelor of Business Administration	36	HSC in Science	English	88	87

UG	BCA,Bbaca, Bachelor of Computer Application	36	HSC any stream	English	166	163
UG	BCom,Commerce,	36	HSC in Commerce	English	600	401
UG	BSc,Computer Science,Computer Science	36	HSC in Mathematics Subject	English	176	176
UG	BVoc,Food Processing And Post Harvest Technology,Food Processing and Post Harvest Technology	36	HSC in Science	English	50	50
UG	BVoc,Journalism And Mass Communication,Journalism and Mass Communication	36	HSC any stream	Marathi	50	26
UG	BVoc,Retail Management, Retail Management	36	HSC any stream	Marathi	50	44
UG	BVoc,Dairy Technology, Dairy Technology	36	HSC in Science	English	50	35
UG	BVoc,Ecommerce And Digital Marketing,ECommerce and Digital Marketing	36	HSC any stream	English	50	22
UG	BSc,Environ	36	HSC in	English	20	6

	mental Scien ce,Environm ental Science		Science			
PG	MA,English,	24	B.A. in English subject	English	60	26
PG	MA,Marathi,	24	B.A. in Marathi subject	Marathi	60	28
PG	MA,Hindi,	24	B.A. in Hindi subject	Hindi	60	16
PG	MA,Economi cs,	24	B.A. in Economics subject	Marathi	60	24
PG	MA,History,	24	B.A. in History subject	Marathi	60	24
PG	MA,Psychol ogy,Psycholo gy	24	B.A. in Psychology subject	Marathi	60	22
PG	MA,Political Science,	24	B.A. in Political Science subject	Marathi	60	43
PG	MA,Defence And Strategic Stu dies,Defence and Strategic	24	B.A. in Defence Studies subject	Marathi	60	0
PG	MA,Geograp hy,Geograph y	24	B.A. in Geography subject	Marathi	24	20
PG	MSc,Chemist ry,Organic Chemistry	24	B.Sc. in Chemistry	English	48	46
PG	MSc,Chemist ry,Inorganic Chemistry	24	B.Sc. in Chemistry	English,Mara thi	48	5
PG	MSc,Chemist ry,Analytical	24	B.Sc. in Chemistry	English	48	48

	Chemistry					
PG	MSc,Mathematics,Mathematics	24	B.Sc. in Mathematics	English	120	29
PG	MSc,Physics, Physics	24	B.Sc. in Physics	English	48	20
PG	MSc,Botany, Botany	24	B.Sc. in Botany	English	48	12
PG	MSc,Zoology,Zoology	24	B.Sc. in Zoology	English	48	12
PG	MSc,Microbiology,Microbiology	24	B.Sc. in Microbiology	English	48	42
PG	MSc,Statistics,Statistics	24	B.Sc. in Statistics	English	48	44
PG	MSc,Electronics Science, Electronics Science	24	B.Sc. in Electronics	English	48	11
PG	MCom,Commerce,	24	B.Com.	English	120	98
PG	MSc,Computer Science,Computer Science	24	B.Sc. in Computer Science	English	60	28
PG	MLibISc,Library Science, Library Science	12	B.Lib.I.Sci.	Marathi	24	12
PG	MVoc,Food Processing Technology,Food Processing Technology	24	B.Voc. in Food Processing and	English	20	24
PG	MVoc,Media Studies,Media Studies	24	BVoc,Media Studies,Media Studies	Marathi	20	11
PG Diploma	PG Diploma,	12	Graduate	English	60	40

recognised by statutory authority including university	Commerce,Diploma in Taxation Law		Any Stream			
Doctoral (Ph.D)	PhD or DPhil,English,	60	Post Graduate in English	English	16	0
Doctoral (Ph.D)	PhD or DPhil ,Marathi,	60	Post Graduate in Marathi	Marathi	18	0
Doctoral (Ph.D)	PhD or DPhil,Hindi,	60	Post Graduate in Hindi	Hindi	8	0
Doctoral (Ph.D)	PhD or DPhil ,Economics,	60	Post Graduate in Economics	Marathi	20	0
Doctoral (Ph.D)	PhD or DPhil ,Geography,	60	Post Graduate in Geography	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	Post Graduate in Chemistry	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Physics,	60	Post Graduate in Physics	English	20	0
Doctoral (Ph.D)	PhD or DPhil,Botany,	60	Post Graduate in Botany	English	36	0
Doctoral (Ph.D)	PhD or DPhil ,Microbiology,	60	Post Graduate in Microbiology	English	24	0
Doctoral (Ph.D)	PhD or DPhil ,Statistics,	60	Post Graduate in Statistics	English	28	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	60	Post Graduate in Commerce	English	8	0

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	17				16				56			
Recruited	15	2	0	17	13	3	0	16	19	3	0	22
Yet to Recruit	0				0				34			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				58			
Recruited	0	0	0	0	0	0	0	0	35	23	0	58
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				82
Recruited	48	2	0	50
Yet to Recruit				32
Sanctioned by the Management/Society or Other Authorized Bodies				54
Recruited	40	14	0	54
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	6	0	0	6
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	2	0	13	3	0	11	2	0	46
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	7	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	21	12	0	33
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	14	10	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2147	0	0	0	2147
	Female	1934	0	0	0	1934
	Others	0	0	0	0	0
PG	Male	499	0	0	0	499
	Female	680	0	0	0	680
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	20	0	0	0	20
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	430	542	612	638
	Female	396	402	484	451
	Others	0	0	0	0
ST	Male	17	19	25	20
	Female	12	10	8	9
	Others	0	0	0	0
OBC	Male	1182	1525	1727	1682
	Female	1148	1112	1386	1371
	Others	0	0	0	0
General	Male	987	1181	1448	1319
	Female	1023	1130	1332	1367
	Others	0	0	0	0
Others	Male	50	59	61	76
	Female	64	71	90	90
	Others	0	0	0	0
Total		5309	6051	7173	7023

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bachelor Of Library And Information Science	[View Document](#)
Bba	[View Document](#)
Bbaca	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)

Dairy Technology	[View Document](#)
Defence And Strategic Studies	[View Document](#)
Ecommerce And Digital Marketing	[View Document](#)
Economics	[View Document](#)
Electronics Science	[View Document](#)
English	[View Document](#)
Environmental Science	[View Document](#)
Food Processing And Post Harvest Technology	[View Document](#)
Food Processing Technology	[View Document](#)
Geography	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Library Science	[View Document](#)
Marathi	[View Document](#)
Mathematics	[View Document](#)
Media Studies	[View Document](#)
Microbiology	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Retail Management	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a) Plan of institution to transform itself into a holistic

multidisciplinary institute • College is committed to fostering a flexible and innovative educational environment that prepares students to become well-rounded, socially responsible, and environmentally conscious leaders. • College aims to offer a holistic and multidisciplinary education which addresses contemporary challenges by incorporating credit-based courses and projects in community engagement, environmental education, and value-based education, b) Institutional approach towards the integration of humanities and science with STEM: • College offers open elective courses from each department that can be taken by any student enrolled in any other programmes in that year. • College introduced flexible degree programs with options for majors, and minors. Students can design their academic journey to align with their interests and career goals. • Students from different majors can collaborate on solving real-world problems, integrating their diverse knowledge and skills. • Institute encourages teachers to participate in workshops and seminars to improve their skills in interdisciplinary teaching and research. c) Community Engagement and Service: • College offers mandatory courses in the form of projects that integrate community service with academic learning. These courses allow students to earn credits which address community needs. • Also, the college offers Community Partnership Projects by establishing partnerships with local organizations, NGOs, and government agencies to facilitate student involvement in community-based projects. d) Institutional plan for offering a multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education: • By offering multiple entry and exit points at the end of the 1st, 2nd, and 3rd years of undergraduate education, institute aims to create a dynamic learning environment that promotes lifelong learning, interdisciplinary exploration, and personalized educational pathways. • College offers certificate courses in specialized areas. These focused learning opportunities provide students with valuable skills and knowledge that complement their primary field of study. • College has integrated environmental education into its curriculum. These courses are designed to provide students with a comprehensive understanding of environmental issues and sustainable practices. •

	College has incorporated field trips and experiential learning opportunities that allow students to study the ecosystems, conservation efforts, and sustainability practices. • College has implemented programs that promote cultural competency, social justice, and global awareness. e) Research and Innovation: • College provides seed money or grants for projects that involve collaboration between different departments and faculties. This grants prioritize research that addresses societal challenges and encourages innovative, cross-disciplinary approaches. • College formed partnerships with industry, government, and community organizations to support research and provide real-world applications for academic work. f) Student Support and Engagement: • College provides comprehensive mentorship programs to students in exploring interdisciplinary pathways and making informed decisions about their education and career. • College also supports students to work on interdisciplinary themes, such as sustainability, innovation, and social justice. These activities provide opportunities for hands-on learning and collaboration. • College regularly seeks feedback from students, faculty, alumni, and industry partners to assess the effectiveness of initiatives and make necessary adjustments.
2. Academic bank of credits (ABC):	The National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) introduced the Academic Bank of Credits (ABC) platform, integrated with DigiLocker. This platform allowed students to open Academic Accounts and enabled Higher Educational Institutions (HEIs) to register. DigiLocker, under the Digital India program, provided access to authentic digital documents and enhancing an ease for managing academic credentials. At Tuljaram Chaturchand College the implementation of ABC system marked a significant step towards modernization of educational experiences. The ABC system allowed students to earn credits for various activities, such as internships and community services that can be applied to their academic programs. This flexibility enabled students to tailor their education as per their interests and career goals that promoting a diverse and responsible approach to learning. The system also facilitated to seamless credit transfer and supported multiple entry and exit

points. Starting from the academic year 2023–2024, the college made mandatory to all students to open an Academic Bank of Credit account. The institution diligently followed government guidelines for the registration. The process involved visiting the ABC portal (www.abc.gov.in) for registration and subsequent approval. Upon approval, the college uploaded student credit data linked to their ABC IDs. As credits are accumulated and verified, they will be published, making them visible in students' credit scores. To date, the college has received approval from ABC-NAD, and over 90% of its students have successfully opened their ABC accounts. To align with NEP 2020, Tuljaram Chaturchand College revised its curriculum to offering modular approach with diverse electives and interdisciplinary courses, fostering holistic education. The college also upgraded its digital infrastructure, including online portal for managing academic records and credits. To ensure effective implementation of the ABC system, faculty development programs were organised to educate staff on credit transfer and modular course benefits. Additionally, an ABC cell was established to assist students with credit transfer, ensuring smooth transitions between programs and institutions. College actively collaborated with the Indian and international institutions, signed MoUs for student exchange, joint research, and internships. The college is working on joint degree programs and recognize credits from online courses and MOOCs under the ABC system. Faculty are empowered to design curricula and assessments, supported by workshops on modern teaching methods like project-based learning. There are robust student support services, academic counselling, guidance for selection of the course and for the credit management. A transparent credit transfer mechanism and rigorous quality assurance ensured high standards and smooth transitions between programs. In conclusion, Tuljaram Chaturchand College, Baramati, is dedicated to implementing the ABC system in line with the NEP 2020. The college's efforts in curricular flexibility, technological enhancement, international collaboration, and innovative teaching practices created an inclusive and dynamic educational environment that meets the diverse needs of students.

3. Skill development:

Tuljaram Chaturchand College has been actively working to enhance vocational education and soft skills of students by aligning their programs to the NEP-2020 and National Skills Qualification Framework (NSQF). The efforts typically undertaken are as follows. To be in tune with the NEP -2020 curriculum is updated and revised to align with NEP -2020 and NSQF standards by ensuring that the skills taught are recognized nationally and are in line with industry requirements. As per NEP 2020 and NSQF for all streams, college incorporated Value Education Courses (VEC), for 4 credits, Vocational Skill Courses (VSC) for 8 credits and Skill Enhancement Courses (SEC) for 6 credits. Vocational Skill Courses (VSC) are allocated in all streams for 8 credits as per NEP-2020 guidelines. Along with this vocational centre runs different courses, organized training programs and industry expert lectures. These partnerships provide valuable input into curriculum development, offered opportunities for internships, apprenticeships, and work-based learning experiences. For all disciplines Value Education Courses (VEC) of 4 credits are incorporated that were conduced online as well as offline mode. Students not only excel academically but also grow into a responsible, empathetic and optimistic individual and contribute positively to society. MOUs were signed with Bahai Academy, Pachgani wherein training programme and certificates courses were run by college to nurture ethical values. For main stream Skill Enhancement Courses (SEC) there are 6 credits that are conducted through blended mode. Career katta, Innovation and Incubation cell, ED cells were established in college that consistently organized activities, workshops and training programmes for developing business skills among students so as to get start up ideas with small business. On Job Trainings and Field Projects are incorporated in syllabi which meets current market demands. It also facilitates internships and placements, providing real-world experiences. Skill-based training, workshops, seminars and research projects alongside theoretical knowledge were arranged in college. This hands-on approach helped students to develop competencies that are applicable to the workplace. Certificate courses conducted by college validated the skills acquired by students, making them more employable. Institutions provided career counseling services

	through MPSC cell to help students to understand the NSQF levels and make decisions about their career. Besides technical skills, institutions focused on the soft skills such as communication, teamwork, problem-solving and leadership. These are crucial for overall professional development. NSS is engaged in social activities every year some of the notable activities includes Harit vari, Nirmal Gram Abhiyan, Swatcha Bharat Abhiyan, as well as adopting villages for their betterment. Tree plantation drive and street plays were arranged by NSS to create awareness among people about the social issues and its solutions. It fostered a positive outlook among students by showcasing an impact on the actions of the community. Overall, these efforts aimed to equip students with both technical competencies and soft skills that could prepare them to meet the challenges of the modern workplace effectively.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) is integratedas a subject aimingto, focus on teaching Indian heritage, respecting and promoting diversity, and introducing various Indian art forms to students. The college strategy for integrating IKS has three main components: 1. Integrate IKS across curricula, incorporating Yoga, classical dance, music, folk dance and Indian sports. 2. Promote bilingual teaching, regional languages, and encourage students for using e-learning platforms like SWAYAM. 3. Gather feedback from students, teachers, and parents through surveys to assess IKS effectiveness and recognize outstanding performances for quality improvement. b) What are the institution's plans to train its faculty to provide the classroom delivery in bilingual mode (English and vernacular)? Our comprehensive plan includes: • Organizing Faculty Development Programs (FDPs) that focus on language proficiency training and developing bilingual teaching methodologies. • Ensuring quality of bilingual study materials. • Creating a group of language experts and post-graduate students to develop and translate study materials in vernacular languages increase an availability of bilingual study materials and e-resources. • Mastering software that supports Indian languages and training teachers touse them for teaching purposes. • Developing an institutional policy for designing bilingual question papers. c) Provide the details of the degree courses

taught in Indian languages and bilingually in the institution. The college offers degree programs in bilingual mode. All courses are taught in bilingual mode. As per the proficiency of students, teaching of all courses in Science and Vocational stream are offered in the mother tongue. The following programs are taught in bilingual mode: B.A. (History) B.A. (Economics) B.A. (Psychology B.A. (Sociology) B.A. (Marathi) B.A. (Hindi) B.A. (English) B.A. (Philosophy) and B.Com. d) Describe the efforts of the institution to preserve and promote the following: i. The Department of Sanskrit offers Sanskrit as an AEC option, a minor in humanities, and an open elective in science and commerce discipline. The library provides access to scanned Sanskrit and Prakrit manuscripts. ii. The Departments of Sanskrit and Philosophy offer courses on traditional Indian knowledge systems. They have a good collection of books on Indian tribes, regional languages, and traditions. iii. The Cultural Committee organizes workshops and classes on Classical Indian Dance and Music, and hosts activities like Asmita Bhittipatrak and Kojagiri Kavyamaifil to promote linguistic arts. iv. The college celebrates Traditional Day and hosts the Moropant Debate and Elocution Competitionfocusing on Indian culture and traditions and valueswhich are encapsulatethe diversity of the country. e) Describe any good practice/s of the institution pertaining to the appropriateintegration of Indian Knowledge system (teaching in Indian Language, culture, usingonline course) in view of NEP 2020. The college established a dedicated committee for Indian Knowledge System (IKS)that looks into, designing and implementing Generic and Major specific IKS courses. These courseshelp promoting Indianlanguages, culture and traditions. The college has adopted good practices related to IndianKnowledge System such as • Organization of expert lectures • Visits to ancient and historical places • Study tours to oriental research institutes • Visits to oriental libraries, etc.

| 5. Focus on Outcome based education (OBE): | A) Institutional Initiatives to transform curriculum towards Outcome Based Education (OBE): Tuljaram Chaturchand College of Arts, Science & Commerce has been at the forefront of educational innovation since its inception and that has been accelerated after college conferred with autonomous status in 2019-20. |

In alignment with the directives of the Ministry of Education, Government of India, the college embarked on a transformative journey towards OBE as per the guidelines outlined in paragraphs 9.2 (b), 12.1, 14.4.1 (h), and 18.6 of the NEP 2020 draft. A pre-implementation plan was meticulously crafted to lay the groundwork for a seamless transition to the OBE framework. A comprehensive redefinition of Program Outcomes (POs) and Course Outcomes (COs) are core parts of the plan. These were meticulously aligned with the Graduate Attributes envisioned in the NEP and meticulously mapped against Bloom's revised taxonomy, encompassing cognitive levels from remembering to creating. Extensive deliberations in the Academic Council culminated into the finalization of POs and PSOs, while Board of Studies meetings were instrumental in defining COs for each course in conjunction with curriculum development. A paramount focus was placed on ensuring the measurability and action-oriented nature of all COs. B) Efforts of the Institution to Capture the OBE in Teaching &Learning Practices: To bridge the gap between theory and practice, the college adopted a multifaceted approach to pedagogy. Traditional methods were complemented by innovative strategies such as project-based learning, experiential learning, case studies, study visits, and simulations. These experiential learning opportunities were designed to foster critical thinking, problem-solving, and practical application of knowledge. To ensure the effective transmission of curriculum, teachers underwent rigorous training and development programs to equip with the necessary pedagogical skills. Concurrent with curriculum reform, the college underwent a paradigm shift in assessment practices. Examinations were redesigned to assess a broader spectrum of student abilities beyond mere rote memorization. Question papers were meticulously crafted to evaluate higher-order thinking skills, analysis, evaluation, and creation. Formative assessment strategies were implemented to provide timely feedback, enabling students to monitor their progress and make necessary adjustments. To quantify the achievements of COs, the college developed a specialized MS-Excel formula, facilitating data-driven decision-making and identifying areas for improvement. C) Good Practices

	of the Institute Pertaining to the OBE in view of NEP-2020. In pursuit of transparency, democracy, and interdisciplinary learning, the college introduced a choice-based credit system. Students were empowered to select from a diverse range of Open Elective (OE) and Skill Enhancing Courses (SEC). To broaden accessibility, several science courses, including Fisheries, Apiculture, Pest Control, and Sericulture were offered in bilingual method. A transparent online platform was utilized to collect student preferences, ensuring equitable course allocation. These concerted efforts in the rural part of Pune district positioned college as a pioneer in implementing the NEP 2020. The college's unwavering commitment to student success, coupled with a forward-thinking approach to education, has created a vibrant learning environment that equips students with the knowledge, skills, and attributes necessary to excel in the 21st century.
6. Distance education/online education:	In a new paradigm, the Higher Education has undergone a significant transition from offline to online modes for teaching, learning & evaluation that not only, encompassing curriculum delivery but also all student and teacher-centric activities. The college was prepared forimplementingthe NEP 2020, equipped with various online modes such as apps, Google Classroom and WhatsApp for teaching-learning process. The college aimed to incorporating approximately 40% of the curriculum content through online mode. a) Vocational Courses Through ODL: College is planning to offer vocational courses through ODL (Open Distance Learning) mode in due course of time. Teachers have used different technological tools such as Google Classroom, Zoom, Videos as teaching and learning aids along withgroup collaboration and interaction. b) Technological Tools for Teaching-Learning: The institute developed a platform for teachers and students activities to enhancing classroom teaching with smart tools. The E-content is madeavailable on the institutional website and provided through Google Classroom and Google Meet. Faculty-created high-quality instructional videos on various subjects that are shared on YouTube and other platforms.The digital library offers an extensive resource like e-books, research papers, and journals, that are effective tools for promoting self-directed learning.

Google platforms are used for sharing materials and assignments, and quizzes for select UG courses. Discussions and resources are sharedvia WhatsApp groups, with inter-departmental communication via email. Regular quality assessments carried and feedback mechanisms developed to uphold educational standards to support student's success in line with NEP 2020. c) Efforts Towards Blended Learning: To implement the NEP 2020, institution adopted ICT-blended teaching-learning approach alongside the traditional Chalk and Talk Method. Online modes offered flexible access from anywhere at any time to all students. The campus is Wi-Fi enabled, and each classroom has LCD projectors to support online education. Faculty members were trained in using MOOCs and other online platforms through FDPs, STTPs, and workshops mainly during the lockdown time. This led to a hybrid teaching and learning model, reflecting on the institution's NEP 2020 preparedness. Teachers are proficient in using smart tools for teaching. Institution purchased G-Suite Premium Subscription and MOODLE for its LMS, facilitating online lectures and assessments. Faculty regularly participated in training programs, webinars, and FDPs online. The value education courses, such as Environmental Awareness and Cyber Security, were organized online mode for enhancing the institution's educational offerings. d) Good Practice/s for the Distance Education/Online Education in View with NEP 2020: In the NEP 2020, distance education/online education, as a highly flexible mode of learning, facilitated through establishing a Local Chapter of NPTEL. As NPTEL Centre, students and faculties were encouraged to engage in self-learning and used online resources such as SWAYAM, NPTEL, and MOOCs. Under the autonomous status,necessary approvals were obtained forcredit scheme of students. Thus, the credits earned from SWAYAM-NPTEL are considered as credits for certificate courses. Faculties are encouraged to offer MOOC courses, to promoting, blended mode of learning. Students can undertake full-time internships in suitable industries that benefitedstudents for acquiring industry-required skills and favorable career opportunities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, An Electoral Literacy Club is an innovative platform that engages college students through intriguing activities and hands-on experiences. Its primary objective is to sensitize students to their electoral rights and familiarize them with the electoral process, including voter registration and voting procedures. By doing so, the ELC aims to strengthen the culture of active electoral participation among students and foster a sense of responsible citizenship. In considering the above views the Electoral Literacy Club (ELC) was established by the college authority.
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?	Faculty members Prof. (Dr.) Bhagawan Mali was appointed as Nodal Officer in ELC and other two faculty members Prof. Dr. Kailash Mane and Prof. (Dr.) C.P. Kambale worked as Campus Ambassador. However, Miss. Abhipsha Das and Saurabh Pandhare were student representative in ELC.
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.	For promoting awareness of Right to Vote among college students, faculty and staff is crucial for fostering active electoral participation. To achieve this, Electoral Literacy Clubs (ELC) in colleges can undertake various initiatives. Raising Awareness ? Organize rallies, Street plays Invited talks, MoUs. ? Training programmes in collaboration with Tehsil Electoral Officer to educate students about their educational rights and responsibilities. ? Conduct workshops and awareness drives to familiarize students with the electoral process, including voter registration and voting procedures. Empowering Voters: ? Encourage students to register to vote, either in their hometown or college town, depending on residency requirements. ? Providing information on voting options, such as absentee voting, or mail-in ballots, for students who cannot vote in person. Electoral Process Education: ? Educate students on the use of Electoral Voting Machines(VVMs) and Voter-Verified Paper Audit Trails (VVPATs). ? Explain the importance of voting and its impact on local, state and national elections.
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	Electoral Literacy Clubs(ELCs) drive socially relevant projects to address electoral issues. Key initives include: ? Voter education on EVMs and VVPATs ? Voter registration drives (online and

advancing democratic values and participation in electoral processes, etc.	offline) ? Awareness campaigns in classes and hostels NSS, NCC and BSD contribute by: ? Maintaining discipline ? Boosting voting percentage through door-to-door appeals ? Assisting physically handicapped voters and senior citizens
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.	In our campus Junior college is being run by our Anekant Education Society. ELC taken opportunity to create awareness on online and offline voter registration by street play activity, interacting with students in classes and their hostels too. Also, the hard copy of 6 number voter registration form given to them and such a filled forms were submitted to the tahsil office in advance for getting voter card and also trained to the student for online voter registration and appealed to play role as an ambassador for voter registration process. Tuljaram Chaturchand College's Electoral Literacy Club has made significant strides in promoting electoral awareness and empowering students to exercise their right to vote. Through collaborative efforts with electoral officers, faculty, and student volunteers, the college has successfully fostered a culture of active electoral participation. By educating students on their electoral rights and responsibilities, the ELC has helped shape informed and engaged citizens who will contribute to the democratic process. As a model for electoral literacy initiatives, the college's efforts serve as a beacon for inspiring civic engagement and responsible citizenship among youth.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5280	6001	7106	6965	5945

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1981	1989	1967	2005	1418

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
113	119	116	124	127

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format	[View Document]
Certified list of full time teachers	[View Document]

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 137

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
1181.48	1087.65	981.86	1169.34	1043.45

File Description	Document
Provide Links for any other relevant document	[View Document](#)

Other Upload Files	
1	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The pressing demands of higher education require to develop the curricula that could meet the global requirements and prepare students to face the local, national, regional global challenges. The college has been granted autonomous status from 2019-2020, post autonomy, the curriculum is revised taking into consideration the vision and mission of the college, need of the stakeholder and the graduate attributes. The feedbacks from stakeholders help to gather valuable insights making sure that the curricula have relevance to the local, national, regional, and global developmental needs. The college offers 69 academic programs, including 33 undergraduate, 24 postgraduate, 11 Ph.D., and 01 postgraduate diploma and 75 certificate courses catering to a wide range of student interests and career goals.

The college has Standard Operating Procedure (SOP) for curriculum development and implementation. The Board of Studies (BOS) design syllabus, and the Academic Council approves it. Our curriculum development approach ensures that the curricula remain responsive to community needs and expectations. Course Outcomes (COs) Program Outcomes (POs) are displayed on the college website that provides clarity and accountability.

Baramati is semi urban city, but many of our students come from rural areas, and most of the people who live here make their living from farming. There are also a few industries. When we made the curriculum, we made sure to include topics that would help students understand local and regional problems. Along with this, project-based learning is built into the curriculum to give students the chance to work on problems that are related to local and regional issues.

The institute has established several programs to adapt to the evolving era, including artificial intelligence, machine learning, IoT, business management, data science, computer applications, bioinformatics, cyber security. B Voc programs including Food processing and technology, Dairy Technology, E-Commerce, Journalism aligned with the Make in India initiative. This aims to cultivate entrepreneurial skills among students to facilitate the nation's economic growth. Many programs contain modules on effect of pollution, global climate change, waste management, energy conservation, Food and nutrition that sensitize the students to global environment and health issues. A variety of co-curricular and extracurricular courses and activities are provided to ensure students contribute effectively to national and global development.

The strategic collaborations are established with leading industry organizations to enhance curriculum

relevance. Through industry academia interactions, expert talks, internships, and research projects, we bridge the theory-practice gap, enhance learning experiences and provide valuable industry insights, ensuring students to be industry-ready.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The academic programs focus on improving employability, encouraging entrepreneurship, and developing important skills. The college was granted autonomy in 2019.The Board of Studies and Academic Council are composed of academic and industry's experts. The syllabus is reviewed and updated periodically, in accordance with the recent industry requirements and market demands and by incorporating the feedback received from the stakeholders. This encompasses the incorporation of new technologies, emerging theories, projects, and practical applications.

The college has taken proactive steps to meet the needs of both students and the job market by introducing various vocational programs such as Food processing and post-harvest technology, Journalism and mass communication, Retail management, Dairy Technology, E-commerce and digital marketing and Media studies. These programs offer hands-on learning experiences to students that prepare them for direct entry into the workforce or further specialization in their chosen fields.

In addition to vocational programs, the college offers professional courses like **B.B.A.** and **B.B.A. (C.A.)**, and B.Sc. Computer science which emphasize on employability, entrepreneurship, and skill development. These courses are structured to equip students with the necessary knowledge and skills to succeed in the business and technology sectors, promoting entrepreneurial thinking and enabling students to be job-ready after graduation.

Over the last five years, the college has introduced numerous skill-oriented certificate courses such as Disaster management. These certificate programs have empowered students to sharpen their competencies, making them more competitive in the job market.

The Entrepreneurship Development (ED) Cell has been digitally inaugurated by Hon'ble Prime Minister Shri Narendra Modi and built under the RUSA grant sanctioned by the Ministry of Human Resource Development, Department of Higher Education, Government of India.
Through ED cell we have organized different workshops and training programs to equip students with multifaceted skills for employability and success.

We prioritize to foster a culture of innovation and entrepreneurial thinking among our students, integrating key components aiming to hone employability, entrepreneurship, and skill development. This includes:

1. **Practical Training Integration**: Collaborating closely with industry partners, we provide students with immersive hands-on training, equipping students with practical skills, invaluable experience, and enhancing their employability. We facilitate additional training opportunities through MOUs with various institutions, fostering a culture of innovation and entrepreneurial thinking within their respective fields of study.
2. **Communication and Presentation Skill Enhancement**: We embed comprehensive communication and presentation skills training into our syllabi refining students' abilities to articulate thoughts and ideas effectively.
3. **Research Project:** We encourage research projects, providing opportunities for students to cultivate teamwork and leadership skills essential for employability. Our post-graduate programs integrate minor project courses, fostering a rich learning environment.
4. **Ethical and Language Skill Development**: For holistic development of students, the college has introduced courses to strengthen students' soft skills and life skills. The curriculum of humanities and social sciences covers topics like personality development, professional ethics and sustainability. Additionally, through strategic collaborations with the *Baha'i Academy*, Panchgani, Maharashtra, we make sure that our students get value education as well.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 83.18

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 3126

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 3758

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

In the 21st Century, the integration of societal cross-cutting concerns such as Moral Values, Human Values, Professional Ethics, Ethical Values, Gender Equality, Environmental Awareness, and Sustainability is equally vital in a curriculum. Considering this into account the college has made these cross-cutting issues an inseparable part of the curriculum. Autonomy has enabled a new beginning & incorporating relevant current issues of human interest into the curriculum. Our institute aligns its curriculum with **NEP-2020** goals and principles, revising existing courses and developing new ones that promote Professional Ethics, Gender and Human Values. Components such as gender, ethics and human values are integral to classroom discussions in Social Science and Humanities courses.

Human Values and Professional Ethics:

We offer mandatory credit course on Human Values and Rights through Department of Political Science for all post graduate students providing a comprehensive understanding of human rights, their evolution, contemporary challenges and their mechanisms. The celebration of days like Independence Day, Women's Day, Human Right Day, International Yoga Day, Republic Day, Readers Day, No Vehicle Day, Teacher Day etc. inculcate moral, ethical and social values among students. Internship, projects, seminar and On-Job training foster the professional ethics and improve soft skills of students. Programme like B. Com, B.B.A. etc. have professional ethics related courses. Research ethics is incorporated in the curriculum of post graduate programme inculcating the research ethics among the students. We encouraged teaching, non-teaching faculty and students to participate in FDP on "Universal Human Values" organized in collaboration with *Bahai Academy*, Panchgani.

Gender:

The college makes efforts to integrate cross-cutting issues of gender equity at UG and PG level programme like Sociology, Philosophy, Political Science, Economics, History, Geography, English, Marathi, Hindi and Psychology. College put efforts to bring gender equity by organizing various workshops through women empowerment cell, this foster a culture of accepting and promoting gender equality. The college organizes workshops on gender sensitization to raise awareness about gender issues, stereotypes, and respect for all genders.

Sustainable Development Goals:

Our institution is committed to addressing the Sustainable Development Goals (SDGs) such as quality education, climate action, clean water and sanitation, poverty and zero hunger, life on land and life below water through curricula and extracurricular activities.

Environment and Sustainability:

The college offers Environmental Awareness course mandatorily for all UG programmes for creating awareness about global environmental issues. Students undertake research projects addressing environmental and sustainable development issues. Students and faculty are encouraged to undertake tree plantation drive for conservation of environment. Environmental awareness is created among students and staff members by celebrating Geography Day, Environment Day, Ozone Day, Forest Conservation Day etc.

Additional Initiatives:

- Eco-friendly initiatives
- NSS and NCC activities
- Activities through various clubs
- Blood donation camps

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 75

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 (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 98.11

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 52

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 53

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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: 80.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
2410	2316	3080	3028	2905

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

2023-24	2022-23	2021-22	2020-21	2019-20
3460	3372	3539	3416	3348

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 76.53

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1856	1776	2514	2481	2374

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

2023-24	2022-23	2021-22	2020-21	2019-20
2907	2833	2973	2870	2792

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The college uses different methods to assess students' learning levels and organize special programs for

them. These methods include interactions, observations in class and on campus, interviews and result analysis. The college evaluates students' learning levels in curricular, co-curricular, and extra-curricular areas.

Since students come from different academic, cultural, economic, and geographical backgrounds, the college may not initially know their specific needs. To address this, the college organizes an **Induction Programme** to inform students about curricular, co-curricular, and extra-curricular activities, library resources, examination patterns, and other facilities such as sports, cultural activities, NCC, NSS, the competitive examination cell, and the entrepreneurship development cell (ED cell).

As students come from diverse academic backgrounds each department conducts a **Bridge Course**. This course helps students transition smoothly into higher education, fills knowledge gaps, and prepares them for advanced studies.

Assessment of Learning Levels:

After the bridge course, the institution assesses students' learning levels and interests through interviews and interactions. Based on this, students are admitted to departments like Sports, NCC, NSS, and Culture, according to their different learning needs.

Once regular classes begin, the college continues to assess students' learning through Continuous Internal Assessment and End Semester Examinations. After examination, each department carry out course-wise result analysis and identifies slow and advanced learners based on set criteria. Special programs are then organized to meet the differential learning levels of students.

Special Programs for Slow Learners:

1. **Remedial Courses:** Each department offers remedial courses for slow learners outside regular class hours to help them improve their learning and grades. In these sessions, students receive personalized attention tailored to their specific learning needs to enhance their academic performance.
2. **Mentor-Mentee Scheme:** Though this scheme is available to all students, it is particularly helpful for slow learners. Each mentor keeps track of their mentee's academic progress and identifies academic and psychological challenges through regular meetings and interactions. Mentors provide personalized guidance to mentees to address their academic issues. If needed, students with psychological concerns are referred to the **Counseling Cell**, managed by the Psychology department, for additional support.
3. Bilingual as well as hybrid mode of teaching
4. Mind mapping

Special programmes/activities for Advanced Learners:

- Participation in *Avishkar* Research Project Competition
- Online courses of NPTEL/SWAYAM
- Cytel Fly High Scholarship for meritorious students
- Guidance for MPSC/UPSC/SET/NET/GATE/JAM through competitive examination Cell
- Annual prize distribution programme
- Grant for research project

- Publication of research articles
- Summer-Winter training/research programmes
- Organization of campus interviews

Additional initiatives for slow/advanced learners:

- E-library and book bank facility
- Career counselling cell
- Psychological counselling cell
- Entrepreneurship Cell and Incubation Cell
- Excursion tours/industry visit/internship etc.
- Motivated students to participate in workshops/seminars/conferences
- IQAC Youth Festival

In this way, college assess the curricular, co-curricular, and extra-curricular learning levels of the students and organized special programmes in accordance with students differential learning needs. It has resulted in overall effective learning and improved academic performance.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 46.73

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

College has embraced student-centric methods to enhance the learning experiences. We have implemented experiential, participative, and problem-solving learning methodologies to, empowering students to develop practical skills and critical thinking. Additionally, the integration of ICT-enabled tools has significantly enhanced effectiveness of teaching and learning processes.

1] Experiential Learning

Experiential learning is central to our educational approach, emphasizing learning through direct experience. This includes:

1. **Practical Courses:** Practical courses are integrated into the UG and PG curricula, allowing students to experiment and apply advanced concepts in laboratory settings.
2. **Student Research Projects:** UG and PG students engage in research projects enhancing scientific inquiry and analytical skills, fostering innovation and independent thought.
3. **Field Visits and Industry Exposure:** Students participate in visits to industries, research institutions, and environmental agencies, gaining firsthand experience of the real-world applications. Recent visits have included business fairs, where students explore entrepreneurial opportunities and market dynamics.
4. **Business Management:** This helps to gain skills in teamwork and business management

2] Participative Learning

College conducted activities of NSS and NCC & other department helping students develop leadership, Community service & practical solving.

1. Army day
2. Kargil day
3. World Zero Emission Day
4. Science day
5. Poster Presentation
6. Study tour
7. IQAC Youth Festival
8. Theme based Anekant annual

abilities involve active engagement through discussions, projects, group activities under participative learning.

3] Problem-Solving Methodologies

Problem-solving methodologies help to develop students' analytical and critical thinking skills through

research projects that identify problems, formulate hypothesis, devise solutions to real world challenges. include:

1. **Power BI Data Visualization**: The students of Statistics discipline created dashboards that offer data-driven solutions to business challenges.
2. **Research project:** UG and PG students engage in research projects enhancing scientific inquiry and analytical skills, fostering innovation and independent thought.

4] ICT-Enabled Tools

Thy enhance teaching and learning, making education more interactive and accessible through:

1. Learning Management Systems (LMS): Google Classroom.
2. Power BI: data visualization projects.
3. Google Meet: Video conferencing platforms.
4. Microsoft Teams: collaboration tools.
5. Google Drive: cloud storage.
6. YouTube: recorded lectures and educational videos
7. Turnitin: plagiarism detection tools
8. WhatsApp/Telegram: communication platforms.
9. Digital Whiteboards: collaboration, creativity, brainstorming sessions.
10. METLAB R-2022b: circuit simulation, machine learning and AI etc.

Thus, these initiatives demonstrated TC College's commitment to student-centric learning, integrating experiential, participative, and problem-solving methodologies with ICT tools for an engaging and accessible learning experiences.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Student Mentoring Program

The college has established a well-organized and effective mentoring program with a clear structure. Every year, the first year students are assigned to the active mentors, who are responsible for keeping a report of their progress. Mentors are supposed to guide the allotted students' till their graduation. The report covers a wide range of aspects such as financial, social, educational, psychological, and personal

challenges. Mentors also track students' achievements, hobbies, and skills, helping to identify both their strengths and areas for improvement. This mentoring system is essential for creating a strong connection between students and teachers and providing support that helps students to grow both academically and personally.

Mentoring Process

The college provides a booklet to each mentor, who meant to mentor at least ten first-year students every year. These students remain with the same mentor throughout their degree program. Mentors regularly interact with their mentees, offering guidance on career options, job opportunities, and skill development. They also ensures that the students should have necessary study materials like books and notes. Mentors keep detailed records of their interactions in the booklet. If students face serious emotional or psychological issues, mentors refer them to the Counseling Committee or the Psychology Department for additional support. During structured meetings, mentors address various issues their mentees face, such as academic difficulties, career concerns, mental health challenges, lack of confidence, and weak communication skills.

Responsibilities of Mentors

- To maintain a detailed record of each mentee.
- To keep sensitive information confidential.
- To refer to counselling cell if required.

Outcomes of the Mentoring Program

- **Personality Development**: Improvement in students' overall personality.
- **Attendance**: Better attendance, with students showing more sincerity and punctuality.
- **Stronger Relationships**: Improved and meaningful connections between mentors and students.
- **Academic Performance**: Improvement in students' academic achievements.

- **Career Guidance**: Increased understanding of different career paths, including entrepreneurship.
- **Life Skills**: Students gained skills that will help them in the future.

The college has gone beyond traditional teaching methods to support students in their academic and personal growth. This mentoring system focuses on empowering students by building their confidence and resilience. It not only prepares them for academic challenges but also equips them with the skills and appropriate guidance needed for future career options. The program encourages lifelong personal development, helping students cultivate qualities that will benefit them long after graduation.

Case Study:

Sayali Jadhav, a former student of M.Sc. Microbiology, had low confidence in her studies and faced difficulties in academics. After receiving support from the mentoring program, she gained confidence, improved her overall personality, and completed her postgraduate degree with distinction. Recently, she qualified the PET examination and now she is working as an Assistant Professor of Microbiology. Her success, also accepted by her, is a testament to the mentoring system, which focused on her long-term growth and development.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institution meticulously plans and prepares its academic calendar prior to the commencement of each academic year, incorporating valuable inputs from the Vice Principal, IQAC Coordinator ,Controller of Examinations and Deans of faculty. Following approval by the principal, the calendar is uploaded on the college website for easy reference. In alignment with Savitribai Phule Pune University guidelines, the academic calendar is carefully structured to encompass 15 weeks per semester. Additionally, Department Heads are responsible for creating departmental academic calendars that align with the institution's overall calendar, ensuring a cohesive and well-organized academic framework.

A comprehensive academic calendar includes vital information such as:

- The start and end dates for both odd and even semesters are listed.
- Admission schedules,
- First-year students induction programs,
- Internal and end-semester exam schedules (both theory and practical) are available. ,
- Significant curricular and co-curricular events,
- Annual Prize Distribution Program,
- Celebration of special days like Foundation Day and National Science Day
- BoS meetings, Academic council meetings, Governing body meetings etc

The examination cell prepares the examination calendar in which the internal exams and end-semester exams are scheduled and displayed to the students at the beginning of each semester ensuring their conduction as per the schedule.

The various committees made up of teaching staff and students carry out all the planned activities. The college strictly adheres to the Academic calendar prepared. However, under unforeseen circumstances, beyond the college's control, necessary changes are made by the authorities and displayed on notice boards and the college website. Preparation and sharing of Academic Calendar beforehand helps students and teachers to plan their academic and extracurricular activities such as internships, research work, project work, workshop/seminar participation etc.

Teaching Plans

The college has developed a curriculum that clearly outlines the time required to complete each course's syllabus. The college shares the curriculum with the students and also displays it on the website.The timetable committee prepares the central timetable, taking into account the optimum utilization of infrastructure. The Head of Department distributes the courses among the department's staff members. All the faculty members prepare their individual timetable as per the courses allocated to them. The teaching and learning process proceeds as per the individual planning, which in turn aligns with the departmental timetable and the institute's central teaching timetable.

This teaching plan is scrutinized and verified by HODs on weekly basis. The plan details weekly topics, and individual timetables. The college provides Unique Teachers' Diaries that consolidate these teaching plans, individual timetables, leave records, and research and publication records. Teaching plans empower educators to prepare lessons with ample time for addressing queries, fostering discussions, and ensuring comprehensive syllabus coverage.

During the Covid-19 pandemic the physical diary was replaced with a Microsoft form, wherein daily online teaching activities were recorded.

Every semester, the Principal meets all the faculty members of the institute where the academic plans, instructional strategies, committee activities and successes are addressed. This creates a good working environment in the institute that guarantees the adherence to all the things planned.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
113	119	116	124	127

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	**View Document**
Provide the relevant information in institutional website as part of public disclosure	**View Document**
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	**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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 71.53

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

Response: 98

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	**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**

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.07

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1703

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 81.89

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 104

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[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

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 18.4

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
16	21	22	27	6

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.67

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
39	63	32	37	0

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
5110	5515	6607	5052	3279

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The examination cell prepares the examination calendar in accordance to the Academic Calendar of the college which is duly displayed on the website and communicated to faculty and students on the social networking platforms. The schedule is also personally communicated to all the departments through e-mail. So IT integration in the form of website, social media platforms, e-mails as well as hardcopy notices leads to effective communication of the updates related to the evaluation process.

The End Semester Examination is conducted twice a year in November/December and April/May. The college follows semester pattern as per the norms of UGC. After getting autonomy in 2019-20, the college adopted the 60:40 pattern (End semester Examination: Continuous Internal Assessment) to ascertain the effective attainment of the learning outcomes by the students. Additional and special supplementary examinations are conducted after every semester for students involved in Sports, Cultural Activities, NCC, and NSS during their examination schedule.

Continuous Internal Assessment includes mid semester examination, Viva –Voce, field visit, tutorial, home assignment, group discussion, project presentation.

During the Covid 19 pandemic period, the entire examination process was conducted in the online mode with the use of G-suite, Google classroom and Google meet. Since the student strength and number of examination are more in our college, the college switched over to development of in house software to provide IT support to the examination department.

Various reformations have been introduced in the examination process over the years. Which leads to development of user-friendly and accessible Examination Management System, Key features include:

- Maintenance Student Profiles**:** The system maintains comprehensive profiles for enrolled students across all batches.
- Programme-wise Student Strength Reports**:** The system generate reports that include the faculty wise list of students who have paid the examination fee.
- Communication**:** Invigilation assignments, question paper setting, and evaluation orders are communicated via email.
- Hall Tickets: Hall tickets are generated online.
- Mark Entry: Faculty enter the Continuous Internal Assessment marks online.

- Answer Script Tracking: We use bundle numbers to track the status of answer scripts.
- Mark Entry and Verification: ESE marks are uploaded to the server using barcode technology, and supervised by the Assistant CAP Director.
- Mark-Sheet and Ledger Generation: The system generates mark-sheet data and class-wise ledgers.
- Provisional results are published on the college website.
- Post-Examination Services: Online applications for revaluation, photocopies of answer scripts, reappearing, additional paper examination, special supplementary examination, and duplicate mark sheets.
- The system facilitates the printing of final mark-sheets.
- Data Archiving: Examination data is stored on private server for security and access.
- Result Analysis Reports: Course-wise result analysis reports are generated.

Improvements in Examination Management System (EMS)

- Effective Administration: The EMS facilitates effective administration of examinations.
- Efficient Data Management: The system ensures efficient storage, retrieval, and documentation of examination data.
- Resource Management: The EMS enables well-organized management of time and resources.
- Streamlined Examination and Valuation Procedures: Examinations are conducted as scheduled, with streamlined valuation procedures.
- Timely Result Announcement: Results are published on the college website within three weeks from the date of the last examination.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The college adopted an Outcome-Based Education (OBE) approach to ensure academic excellence. To bridge the gap between theory and practice, the college adopted a multifaceted approach to pedagogy. Traditional methods are complemented by innovative strategies such as project-based learning, experiential learning, case studies, study visits, and simulations. These learning opportunities are designed to foster critical thinking, problem-solving, and practical application of knowledge. To ensure the effective transmission of curriculum, faculty members underwent rigorous training and development

programs to equip them with the necessary pedagogical skills.

Concurrent with curriculum reform, the college underwent a paradigm shift in assessment practices. Examinations are redesigned to assess a broader spectrum of student abilities beyond mere rote memorization. Question papers are meticulously crafted to evaluate higher-order thinking skills, including analysis, evaluation, and creation. Formative assessment strategies are implemented to provide timely feedback, enabling students to monitor their progress and make necessary adjustments. To quantify the attainment of course outcomes & program outcomes, the college has developed a program using MS-Excel, that facilitated data-driven decision-making and identifying areas for improvement at a glance.

Defining Learning Outcomes

The College developed program outcomes and course outcomes. These outcomes are aligned with UGC-recommended graduate attributes and local needs. Program outcomes, course outcomes and syllabi are defined and revised every three years based on attainment level and stakeholders feedback. Course outcomes are defined before syllabus development, curriculum development process integrates the suggestions from stakeholders like industrialist, alumni, students and teachers. Course outcomes and syllabi are finalized in board of studies meetings, followed by approval in the Academic Council. Syllabi with outcomes made public through the college website and shared with students via digital platforms like Telegram group, WhatsApp group, Google Classrooms, etc.

Integrating Outcomes in Teaching and Assessment

To help teachers to understand how to integrate the learning objectives in teaching and assessment, college organized workshops with expert resource persons. These workshops were helpful in defining the learning outcomes and integrating the same in teaching-learning and evaluation/assessment process. In case of assessment, we conducted different kinds of tests, like projects, assignments, presentations, case studies, etc. along with regular exams. It ensured the reflection of concepts learnt by students in their assessment process. Additionally, the examination board implemented a continuous assessment system, that allowed teachers to track students' progress throughout the course and provided them feedback on their learning.

Evaluating Outcome Attainment

Outcome attainments are evaluated through CO-PO mapping, direct and indirect methods, as per the guidelines of UGC. Direct attainment is calculated based on student performance in internal and external assessments, while indirect attainment is based on student's feedback on course outcomes. Direct attainment is weighted as 70% and indirect attainment is weighted as 30 %. The curriculum is reviewed and revised every three years or as needed based on attainment levels and feedback from stakeholders. Corrective measures in the form of remedial coaching and through mentor mentee scheme are undertaken. Additionally, student progression to higher education and placement are indicators of outcome fulfilment.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 91.01

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1803

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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: 3.99

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The college provides comprehensive infrastructural support, and cutting-edge technology to fosters a conducive environment that encourages innovation, creativity and collaboration to enhance research endeavours among students and teachers. Research has been an integral part of the teaching-learning process, as we have integrated research based projects at UG and PG programs.

Teachers are strongly encouraged to seek funding from various agencies and actively pursue their research initiatives with enthusiasm and dedication. Seminars and workshops are organized to provide guidance to getting funds from government and nongovernment agencies. Faculty and students are motivated to present their innovative ideas and proposals to the Research Committee, if the proposal, demonstrate originality and potential impact, the institute provides financial support according to the research policy, to fulfil the research work.

In addition, the faculty members are motivated, and rewarded generously for their contributions, to the UGC Care, peer reviewed research publications, book authorship. The institute also provide financial support for patent filing and publication process. Additionally, the college has launched publication platform entitled "*Anekant Journal of Humanities and Social Sciences*" for publication of research work.

 A rigorous review process has been undergone for submission of research proposal to external funding agencies. This review involves consultation with the Research Committee, the respective department heads, and subject experts. The committee evaluates the impact of the research, and ensures strict adherence to research ethics, health and safety preservation, and intellectual property preservation.

The college has 11 Savitribai Phule Pune University recognized research centres, in Physics, Botany, Microbiology, Chemistry, Statistics, Marathi, Hindi, English, Economics, Commerce and Geography with 58 recognised guides. Research centres are equipped with necessary sophisticated instruments. Moreover, The Central Facility Centre is equipped with Atomic Absorption Spectrometer (AAS), Fourier Transform Infrared Spectroscope, Gas chromatography, High performance liquid chromatography, Lab Fermenter as well as computing resources to facilitate researchers. There are 129 scholars registered for Ph.D. degree out of which 12 scholars have been awarded Ph.D. degree.

The outcomes of frequently updated research facilities are as follows:

- 129 students are pursing doctoral research.
- 12 students have been awarded Ph.D.
- The college received 4 major research projects.
- The college signed 59 MOUs for research collaboration.
- 169 papers published in Scopus / WoS /and UGC -Care listed Journals.

- Authored 357 Books and book chapters with ISBN numbers.
- Total Patent published- 20.
- Total seed money provided to students and teachers: Rs. 5628250/-
- Organized zonal Avishkar competition.
- Faculty and students participated in national and international research activities.
- College purchased G-Suite, MatLab , Lab View, Drill Bite software

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 21.55

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
21.55	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 27.01

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 37

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 78.946

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.25

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 34

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.1)	**View Document**
Copies of the grant award letters for research projects sponsored by government agencies	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 30.97

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 35

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	**View Document**
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	**View Document**

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including

awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The college has a well-defined research promotion policy, innovation facilities and created an ecosystem through Ministry of Education's (MoE), Institution's Innovation Council (IIC) to promote innovative research, IPR and transfer of knowledge. Institute pays prominent attention and puts efforts to inculcate innovative thinking ability among young students and motivate them to develop research environment.

Below are some activities conducted to strengthen the innovation ecosystem among the students:

1. IPR
2. E-poster competitions
3. Guest lecture sessions
4. Business Fair
5. Business Katta
6. Organized Seminars & Workshops

1. **Establishment of the Institute Innovation Council (IIC)**

The college has established the 'Start-up and Innovation Cell' in 2020-2021 and an Institutional 'Innovation Council' registered under MoE's Innovation Cell, with a team of faculty members to mentor the students in activities involving innovative ecosystem.

Initiatives:

The institute conducted various activities & arranged lectures to accelerating innovative ideas, knowledge transfer and practical applications. Students participated in activities and competitions, converting theory into practice. To foster collaborative learning and to inculcate a healthy competition amongst the innovators, the institute guided students to develop prototypes and supported participation in Business Fair and Business *Katta*.

The institute motivated students to submit innovative research ideas and invited experts from relevant fields to conduct sessions. The institute organised various sessions: on Incubation Cell, on Intellectual Property Rights, Entrepreneurship, and Business Katta activities as well as Business Fair and *Avishkar* Research Project Competition.

These activities created a comprehensive ecosystem supporting entrepreneurial ideas and skills among budding innovators. It also assisted in developing innovative products and supports technology transfer and our students also participated at state and national level events.

Awards received by Institution from MoE's IIC:

1. 2020-21: Registration
2. 2021-22:   1   Star Award
3. 2022-23: 2 Star Award

4. 2023-24: In process

1. **Patent Registration:** In the last five years 26 patents are filed/granted. The college has provided financial support to teachers for filing the patents.
2. **Indian Knowledge System (IKS**): IKS is an integral part of the curriculum under NEP-2020 from the academic year 2023-24. To create and transfer the knowledge of IKS, college has established an IKS cell and designed the Generic IKS course. The Board of Studies have designed more than 30 subject specific IKS courses.
3. **IPR Cell:** It provided a platform to students to share and discuss the latest developments and applications with practical exposure & assisted the faculty members, students and research scholars for patent filing process.
4. **Entrepreneurship Development Cell:** ED Cell conducted events and awareness workshops to promote student innovations from ideation to startup. Since 2019, students have participated in Business Fair and Business Katta. The cell organized lectures & training programme on various topics of current significance.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.4

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 84

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.77

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

Response: 106

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 2.11

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 289

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 7.14

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 12.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 95.95

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
46.11	9.74	5.22	0.83	34.05

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	**View Document**
Letter from the beneficiary of the consultancy along with details of the consultancy fee	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The college conducted more than 85 different extension activities addressing, social, environmental, moral, and health issues concerning to societal development. These initiatives played a key role in sensitizing students to social concerns and contributed to their holistic development.

Through active participation in extension activities, students gain awareness about social and gender issues, enriching their understanding of their surroundings.

These extension activities were conducted by different departments/committees, including the Student Development Committee, National Service Scheme (NSS) with 300 volunteers, National Cadet Corps (NCC) with 106 cadets and Women Empowerment Committee. Students participated in campaigns like Swachh Bharat Abhiyan, Nature Conservation workshops, and social projects, enhancing their understanding and responsibilities towards societal betterment. Additionally, the training programs like Personality Development, Value Education, and awareness initiatives like health camps, Nutrition Week promote practical skills and healthy lifestyles among students and community.

Smooth functioning of all extension activities are overseen by Student Development Cell, NSS and NCC. As per Government of India's directives, 'AZADI KA AMRUT MAHOTSAV' celebration promoted national integrity. The cadets of NCC participated in national-level parades-camps, fostering character development by instilling discipline, leadership skills, secularism, and selfless service, transforming students into valuable human resources. Several community-centric initiatives had been impactful, such as E-waste Campaigns, Blood Donation drives, Health Check-ups, *Police Mitra Abhiyan* (Friends of Police), Organ Donation camps etc. Noteworthy programs included Millet Awareness in schools, Tree Plantation Drives, participation in *Mazi Vasundhara Abhiyan* of Baramati Nagar Parishad, Bio-floc fish farming, and Digital marketing exposed students to diverse societal needs and technological advancements.

During the COVID-19 pandemic, the institute played a crucial role in community services. Faculty and students participated in a COVID-19 patient survey with *Baramati Nagar Parishad*. College has provided residential facilities to patients at college campus. Psychology department has provided counseling service to needy people. Students took part in distributing masks and sanitizers to underprivileged community. Online awareness programs, quizzes, and guest lectures further sensitized students about pandemic's impact. Institute also served as a vaccination center for second dose of Covishield vaccine.

Consequently, the institution along with its staff and students is frequently honored with prestigious awards and appreciation letter for their dedication to societal well-being including Dr. Vilas Kardile received State Level Best Programme Officer Award, Omkar Mali got Best Cadet and Best Directorate Senior, Prathmesh Balaso Kashid - State Level Adarsh Yuva Maharashtra Youth Idol Samajratna Award etc. These recognitions encouraged to continue efforts in community outreach programmes.

These diverse initiatives helped students to understand their responsibilities toward society, nurturing qualities of empathy, leadership, and community service. Through extension activities, students gained invaluable life lessons that complemented their technical and academic achievements, fostering a well-rounded development that may prepare them for future societal and professional roles.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 78

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	16	06	06	10

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 (data template)	[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](#)

3.7 Collaboration

3.7.1

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

Response: 26

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

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The college, in its commitment to providing quality education at par with global standards, has recognized the importance of good infrastructure and physical facilities for effective implementation of academic activities. To insure this, the college constantly upgrades and expands its infrastructure to meet the present as well as future requirements.

Spread across 38 acres of land in a lush green environment, the college has adequate space for classrooms, laboratories, library, administrative offices, auditorium, seminar halls, studio, gymkhana, botanical garden, hostels, vehicle parking, canteen, and other amenities.

Teaching-Learning Facilities:

Classrooms: The college has 48 classrooms, equipped with a green board, podium, proper seating arrangement, adequate ventilation, and enough number of lights and fans.

Laboratories: There are total **52** laboratories in the college that included 34 science laboratories, 14 computer labs and 4 other labs. All the laboratories are well-equipped with adequate tools, instruments and software. Instruments are made available to Ph.D. scholars and researchers from Central Facility Centre.

Computing Equipment: The computing facility consists of 633 computers with **100** mbps bandwidth connectivity. All the computers are installed with Microsoft Windows software and licensed anti-virus software. The main server room consists of multiple highly configured servers secured by firewall protection.

ICT enabling facility:

The college resorts to advance mode of ICT tools to communicate, create, disseminate, store and manage information. A digital board is installed at Administrative Building for displaying circulars and notices. ICT facilities, such as LCD projector, LAN facility, audio facility, and smart TV are provided in 64 classrooms that included different laboratories and seminar halls. The college has state-of-the art media center consists of audio-visual recording studio, green chroma screen, post production studio and

dubbing laboratories.

Library: The college library has collection of 1,16,841 books kept with individual reading facility. The library has one periodical hall, two general reading halls, and one separate reading hall for girls, with capacity of 750+ students. The Cyber Zone section, with 23 computers, is available for browsing and accessing e-books, journals, and dissertations. The library has a section of Braille books and digital access facility for visually challenged students.

Auditorium: The college has three auditoriums

1. *Jeevraj Sabhagruha*, (capacity of 450)
2. *Prashasan Bhavan* hall (capacity 150)
3. *Prerana Bhavan* Auditorium, (capacity 100)

Cultural, Sports and Wellness Facilities: The college has a Yoga Hall and cultural department for mental health and to promote skills of students in liberal arts. The college sports ground spreads over 17 acres of land with indoor gymnasium, 400 meter running track, volleyball court, basket ball court, football ground, kabaddi, kho kho ground and separate open gym for boys and girls.

Facilities For *Divyangjans*: The college has provided physical facilities for *divyangjan* such as ramps, lifts, disabled friendly washrooms and wheel chairs.

Other Infrastructure Facilities:

- Separate common rooms for boys and girls
- NSS and NCC offices
- Student Cooperative Store
- Canteen
- Employees Cooperative Society
- Competitive Examination Guidance Centre
- Well-furnished administrative office
- Health care center
- Counselling cell
- Placement cell
- Equal opportunity center

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 43.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
429.94	380.97	457.35	601.91	484.48

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library as a Learning Resource

The central library of the college, known as Knowledge Resource Centre, supports teaching, learning, and research activities through its wealth of resources and services. The library is fully automated with an open access system to help the users to visit, browse, read and borrow the books. Spans in an area of **20886 Sq.ft.,** the library has 03 dedicated reading halls, 01 periodical hall, and 10 cubicles for faculty & researchers, all together with a total seating capacity of more than 1000 users.

Library Resources and Collection

The library is equipped with **Dewey Decimal Classification System** (DDCS) to facilitate readers to have

easy access to library resources that include an extensive collection of **116,841** books including 245 rare books, **89** subscribed print journals and magazines, **3,789** bound volumes of journals, Ph.D. theses, 21 manuscripts, 12 newspapers, and digital databases comprising **1,172** CDs/DVDs, 2 e-book readers, and subscribed access to innumerable e-journals and e-books. 25 Braille books for *Divyangjan* are available.

Library Management System (ILMS)

The library is fully automated with Koha, an Integrated Library Management System (ILMS) (Version 23.11.06), implemented in 2006 and maintained under an Annual Maintenance Contract (AMC) since 2020. It facilitates Circulation, Patrons, OPAC (Online Public Access Catalogue), Cataloguing, Barcoding, and reporting.

Digital Databases and Network:

The library's institutional membership with "The American Library" and the INFLIBNET N-LIST Programme provides access to online scholarly databases and digital content.

- E-books on N-List- 1,99,500+ titles
- E-journals on N-List- 6000+ titles
- E-books on NDL- 6,00,000
- J-Gate (Basic Science E-journals- 58000+ titles
- J-Gate (Social Science & Humanities)- 8224
- The American Library- 52,300

Remote access to e-resources, library books, faculty publications, paper clipping of college news reports, question papers of previous examination, and college annual magazine *Anekant* through Web and Digital Library Platform.

Library Facilities and Services:

- Cyber Zone with 22 computers
- WEB-OPAC Screen Kiosk
- 04 Printers & Digital Scanners
- Book Bank Scheme
- CCTV surveillance and monitoring system
- **Automatic Footfall Counter with an In-Out User Tracking System**
- Plagiarism detection DrillBit and Urkund software
- Low Vision Software NVDA for *Divyangjan*
- Ramps for *Divyangjan* to reach out the library

Library Activities and Awareness Programs:

- *Vachan Prerna Divas* to celebrate A.P.J Abdul Kalam's birth anniversary
- Celebration of Library day
- Book Exhibitions
- Library Tours for students and visitors
- User Awareness Programs on e-resources, plagiarism and ethical writing.
- Student orientation program, workshops and seminars

Optimal Use of library

The library is used by faculty and students for accessing reference material and e-resources. It has footfall counting biometric machine which keep the record of library utilization. All the books are bar-coded and bar-code laser scanners are used in book transactions. The record of daily attendance is maintained through the biometric machine and teachers have been provided digital card with barcode system. The use of library is promoted by declaring the names of maximum users on library notice board. The library facility is provided to guest, former teachers and students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.5

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
12.46	17.01	16.03	28.40	7.87

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 comprehensive IT policy covering Wi-Fi, cyber security, and other critical aspects reflects the institution's dedication to maintaining a secure and technologically advanced campus. This infrastructure supports the diverse needs of students, faculty, and administrative operations, ensuring a modern and efficient educational environment.

This proactive approach ensures that the institution remains at the forefront of technological advancements, providing a conducive environment for academic excellence and operational efficiency.

A key highlight is the well-furnished Internet Zone managed within the library equipped with 12 systems dedicated exclusively for browsing and an automated library system using Koha software. This facility also offers services such as scanning, printing, and online application submissions, making it a vital resource for students. Additionally, the college features a Language Lab aimed at enhancing communication skills, separate computer laboratories for various departments. The administrative office utilizes in-house developed customized ERP software to streamline operations, demonstrating the college's commitment to technological efficiency also college has licence copy of Tally software for account section.

Multimedia needs are well-supported with facilities such as a video recording studio and lecture capturing equipment, complete with mixing software for editing. Seminar and auditorium halls are equipped with ICT facilities to handle various academic and extracurricular activities. The campus is Wi-Fi enabled with a Jio Fiber connection, supported by extensive dedicated fiber optic cable with 100 MBPS leased line. This extensive networking ensures reliable internet access and facilities across all departments.

The college's IT infrastructure is built around a dedicated server room, housing multiple highly configured servers and Network Video Recorders (NVRs). Security is paramount, with a Fortigate 100E firewall providing robust network protection and Norton antivirus license ensuring server security across campus computers. Additionally, 500 antivirus licenses have been invested in for comprehensive desktop security.

A comprehensive CCTV system, comprising 230 CP Plus cameras monitored via five screens, ensures campus safety and security 24/7. The college has also procured base licenses for 300 Microsoft Windows users, a Microsoft Educloud Campus Agreement for 130 FTE users.

College is using 150 Google Workspace Accounts for Education (G-suite) since 2020, which supports online teaching and learning, facilitating seamless interaction and resource material sharing between teachers and students. It played significant role in developing e-content during covid-19 pandemic

period.

Communication within the college is predominantly conducted through electronic media, college website, emails, WhatsApp and Telegram groups. The institution has also invested in Virtual Private Server to host college website with unlimited bandwidth and subdomains. Institution purchased a bulk SMS facility with a capacity of 5,00,000 messages, provided by Todaybiz Technologies Pvt. Ltd., ensuring effective and wide-reaching communication.

The college's commitment to continuously upgrading its IT infrastructure is evident through its allocated budget for regular updates and enhancements.

To conclude, the college's IT infrastructure is a well-rounded system encompassing various elements such as high-speed internet, robust security measures, advanced multimedia facilities, and efficient communication channels. These facilities enhanced the overall educational experience, preparing students to thrive in a technology-driven world.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 8.34

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

Response: 633

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](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

College has a dedicated media center to promote e-content development across various academic departments from arts, commerce, science, and vocational disciplines. The college encourages teachers to utilize the media center to produces engaging educational materials such as audio lectures, video tutorials, and presentations. This initiative aligns with the college's goal of enhancing accessibility to educational resources through digital platforms like YouTube and Google Classroom, ensuring students to access study materials.

1. **Audio Visual Center (AVC):**

College media center features three specialized studios:

- **Dadasaheb Phalke Studio**:1429 sq. ft. area. This studio is designed for audio-visual content production.
- **V. Shantaram Post Production Studio**: 1429 sq. ft. area. This studio is for post-production editing and mixing.
- **Lata Mangeshkar Dubbing Lab**: 144 sq. ft. area. It is designed for audio dubbing and voice-over work.

These studios are acoustically soundproof and equipped with professional-grade audio-visual tools, such as boom microphones, lighting systems, high-quality cameras (Canon XF 305, Canon D-70, Nikon D-53), and green screen (chroma) setups. These facilities allow for the seamless creation of educational videos, interviews, and lectures in a controlled and professional environment.

1. **Mixing and Editing Equipment**

To refine the recorded content, the media center utilizes:

- **Soundcraft EFX 12 Mixer**: high-quality audio mixing
- **Crown XLS 1002 Power Amplifiers**: clear and powerful sound output
- **Sony MCS 8MMUTI Format Compact Switcher**: seamless audio-video switching
- **Zoom Sound Recorder**: high-fidelity audio capture
- **Final Cut Pro Software**: comprehensive video editing, color correction, and sound synchronization

1. **Lecture Capturing System (LCS):**

College has a dedicated LCS in place, which is crucial for producing and distributing recorded lectures. Faculty members can record their lectures in the media center by using professional cameras such as the Sony NX5R Camcorder and Canon XF 305 Professional Camcorder, and further refine them in the post-production studios. The availability of teleprompter aids in smooth lecture delivery, making the process efficient and easier for educators.

The captured lectures are then uploaded on platforms like YouTube, ensuring accessibility for students.

Through the use of Google Classroom, faculty members share lecture links and supplementary materials, creating a streamlined and interactive learning environment.

1. **Hardware and Software for E-Content Development**

College invested in hardware and Software resources to support the development of e-content. Some of the notable equipment includes:

A) Hardware

- **Apple Mac Pro Set (27-inch 5k Retina)** and **Apple iMac 727 (27-inch 5k Retina)**: Used for video editing and content creation.
- **Canon, Sony video and Nikon DSLR Cameras**: For capturing high-definition video content.
- **Professional Microphones (Road, Shure SM86, Sennheiser)**: To ensure superior audio quality in recordings.
- **Studio lights like LED Par Lights, HG 10 hard lights** and **Softy Light Kits**: To ensure optimal lighting for video recording.

- Teleprompters
- Tripods

B) Software

- **Final Cut Pro**: professional video editing
- **Google Classroom**: content distribution, sharing video links and e-learning materials
- **Mobile Applications** : Flexible content creation and editing

These software tools, combined with professional hardware, ensure that all educational content developed at the media center is of the highest quality and can be easily accessed by students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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

Response: 2.88

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of*

DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
5.06	34.83	35.88	55.53	25.97

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The College adopts a systematic procedures and policies for maintaining and utilization of physical, academic and support facilities.

Classrooms:

· Classrooms are allotted as per the student strength.

· Concerned departments are given responsibility for the maintenance of their class rooms which are ICT enabled.

· Department Head, informs the central store regarding maintenance and requirement of repairs/ cleanliness

Laboratories:

· Laboratories are allotted for Practical session based on a timetable.

· Standard Operational Procedures for handling various chemicals, equipments and instruments are strictly followed.

· Stock register is maintained and updated regularly.

· Stock verification and inspection carried out by the departments regularly.

· Out-dated equipments, chemicals and instruments are discarded by standard procedure.

Library: The college features an automated central library managed by the library staff, and supported by the Library Advisory Committee. Budget is allocated for an expansion of library resources. Regular cleaning and dusting is undertaken by the staff.

· Library follows Open Access Facility to every user.

· Library has cyber zone to access e-contents and to fill in various online application forms.

· All library work including circulation of books is maintained through Library Management Software.

· Library has subscription to e-journals and e-databases.

· Old and damaged books are maintained by periodically binding also the research journals are preserved through making a bound volume.

· Lost books are recovered through a policy to replace a copy or making a payment of the copy as per library rule.

· Paste control and termite prevention is made on time to time as per need.

Sports Complex:

· The college gymkhana management committee prepares and monitors the annual plan of the sports activities.

· Regular maintenance is carried out for gymnasium, sports equipment and sport material from experts in the field.

· A play ground with 400 mts. running track, space for outdoor games such as Kho-kho, Basketball, Volleyball, Football, Netball, Handball, Softball, Baseball, Kabaddi etc. Courts for indoor games such as Fencing, Shooting, Badminton, Table tennis, Boxing, Judo, Wrestling.

· College deputes escorts to support the participants during tournaments. The meritorious sportspersons are honored with awards, cash prizes, track suites, trophies, and certificates on the occasion of annual sports prize distribution function.

Computer and other infrastructure:

· The institute has a separate finance, construction and purchase committee to look after the requirements of the college.

· The college has appointed one system administrator to oversee the procurement, maintenance, repair and replacement of ICT equipments.

· The work of the entire campus upkeep is assigned on contractual basis.

· A separate team of gardeners is deputed for garden maintenance and campus beautification. · Department manage by their heads are responsible for maintaining the laboratory equipment for their operational conditions.

· Yoga building is freely available to support the health and well-being of stakeholders.

· A college canteen, monitored by a committee, ensures quality food for stakeholders.

· College policy provides access to the air-conditioned Seminar hall and meeting hall, '*Jeevraj*,' and a hall in 'Prerna' Bhavan for cultural activities and conferences.

The policy allows faculty to utilize the audio-visual recording studio for creating e-content.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 63.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
3457	3517	4579	4255	3965

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institution implemented a comprehensive career counseling program that includes both traditional face-to-face sessions and e-counseling services. Our dedicated Career Counseling Cell offers personalized guidance, workshops and seminars for students to identifying career goals and develops

effective strategies to achieve them. Additionally, we provided extensive support to students for preparing them to competitive examinations through specialized coaching sessions and practice tests. Following are the initiatives designed to empower our students with knowledge skills and confidence to excel in their chosen career.

1. **Career Counseling:** Regular activities are conducted that helped students to explore career opportunities in industries Including agriculture, health, research, space and more.
2. **Business Katta**: A program was launched to develop entrepreneurial and management skills that provided students a platform to display innovative products and learn about customer handling, accounting, advertising and retail store operations.
3. **Lectures, Talks and Workshops:** The institution regularly organized lectures on Entrepreneurship Development, Soft skills, Advanced Technologies, Psychological Testing Assessment Skills etc. Workshops were organized on various topics like Entrepreneurship Awareness and Motivation, Maintenance and Operation of Laboratory Equipment's, Communication and Employability skills, Blog Creation, Python, Statistics in Medicine, Big Data Analytics, Block Chain Technology, Social Media Management, Mobile App Development, Script Writing, Patents, Radio Programming and writing Internet of Things, Word Press Content Management, Drone Survey Mapping, Interview Skills etc.
4. **Seminars:** Various Departments conducted seminars on different topics like IT preparation and Campus Drive, Career Opportunities in Sales Force, Fundamentals of Robotics, Cloud Computing and Big Data etc.
5. **Training Programs and Camps:** Hands on Training Workshops on NLP, Soil and Water Testing, Financial Literacy were organized by the Commerce faculty, Advanced Instrumentation Techniques Bioinformatics, Opportunities in Self-Employment. Mock interviews were conducted to build confidence.
6. **Competitive Examination:** The institution arranged lectures on preparation for various competitive examinations of state, central government and special classes were arranged for NET/SET/GATE and the study material for the same was also made available in the library.
7. **CA Foundation Course:** Students are guided for opportunities in accounting, auditing and taxation. College signed MoU with the Institute of Chartered Accountants of India, Western Regional Center, Mumbai, and organized various certificate courses, career guidance lectures.
8. **Short Term Courses/Certificate Courses/Workshops:** The entrepreneur development cell conducted workshops on opportunities after graduation and post-graduation, webinar on Emerging Global Trends in Embedded System, Powerful Career in Digital World, Webinar on Avenues in Plant Research.
9. **Industrial Visits/ Holistic Development:** Study visits are organized for students from various discipline for getting practical experiences of industry world
10. **Training and Placement Drives:** Full time training and placement officer is appointed to conduct different training and placement activities. Students were recruited in different companies through placement drives. All the above initiatives and efforts of the institution had a positive impact on the career choices and skill enhancement of students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 monitoring the activities and number of 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: 81.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
1338	1530	1677	1721	1378

File Description	Document
Institutional data in the prescribed format (data template)	[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 out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.38

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
11	56	37	15	10

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[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 events during the last five years

Response: 58

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	10	4	4

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

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Student Council:

The college has Active Student Council that plays a significant role in planning, organizing, and executing numerous student-related activities. The Student Council is established in compliance with the regulations of Savitribai Phule Pune University, Pune. The student council is constituted by selecting one student from each class according to their academic performance in the preceding examination. Each academic year, elections are held for the appointment of the University Representative. The UR is elected by the Principal nominated representatives, the Class Representatives from all classes and one representative from N.S.S, N.C.C., Sports and Cultural department.

Representation of students on Academic and Administrative Committee:

The students Council members are nominated on various Academic and Administrative committees like IQAC, College Development Committee, Board of Studies, Grievance committee, Internal Complaint Committee, Internship cell etc.

Contribution of students in Academic and Administrative committees:

- IQAC: Contributes in Curriculum revision, teaching learning process and co-curricular activity.
- The Anti-Ragging Co-ordination Committee sensitizes students about evils of ragging through talks, presentations promoting a ragging free environment on college campus.
- Organized workshops and also encouraged students to participate in various competitions like (sports, cultural, elocution, debate, photo exhibition, research paper presentation, disaster management programme, voter awareness programme, *Meri Mati Mera Desh* and blood donation, reel making etc. which were organized in the campus and outside the campus.
- Being a member of CDC, Students representative serve as liaisons between the students and College administration These opportunities helped students to voice their issues and concerns.

- The NCC and NSS volunteered in creating Social and Health awareness- during Covid-19 pandemic. Students of NSS enthusiastically participated in social activity like cleanliness drive - *Gandhagi Mukt Abhiyan* , spitting kills, tree plantation drive, blood donation camp and camps of NSS in the adopted villages.
- It is noteworthy to mention that during the Covid-19 pandemic, student volunteers distributed masks at free of cost and organised vaccination camp on college campus with the help of hospitals.
- **Sports**: The Student Council in association with the department of Physical Education and Sports, conducted different sports activities.

Activities and Initiatives by Students:

- Independence day celebration
- Induction programmes
- Freshers' party
- Teacher's day
- Science day
- Wetland day celebration
- Business Fair organization
- IQAC-Yuva- Mohatsav
- Farewell function
- Mock Parliament (organized by the department of Political Science)
- Syllabi framing with students as BoS members
- Editorial Board member of Anekant College Magazine yearly.

Key Initiatives:

Periodic meetings between co-ordinators, department heads, and Student Council members to discuss Educational Needs, Organising various activities, Student welfare Schemes, The Regular interactions between co-ordinators, department heads and Student Council members, provided strong support and valuable suggestions. Thus, members of the Student Council plays a significant role in academic and administrative committees of the college over the last five years. These activities helped to developing skills and leadership abilities & fostering an overall growth of students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**

3.Technical fest/Academic fest

4.Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 61.35

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
54.408	5.048	1.19	0.17	0.53

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Alumni Association aims to foster students' lifelong commitment to the organisation and enhance their well-being. The Alumni Association was registered under the Societies, Act, 1860, with registration number MAHA/220/2017/Pune, dated on 7th February, 2017.

Contribution of Alumni in the Development of the Institution

Alumni contributions have a profound impact on the institutional growth and success and also societal improvement. Alumni were welcome to participated in regular meetings, shared valuable insights and engaged in various college activities. Suggestions given by alumni were considered for overall development of student, department and college. The alumni association of the college created a strong network among alumni through social media. The alumni played important role in Governing Body, Academic council, Board of Studies, Finance committee and played important role in organizing guest lectures to the students.

The alumni are always welcome to keep in touch with association and active participation in regular meetings. The alumni playing crucial role in organize various health workshop, Self-employment training workshops, blood donation camps etc.

The alumni were involved in a college activity in several different ways. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution.

Departmental level Alumni meet are regularly conducted to make their bonding more strong. This is the best platform for networking and sharing new trends.

1. **Financial Contribution**

An alumna contributed financially through membership fees and donation. These funds were used for purchasing books, laboratory equipment's, Infrastructure and Paying admission fee of poor students. In the last five years alumni contributed the total amount of Rs. **61.332 Lakhs** in the Alumni funds.

1. **Other support by Alumni**

Alumni contributed to the overall development and well-being of the students such as,

- Donating books to the departmental library.
- Scientist from academia and industry motivated students to pursue application oriented research.
- Guest lectures and workshops were conducted for teachers and students.
- Alumni were invited to share their expertise to crack the competitive examinations.
- Guest lectures on recent trends and technology, digital marketing, share market etc were conducted by Alumni.
- Notable Alumni served as chief guests, resource persons and keynote speakers for conferences, seminars, workshop and other activities.
- As many of the alumni are well placed in premier organizations of national and international fame, they keep the facilities and placed abreast of the available job opportunities
- **Mentorship and networking**: Alumni help the students in career guidance, job placement, and networking opportunities by providing insights and valuable sharing experiences.
- **Research Initiatives:** Alumni Scientists from academia and industry contribute by promoting interdisciplinary research and provide guidance to the faculty and students about the recent advances and opportunities in research through research collaboration under MoUs.

File Description	Document
Upload any additional information	View Document
Provide the 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:

According to the vision, our institution aims to provide career-oriented, globally-standard education across all academic and research fields. Through strong academic and administrative governance, we foster a multidimensional, holistic approach in students, preparing them to become responsible citizens of India.

Administrative Governance: Principal, Vice-Principals, IQAC Coordinator, Deans of faculty, Controller of Examination, Registrar, Head of departments, and the coordinators of various committees work together to take major administrative decisions. Governing Council, CDC, Academic Council, Board of Studies, Finance Committee and IQAC play an important role in framing policies and procedure. The Student Council provides an input & takes up responsibility and contributes significantly in policy decision

Leadership Style:

Top to Bottom: Governing body, Principal, Vice-Principals, Deans, CDC & IQAC Coordinator take decisions based on the current trends & requirement of industry. Decisions are communicated to the different stakeholders

Bottom to Top: Feedback from various stakeholders is collected, analyzed and communicated to higher authority for appropriate action.

Decentralization:

The college follows a democratic, decentralized management model where the Principal delegates authority to the Vice-Principals, IQAC Coordinator, Deans, Controller of Examination, Academic committee coordinators, and Heads of departments, who oversee meetings, academic calendars, teaching learning evaluation process and departmental innovations.

With 67 statutory and non-statutory committees, each led by a coordinator, the academic year begins with coordinators submitting plans to the IQAC. The institution implements strategies to monitor and evaluate activities aligned with its vision and mission by conducting.

- Regular meetings of Academic Council, IQAC and CDC, etc.
- Regular audit: Academic, Administrative and Financial audit
- ISO audit ISO 21001:2018 Educational Organizations Management System

The institution promotes culture of participative management at strategic, functional, and operational level.

College Ensured Sustainable Growth by:

- Introducing several new courses aligning with industry needs
- Strengthening and developing infrastructure
- Introducing ICT in teaching and learning process
- Promoting the research culture

College granted Autonomous status in 2019, whereas Empowered Autonomous status in 2024, this sustainable growth is because of effective leadership and governance.

Perspective plan is prepared by IQAC by considering the inputs from the stakeholders and management representatives.

Short Term Institutional Perspective Plans:

- To strengthen academic and industry collaboration
- To increase an employability
- To encourage students to participate in more community development programs

Long Term Institutional Perspective Plans:

- Research and Innovation Hub: To foster research projects and attract research grants and collaborations with industry and academia.
- Global Collaboration: To forge international partnership and collaborations with the universities in abroad to offer faculty and student exchange programmes and global exposure.
- Up gradation in to Cluster University.

Case Study: NEP 2020 Implementation

As per notification from UGC, Government of Maharashtra, Savitribai Phule Pune University planning for implementation has been initiated, accordingly , The NEP Cell, led by the NEP Coordinator and others, developed strategies, that were shared with department heads and faculty, who conducted student's orientations. The curriculum has been designed as per NEP 2020 Guidelines with emphasis on multidisciplinary, skill based and outcome based education.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The college, being granted autonomous status in December 2018, created a comprehensive institutional framework to ensure its smooth operation. This framework includes **statutory bodies** such as Governing Council, Academic Council, Board of Studies and Finance Committee. These bodies, established in line with UGC guidelines for autonomous colleges, are designed to facilitate effective governance and administration. All the institutional bodies conduct meetings regularly for the quality enhancement of the institution.

The perspective plan of the college is effectively deployed through the **statutory and non-statutory bodies,** academic committees and IQAC. The college has prepared multiple **policies and SoPs** for the effective and efficient functioning of the institutional bodies i.e. admission policy, assessment and grading policy, green campus policy, infrastructure development policy, library management policy, student support services policy, research policy, mentor-mentee policy, IQAC policy for quality assurance, curriculum development and implementation policy etc. The implementation of the strategic plan is monitored timely by the Principal, Academic Council, IQAC and other committees through periodic reviews and annual internal and external audits. The department heads and committee chairmen prepare and present detailed reports in the review meetings. Benchmarking of quality standards and its monitoring, evaluation of attainment is carried out by the IQAC independently.

IQAC reports the findings and suggestions to the Academic Council and Governing Body for the quality improvement. By thorough analysis of outcomes and IQAC report, appropriate corrective actions are taken to deploy the perspective plan. The institution has developed and implemented a comprehensive strategic plan, focusing on long-term goals such as academic excellence, research, infrastructure, community engagement, financial stability, and NEP-2020 preparedness. This clear, accessible plan involves stakeholders like faculty, staff, and students. A NEP-2020 implementation committee was formed, conducted meetings and organized orientation programs and workshops for creating awareness.

College operates efficiently due to interconnectivity of these bodies, governed by well-defined policies, procedures, and rules. This structure not only streamlines administration but also regulates the **appointment and service of teaching and non-teaching staff**. The institution has prepared appointment and service rules by taking into consideration the vision and mission of the institution, UGC guidelines and Teacher Statutes of the affiliating university. The Governing Council and the Principal, plays a crucial role in decision-making for the teaching and non-teaching staff.

The Principal is at the core of the college's management and academic leadership supported by Vice-Principals and Deans from each faculty. The Principal ensures the effective implementation of the college's vision-mission and policies. The IQAC is instrumental in enhancing the college's overall quality, working closely with the Board of Studies, which operates under the guidance of the Principal to develop various program curricula. Additionally, administrative functions are coordinated by the Registrar and Office Superintendent, who act as liaisons between the non-teaching staff and the

Principal. This well-organized structure, depicted in the college's organogram, underpins its effective and efficient operation.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

1.Performance Appraisal System

The college has implemented a well-defined performance appraisal system for both teaching and non-teaching staff. This system is designed to provide regular evaluations and feedback for improving staff performance and fostering a culture of professional growth.

Teaching Staff: The appraisal process for teaching staff is aligned with the UGC guidelines that include collection of Academic Performance Indicator forms. This structured process identifies areas for improvement and recognizes staff achievements.

Non-Teaching Staff: Non-teaching staff undergo regular evaluations that focus on skill enhancement and contributions to the institution ensuring the continuous professional development of all staff members, enhancing both individual performance and institutional excellence.

2.Welfare Measures :

Recognizing the importance of staff well-being, the college has introduced a range of welfare measures.

Welfare for Teaching and Non -Teaching Staff

Health and Well-being:

- Access to indoor and outdoor gymnasium,

- Maternity, Paternity and Medical leave

- Health insurance and regular health check-ups

- Vaccination drives

- Psychological and psychiatric consultations

- Accident and life insurance coverage

- Free uniforms for class IV staff

- Provision of vehicles for official duties outside the campus

- Admission preference for the wards of staff

- Regular felicitations for staff achievements to boost morale

- Birth day and Retirement programmes celebrations

Financial Support :

- Provident fund and Group Insurance policy

- Seed money for research initiatives

- Financial assistance to staff in times of need.

- NPS/DCPS, GPF facility

- Incentive for participation in conference and seminar

- Tuljaram Chaturchand College Employees' Co-op Credit Society Ltd. offers annual dividend, long term loan up to Rs. 25,00,000/- and other loans up to Rs. 75,000/- to its members, Students Cooperative Store offer credit cards, rice and edible oil and other stationary to teachers, staff & students.

Career Development and Progression :

- Regular training sessions, workshops, and seminars are organized to keep staff updated with the latest advancements in their respective fields.

- Faculties are encouraged to participate in professional bodies at the University level such as the Board of Studies (BOS), Senate, and Academic Council.

- Faculty Development Programs (FDPs) are regularly organized

- Career Advancement Scheme (CAS) camps are organized for teachers to facilitate internal promotions, & appointments to higher positions.

- Duty leave is granted for faculty attending workshops, conferences, and academic meetings at other institutions.

- Teachers are motivated for research

- Institutional Support for Quality enhancement:

The college's commitment to staff welfare and development elevates the overall quality and effectiveness of the institution. The Institutional Support helps in creating a positive, supportive, and development-focused work environment, which plays a key role in maintaining high standards of institutional quality and fostering a conducive educational atmosphere for both staff and students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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: 53.26

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**

2023-24	2022-23	2021-22	2020-21	2019-20
91	49	38	77	64

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 51.42

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
85	95	26	56	46

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 (data template)	[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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution monitors an effective use of available financial resources for infrastructure development that is supporting teaching-learning process. As an aided college, it receives research grants from government, non-government agencies, alumni, generates revenue from building assets and creation of endowments by institution. These funds cover recurring and non–recurring expenditures.

Resource mobilization involves procuring necessary financial, human, and material resources to achieve the institution's mission. This includes analyzing existing resources, identifying gaps, and developing plans to acquire additional resources from potential sources.

The institution has a well-defined mechanism to monitor the effective allocation and utilization of financial resources for infrastructure development and academic needs. Department heads and committee conveners viz., research committee, entrepreneurship development cell, placement cell, library advisory committee, purchase committee, NEP Cell, printing and stationery, equipment and consumables, furniture and fixtures, NSS, NCC sports, cultural committee, etc., submit proposals at the beginning of the academic year.

The finance committee by considering requirements, the Principal's recommendations and the management's input prepare an annual budget. The budget includes recurring expenditures such as electricity, maintenance, stationery, other consumable charges, and non-recurring expenditures like purchase of laboratory equipment, furniture, tools and other infrastructural development. The finance committee and the governing body make major financial decisions. The institute adheres to approved budget for recurring expenses and non-recurring expenses, ensuring proper co-ordination between activities and expenditures.

After the approval of budget, the purchase committee which includes the heads of concerned departments, initiates the purchasing process. Accordingly, the quotations are called and purchase orders are placed after final negotiations. All transactions have transparency through bills and vouchers. The bill payments are passed after verification of items. The respective head of departments ensure that suitable equipment or materials or machinery with correct specifications to be purchased. The entire process of the procurement of the material is monitored by the IQAC, purchase committee, and the Principal.

The institution sanctions funds to each department for the academic year. Accordingly, departments receive sanctioned funds for activities like seminars, workshops, conferences, guest lectures, career guidance lectures, and short-term training programs, field visits, industrial visits, and hands-on-training programs, placement drives etc. The respective departments submit their fund utilization statements, bills, and vouchers duly signed by the concerned authorities in a prescribed format to the accounts section in a stipulated time.

Annual financial audits are conducted by certified chartered accountants to ensure compliance. The institution management has a separate internal audit system and external audit with experienced, practicing, and certified chartered accountants. An effective internal control system monitors the financial transactions and effective measures are taken to improve the existing system based on audit observations. Internal control system is periodically monitored by external auditors and the observations or recommendation are implemented to strengthen the system.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 370.55

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years *(not covered in Criterion III and V)* **(INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
99.90864	106.18637	70.14431	41.92775	52.38148

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The college is committed to maintaining a robust financial system to protect stakeholder interests. In the last five years, a thorough internal and external audit were conducted to ensure transparency and compliance. Internal audits focused on the financial transactions and policy adherence. Our financial management is systematic and effective. The College meticulously oversees all income and expenditure, ensuring accountability through continuous audits. Utilizing the Public Fund Management System (PFMS), we streamline financial transactions with the government and its agencies, ensuring both efficiency and accuracy.

1. **Internal Audit:**

Internal audit is conducted by the external firm Dudhadiya and Associates, Chartered Accountant, Pune. Internal Audit procedures are comprehensive, involving key personnel such as the Accountant, Office Manager, Office Superintendent, Registrar, and Principal. Together, they meticulously review all matters pertaining to fund receipts and disbursements across various categories of income and expenditure. The

college office employees' dedicated assistants to handle finances related to activities, functions, and events, ensuring meticulous oversight. Funds and grants were received from various sources such as the Government, UGC, Autonomy Grant, College with Potential for Excellence (CPE) Grant, DBT STAR Grant, DST FIST, RUSA, etc., managed separately to maintain transparency and adherence to regulations.

Before submission to external auditors, all receipts, vouchers, and utilization certificates are thoroughly scrutinized by Office Managers. The financial statements of both aided and self-financing courses are prepared by respective Office Managers and subject to annual audits by external auditors. For each department/fund, college has maintained separate bank accounts, closely monitored by the Registrar and Principal, with all passbooks held by designated personnel. The account department present budgets for approval to Finance Committee and expenditure statements undergo meticulous scrutiny by Accountants before fund disbursement.

1. **External Audit:**

External Audit procedure has been overseen by the Anekant Educational Society, registered under the Bombay Societies Registration Act of 1860 and Public Trust Act 1950, with a registration number BOM/385/Puna and PAN number AABTA0706A. Salaries for teaching staff in the aided category are released by the State Government, with claim bills processed by the Regional Joint Director of Higher Education, Pune. External audits, primarily focused on funds received from the government sources that are conducted by the Regional Joint Director of Higher Education, Pune Region. Financial statements related to salaries, fee collection, scholarships, and UGC accounts undergo scrutiny during audit at the campus.

All UGC-related accounts, including Autonomy Grant, CPE, RUSA, General Development Grant, Research Grants, and Recurring and Non-Recurring Grants, were audited by external firm Dudhadiya and Associates, Chartered Accountant, Pune. Statements of accounts and utilization certificates were submitted to respective funding agencies, with audits conducted at the March end. Prompt resolution of audit queries underscored the institution's commitment to transparency and integrity. The college's transparent financial dealings consistently garnered commendation from auditors, reflecting its unwavering dedication to accountability. The return of income for the financial year was filed by following verification from the external auditor, further attesting to the institution's commitment to financial integrity and compliance.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has

contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC has contributed for institutionalizing the quality assurance strategies and processes for the incremental improvements of the institution. There are several practices institutionalized in the college as a result of IQAC initiative. Some of the important initiatives for quality enhancement by IQAC are

- Students/Teachers Seed Money Scheme for Research
- IQAC contributed significantly in effective functioning of autonomy
- Organization of seminars and conferences
- Training programmes for teaching and non-teaching staff
- Participation in Study in India campaign initiated by the government of India for foreign students
- The internal audit of the departments
- Organization of all India sports events
- Preparation for implementing National Education Policy from the academic year 2023-2024
- Strengthening of Incubation Cell
- Initiating extension services
- Signing MoUs,
- Strengthening teaching learning process
- Preparing an academic calendar
- Designing policies and finalizing the procedure
- promotion of research
- Strengthening of alumni association
- Steps to be taken to get basic facilities and recognitions
- Creating mentoring system
- Organizing induction programme
- Suggesting welfare schemes to teachers and staff to name but a few.

The following are the two major practices institutionalized for its stakeholders as a result of IQAC initiative for incremental improvements.

1. **Financial Assistance/Funds for Research**

The college has been providing seed money to students for research. Moreover, they are provided the

guidance from the teachers of the concerned department. The total amount utilized by students and teachers for research as seed money in the last five years is as follows.

1) The academic year 2019-2020: Rs 1,39,800/-

2) The academic year 2020-2021: Rs. 25,886/-

3) The academic year 2021-2022: Rs. 3,69,050/-

4) The academic year 2022-2023: Rs. 3,33,777/-

5) The academic year 2023-2024: Rs. 20,35,904/-

Students are sanctioned projects in assistance with the teachers in the concerned department. Teachers and researchers have published papers and patents as the outcome of the research work. The infrastructure has been developed for research.

1. **The Establishment of Institution's Innovation Council (IIC)**

The Institution's Innovation Council (IIC) established in 2020-2021 at college and had undertaken various activities prescribed by Innovation Cell, Ministry of Education, Government of India to promote Innovation and Start up. The college received Two Stars and the Letter of Appreciation from IIC for the continuous support and contribution towards building the innovation and entrepreneurship culture development and also extending support to help other IIC institutions towards growth of the IIC network.

Initiatives:

The institute conducted various activities & arranged lectures to accelerating innovative ideas, knowledge transfer and practical applications. Students participated in activities and competitions, converting theory into practice. To foster collaborative learning and to inculcate a healthy competition amongst the innovators, the institute guided students to develop prototypes and supported participation in Business Fair and Business *Katta*.

The institute motivated students to submit innovative research ideas and invited experts from relevant fields to conduct sessions. The institute organised various sessions: on Incubation Cell, on Intellectual Property Rights, Entrepreneurship, and Business Katta activities, Business Fair and *Avishkar* Research Project Competition.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

IQAC conducts regular reviews of the teaching-learning process, curriculum structures, and operational methodologies through a structured approach. This includes periodic meetings, feedback from key stakeholders and thorough analysis of Course Outcomes (CO) and Program Outcomes (PO) attainment. IQAC plays a pivotal role in guiding the BoS meetings, where curriculum structures are examined to ensure relevance and contemporary relevance. Academic Council further reviews these discussions to align teaching methodologies with evolving educational standards. The CO-PO mapping and attainment process provide a direct mechanism to evaluate the effectiveness of teaching and ensure that learning outcomes are being met in a structured and measurable way.

Reform 1: Curriculum Design Reform

Following IQAC's review of curriculum and teaching methodologies, comprehensive reforms in curriculum design were introduced in the academic year 2019-20. Through regular feedback, CO-PO attainment analysis, and guidance from the BoS and Academic Council, it was identified that a shift was needed from traditional rote learning methods to more outcome-based and experiential learning models.

To address this, the college implemented several curriculum reforms. Project-based learning was introduced to encourage practical and real-world problem-solving skills among students. Additionally, skill-based certificate courses were added to align students' learning with industry requirements. In programs where practical were previously not part of the syllabus, they were introduced to ensure hands-on learning experiences across all disciplines. To further modernize the curriculum, Information and Communication Technology (ICT) based courses were incorporated, such as the inclusion of software training within practical, thus enhancing students' digital competencies. These changes collectively contributed to a more engaging and relevant educational experience that met contemporary learning objectives.

Reform 2: ICT Integration in Teaching-Learning

The IQAC also initiated an extensive review of the integration of ICT into the teaching-learning process. This review was carried out through the Annual Academic Audit, ISO certification processes, CO-PO attainment assessments, and regular college and departmental meetings. It became clear from these reviews that there was a need to enhance the role of ICT in facilitating teaching and learning, especially considering the feedback from stakeholders and the audit findings.

In response, college made significant strides in integrating ICT into education. The college acquired G Suite to facilitate e-learning, allowing students and faculty to access online resources, manage assignments, and collaborate effectively through tools like Google Classroom, Google Drive, and Meet. This purchase played a crucial role in improving accessibility and flexibility in education. Faculty developed the e-content and uploaded the same on YouTube channels. Furthermore, the curriculum was enriched with ICT-driven research projects and skill-based courses, providing students with the technical

skills required in the modern job market. To further enhance faculty and student engagement, the college organized numerous workshops, webinars, and seminars focused on the use of ICT in education. Multimedia presentations and online simulations were also incorporated into the teaching process, making learning more interactive and dynamic.

These reforms, facilitated by IQAC's ongoing evaluations, have significantly enhanced the integration of ICT in the academic environment, empowering both students and faculty to adapt to modern educational demands and technologies.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:*

  1. **Academic and Administrative Audit (AAA) and follow up action taken**
  2. **Conferences, Seminars, Workshops on quality conducted**
  3. **Collaborative quality initiatives with other institution(s)**
  4. **Orientation programme on quality issues for teachers and students**
  5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
  6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college has a Gender Policy that promotes equal opportunities and a supportive environment for everyone. It regularly conducts gender audits and received ISO certification, showing its commitment to gender equality on campus. With 54% of students and 57% of staff being female, the college ensures equal opportunities for education and employment. Women hold key positions like Vice-Principal, IQAC Coordinator, Dean, and COE.

The college has implemented the following measures to promote gender equity.

1. **Curriculum Inclusion**: Eight departments have integrated gender awareness topics into their curricula, enhancing students' understanding of gender equity. A mandatory Human Rights course has been introduced for all postgraduate students.
2. **Seminars/Workshops/Awareness Sessions**: The Women Empowerment Cell organized over 50 programs on gender sensitivity, health, safety, and financial awareness for female students and staff. Activities include street plays, regular medical check-ups, and celebrations of events such as Women's Day with awards and recognition for outstanding achievements for female staff and female personalities outside the campus. Programs like 'Prevention of Harassment at the Workplace' and 'Nutrition for Health and Fitness' to name but a few.
3. **Counseling:** The institution has a separate Counseling Cell and good mentoring system for students to take care of their academic, emotional, social and cognitive development. Personal counseling is provided to the students at different levels. Many teachers were given responsibility of mentoring and counseling students. These mentors look after the issues of a group of 30-35 students counsel and helped them as per their requirements.
4. **Committees:** As per the norms laid down by UGC, the collage has constituted Anti-Ragging Committee, Anti-sexual Harassment Committee, Students' Disciplinary Committee and Internal Complaint Committee for the well-being of students and staff in the institution. The college has established an Equal Opportunity Centre, following UGC guidelines, to ensure equal opportunities for various disadvantaged groups.
5. **Safety and Security measures:** College give top priority to make the college campus safe and secure for every student as well as staff. In our campus we provide safety and security facilities through CCTV surveillance utmost of the places such as class rooms, central library, parking, administrative building, hostels, laboratories and corridors. The college appointed four male and two female security guards in the campus. The institute is fully equipped with fire safety mechanism ensuring the safety and well-being of all individuals in the premises. Fire extinguishers are installed at corridors in all buildings for safety against fire hazard.

6. **Infrastructural Facilities:** The campus has sixteen washrooms for girls and boys, with sanitary napkin vending and disposal machines in girls' facilities. Both genders enjoy secure, well-maintained hostel accommodations.

7. **Sports Facility:** Good sports facilities *can truly expand opportunities, impact the on-campus culture, and encourage healthy habits on* a college campus. Therefore, we have provided various indoor and outdoor sports facilities to students in the Yoga Hall, including various games such as Boxing and Fencing. Outdoor facilities include Baseball ground, Volleyball ground, Basketball court, Korfball ground, Kabaddi ground, Softball ground, and the running track. The training is also made available to girls.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**
6. **Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**

- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Tuljaram Chaturchand College has implemented a comprehensive waste management system focused on reduction, reuse, and recycling of waste. Effective waste management is crucial for environmental sustainability and community health. Students are actively involved, and waste management is integrated into the academic curriculum.

Below is an overview of how the institution handles various types of wastes.

1. **Solid Waste Management:**

The college has an efficient system for segregating, collecting, transporting, treating, and disposing of solid waste. Departments segregate waste into wet, dry, and solid categories, encouraging recycling. The waste is collected and disposed of under an agreement with the local municipality to ensure proper waste management. Awareness campaigns and composting initiatives promoted waste reduction. Degradable organic waste is composted in the vermicomposting plant to produce manure. Biodegradable waste is used for biogas production, while non-biodegradable materials such as plastic and paper are sent for recycling through collaborations and MoUs with various organizations. Sanitary napkins are incinerated for safe disposal.

1. **Liquid Waste Management:**

Each department has designated collection points or drains for liquid waste that is segregated based on its type. Liquid waste from departments like Chemistry, Microbiology, Botany, and Zoology etc. is treated in a centralized effluent treatment plant. The treated water is reused for gardening, reducing dependence on municipal water sources. The campus sewage water is connected to the municipal sewage system through an effective drainage system.The liquid waste management system is regularly monitored to ensure compliance with environmental standards.

1. **Biomedical Waste Management:**

The Microbiology department follows strict protocols for managing biomedical waste, including sterilization to reduce its impact on health and environment. Biomedical waste is transported to local municipality for disposal, with proper records maintained to ensure accountability.

1. **E-Waste Management:**

The college has partnerships with authorized recyclers to manage electronic waste. Collection points are available where students and staff can dispose of old electronic devices for recycling. Awareness programs are conducted to educate the community about responsible e-waste disposal. The Retail Management department runs e-waste collection initiatives in collaboration with Croma, focusing on promoting responsible disposal practices and contributing to circular economy. The institution also

promotes refurbishment and reuse of electronic devices whenever feasible.

1. **Hazardous Chemicals and Radioactive Waste Management:**

The institution ensures safe storage, use, and disposal of hazardous chemicals such as concentrated acids in laboratories. No radioactive waste is generated on campus, eliminating the need for specialized waste management systems.

1. **Waste Recycling System:**

The college has a well-structured waste recycling system focused on the efficient segregation, collection, processing, and reuse of recyclable materials. It has on-campus recycling units, including an ETP plant, a biogas plant, and a composting plant.

7) Waste management awareness through activities:

Conducted various activities to creating awareness about waste management.

Overall, the waste management system underscores its commitment to environmental sustainability. By implementing measures to reduce, reuse, and recycle, the college sets a positive example for its students and community, contributing to a cleaner and more sustainable environment.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[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](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The concept of a "Green Campus Initiative" pertains to a sustainability-centered movement found within educational institutions. These initiatives aim to foster environmental responsibility among students and staff while also benefiting the environment. The college is committed to developing eco-friendly practices by using optimal resources, waste management, and water conservation. Emphasis is put on maximum use of green energy sources to maintain a pollution-free campus. The college campus spans over 38 acres, of which 11.3 acres are under canopy, with around 713 plants of 73 different varieties. The college has significant open areas and buildings.

The college promotes green campus initiatives through a comprehensive Green Campus Policy and a dedicated Green Campus Committee. This committee is responsible for overseeing and implementing sustainable practices on campus. Regular meetings are held to review progress and ensure that the objectives of the Green Campus Policy are being met.

The green campus initiatives taken by the college are as follows:

1. **Restricted entry for vehicles:** The campus offers ample covered parking for staff and students' vehicles. To ensure safety and convenience, vehicles are allowed from the main entry gate to the parking area only and no vehicles are allowed to enter from the restriction point. Security personnel are deployed at no entry point for vehicles.

2. Use of Bicycles / Battery powered vehicles: The institute promotes the use of bicycles and e-vehicles by students and staff. A separate parking is provided of bicycles and e-bikes.

3. No vehicle day: The college organizes "No vehicle day" on 3rd Wednesday of every month to promote a massage of environment protection.

4. Pedestrian Friendly Pathways: Internal roads are well maintained. Staff and students can walk comfortably on the pedestrian-friendly pathways.

5. Ban on Use of Plastic: The college strives to keep the campus plastic-free for which, bins are installed at key places on the campus.

6. Landscaping: Landscape of the college is a vital part of the campus, providing ambience for study, play, outdoor events, relaxation and aesthetic appreciation. Green campus landscapes also manage runoff, help recharge groundwater, and clean and cool the air on campus. The landscape of trees and plants provide the 12000+ students and staff with clean and cool air and soothing environment.

7. Kavivarya Moropant Botanical Garden: College has a well maintained and spacious Botanical garden which has separate sections like Medicinal Plants, Cactus Plants, Butterfly Garden, Bonsai Plants, Fernery and Nursery.

8. Green Auditing: Green audit of the college is conducted every year by local green audit committee.

9. **QR codes to trees:** The College has done digitization of information of plant species with the help of QR code.

10. Offering Samplings to guests instead bouquet: Instead of Bouquets, visiting guests are offered plant saplings for felicitation.

11. Incorporation in syllabi: While designing the curriculum of various programs special attention is given to include environmental issues. Environmental awareness course is compulsory for second year graduation students.

12. Green Campus activities: College organized different activities for green initiatives on the campus

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The college pays highest attention in providing the requisite facilities and creating an environment of inclusive education for differently abled students in accordance with UGC guidelines. The college is committed to create safe and inclusive space for *divyangjan* and provides environmental accommodations for students with disabilities. The college campus is barrier free and accessible for

persons with differently able. Lifts, ramps, are provided on the campus for divyangjan students to easily access the classrooms, laboratories, washrooms, upper floors of building, library, play ground, canteen, hostel mess etc. The rest rooms for boys and girls are specifically located on the ground floor with special toilets/bathrooms.

Divyangjan-Friendly and Barrier-Free Facilities:

a) Ramps and Lifts for easy access to classrooms and centers:

The ramps with grip bars are available at all the main blocks of the college such as Main building, Library, Administrative building, Prerna Bhavan, Vocational building, Cafeteria, Hostels, and Mess. The college administration is sensitive towards the divyangjan students. Therefore, lift facility is provided to *divyangjans* for easy access to classrooms and upper floors of the college building. There are three lifts available on the campus to minimize the difficulties of *divyangjan*s in accessing the upper floors.

 b) Disabled- friendly washrooms: Separate disabled-friendly toilets and washrooms are located on the ground floors of college buildings which are regularly cleaned and maintained hygienic. The washrooms are specifically constructed to suit convenience of disabled people. These washrooms are installed with low heights toilet seats and grab bars for easy access.

c) Signage including light and display board: Directional signage, safety signage, branding and vision-mission signage are installed throughout the campus which can be easily interpreted by *divyangjan* to navigate the campus easily and independently. The pathways are broad and pedestrian friendly with sufficient light during night.

d) Scribes: Adhering to the norms of the UGC, the students who require the assistance in the examination are allowed to take the help of scribe after due permission from Controller of Examination.

e) Extra time and seating arrangement: As per the university norms, separate seating arrangement on the ground floor and extra time is given to the disabled students during examination.

f) Human Assistance: Human assistance is provided to *divyangjan* by teaching and non-teaching staff for classroom seating and mobility across the college campus. Nearest and easy access seats are given on priority to the *divyangjan* in classrooms. Human assistance is also provided while doing their regular practical in science wing.

g) Assistive Technology: Braille in the Library: In an effort to make the library more inclusive, our college has establised a Braille section where books and journals in Braille and audio formats have been made availabe for the benefit of visually challenged students.

h) Awards and Felicitation: Differently abled students and staff are felicited on their achievements. Prof. P.D.Wadgaonkar award has been given to meritorious student during the annual prize distribution programme.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Tuljaram Chaturchand College is recognized as a leading educational institution, contributing significantly to the holistic development of students so that they can make positive contributions to society. Courses focusing on the cultural diversity and philosophy are designed and offered to students. Students are the promoters of social harmony and cultural diversity of a nation. The various curricular and extra-curricular activities organized in college for the students in pursuance of exposing them to diverse perspectives which ultimately enable them to bring out an evolution of culture while preserving its essential values and traditions.

The college puts maximum efforts in promoting the activities useful in nation building by constantly motivating the youth and inculcating moral values, as well as creating a conducive environment for ethical, cultural, and spiritual values among the students and staff. **The college organized the cultural and regional festivals,** like *IQAC Youth Festival, Inter-college Youth Festival Swarrang, Kavya Mahfil, Teacher's Day*, *Orientation* and *Farewell* Programs, *Induction Programs*, *Plantation*, *Women's Day*, *Science Day*, *Yoga Day*, etc. Motivational lectures of eminent persons are arranged for all-round development of students and to make them responsible citizens following the national **values of social and communal harmony** and national integration.

Marathi Bhasha Gaurav Din, Hindi Din and *Sanskrit Din* are celebrated by the respective language departments for preservation and promotion of **linguistic diversity.** Language enhancement clubs like *Book Lovers' Club, Asmita Bhittipatrika, Film Club* and *English Language and Literary Association* promote the linguistic diversity. Various courses like Communication Skills in English Marathi, Hindi, Sanskrit and German etc. were introduced to strengthen these languages.

The **cultural proficiency** department of the college is fully active and cultivates the talent and skills of students in liberal arts. The *College* has carved a niche for itself by snatching prestigious *Purushottam Karandak,* an inter-collegiate *One-Act Play Competition* in Maharashtra in 2022. The college has also won first prize in *National Youth Cultural Exchange Program* 2023-24. The college has National and International **Socio-cultural Exchange Programs** with different institutions.

Students from diverse backgrounds participated in cultural programs, showcasing regional folk songs and dances. The institute fostered inclusivity in Baramati and in adjacent area enhancing education, economic upliftment, and communal harmony. Through NSS and NCC, the college raised environmental and ethical awareness, tested drinking water quality, and built sports infrastructure. Since 2017, college has hosted total five All India Inter University Tournaments. Field studies and tours expose students to

varied cultures. Workshops promoted gender equality, environmental and health awareness. Courses integrated modern education with traditional knowledge, like *yoga* and *Sanskrit*, while **emphasizing regional folk arts**. The skill development courses were designed to support the under privileged students and promised the sexual security rights.

Through the *Earn* and *Learn* scheme the college provided the **financially support** to economically backward students. Also, departments were engaged in various extension programmes. The college established an equal opportunity center for inclusive development of various disadvantaged groups.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The college introduced two-credit courses of Human Rights, Cyber Security, Indian Constitution, Environmental Science, and Democracy Election and Governance for UG and PG students, highlighting the importance of human rights and value education. The syllabi include topics on human values and rights. Various activities like seminars and workshops were organized to promote these Constitutional obligations. The institution prioritizes the integration of high-quality practices and human values in both curricular and co-curricular spheres. In the academic year from 2019 to 2024, many students and teachers actively participated in the Education of Universal Human Values workshop at *Baha'i* Academy, Panchgani, which led to a deeper understanding of human values.

Sensitization Activities by Departments: Political Science department hosted a guest lecture on "India: Mother of Democracy" to explore India's democratic foundations on November 26 every year. Moreover, the Physics department organized a "**Value Education lecture series**" for UG students to deepen their understanding of human values. Defence Studies department celebrates *Indian Army Day* and *Kargil Vijay Diwas*. Also organized International Webinar on Crisis of Security Challenges: A Global Concern. Department of Business Administration provides opportunities for students to practice and uphold human values ??through Community Work Projects.

Electoral Literacy Club: - Established to prepare voter ID cards and to creating voting awareness. 25th January is annually observed as National Voter Day by the Department of Political Science to create

voting awareness.

National Minority Day: - 18th December is observed to promote the rights of minorities. Students have bagged the first position at the state and second position at the national level in the Youth Parliament Competition. Due to this, students have become aware of their rights and duties.

Seminars & workshop: National Webinar on Minority Voices was organized by the department of English. National and International Webinars on 'Indian Democracy since Independence' and 'Interdisciplinary Analysis of Post Covid World Order System' were organized by the Department of Political Science respectively.

Moreover, a workshop was organized by Department of Political Science on Leadership and Effective College Administration for non-teaching staff to enhance efficiency of the non-teaching staff.

Guest lectures: Expert lectures organized on the topic of 'Majoritarianism in Democracy' and 'Critical Thinking in Humanities' under the Social Science Lecture Series.

Health &Right: A health checkup camp was organized for the faculty, non-teaching staff and students of the college.

National Consumer's Day' is celebrated on 24th December by the department of Food Technology. '**Blood Donation Camp'** is regularly organized by the National Service Scheme and various activities for cleanliness and environment conservation are implemented. Voting Awareness and Voting Literacy Campaign was conducted through Street plays for Voting Awareness through National service scheme along with the Road Safety and awareness Street plays. **Indian Independence Day and National Republic Day** are celebrated every year. **The alumni** of the college contributed generously thus reinstating the fact that the college has been successful in nurturing a strong value system and raising responsible citizens.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE: I

Title of the Practice: **Green Initiatives**

I) Objectives of the Practice

1. To provide ample opportunities to the students and other stake holders of the college to actively participate in environmental protection initiatives.
2. To work with students, faculty and support staff to foster a culture of self-sustainability and make the entire campus environment- friendly.
3. To implement a comprehensive waste management system

4. To reduce water footprint and enhance water quality and biodiversity in the campus.
5. To protect and nurture the flora and fauna in and outside the campus.
6. To plant rare and medicinal plants.
7. To celebrate important environment days
8. To arrange seminars, workshops, and expert lectures focusing on environmental issues.

II) The Context:

A Green Initiative is a strategy that integrates environmental-friendly practices and education to promote sustainable and eco-friendly practices. The green initiative concept empowers institution to create an eco-friendly culture and develop sustainable solutions to meet the environmental, social, and economic needs of society. National Education Policy (NEP) 2020 emphasizes on incorporating environmental education into the curriculum to promote awareness and sensitivity towards conservation and sustainable development. Tuljaram Chaturchand College is actively engaged in creating awareness and promoting environmental conservation through its best practice of Green Initiatives.

III) The Practice:

Along with the degree, good education inculcates among students about environment. Apart from imparting career-oriented quality education, the college believes in creating an awareness about environment through various initiatives. The college is actively involved in the following practices related to green initiatives:

1. Energy Conservation
2. Water Conservation
3. Waste Management
4. *KavivaryaMoropant Botanical* Garden
5. Greenery and Landscaping
6. Tree census with QR code
7. Tree Plantation Drive
8. Plastic-free Campaign
9. Celebrating important environment days
10. Giving Plant Saplings to Guest and Visitors
11. Workshops and Guest lectures on green initiatives

IV) Evidence of success

The College received *Ideal Environment Protection Best Green Campus National Excellence Award 2022* and ISO 14001:2015 *Green Education Campus Certification* 2022. These recognitions serve as a validation for the effectiveness of the best practices implemented by our institution. Through proper planning and execution, the college has conducted various activities in the last five years with an aim to make the campus green and preserve our environment in a sustainable manner. Activities like tree plantation, plastic free campaign in the college and other places helped in making the area green and clean. The *E-waste collection drive* has become quite successful as there is a constant increase in the collection of e-waste. Celebration of days like, *Environment Day, Ozone Day, Forest Day, Sparrow Day,* and *World Food Day* created awareness among the students about environment conservation. Various workshops like *Organic Farming, Argo-Tourism, Eco-Friendly Ganesh Idol Making, Apiculture, Assembling Solar Study Lamp,* and *Rainwater Harvesting* helped the students in getting firsthand

experience of ecological development.

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BEST PRACTICE: II

Title of the Practice: Women Empowerment

I) Objectives of the Practice:

1. To educate and provide ample opportunities to girls in curricular and extracurricular activities.

2. To give equal opportunities to girls in various committees/clubs/cells/student councils/academic

    bodies of the college.

3. To instill respect for women and understanding the value of women's empowerment.

4. Providing counseling on health, gender equality, and safety awareness to girl, teachers s and

    women staff of the college.

    1. To extend financial help to the needy girls
    2. To persuade society to preserve gender equality and save the girl child.
    3. To establish a free and healthy environment for ladies on campus.

II) The Context:

Providing quality education and maintaining gender equity are necessary tools for the sustainable development of a country. Regrettably, less girls and women get an opportunity to pursue education as compared to male students. It is the prime function of every educational institution to contribute to the welfare and the betterment of a society. Empowering women through education is a key for upliftment of a society. An educational institute can contribute to the sustainable development of the society by equipping girl students with more skills and knowledge. Increasing women's access to education frees them from many restrictive social norms, such as domestic and sexual harassment, dowry, early marriage, and unwanted pregnancies. To raise the position and dignity of women, the college has been en gaging in a variety of campaigns for women's empowerment. There are many programs conducted by the college for health and safety of women.

III) The Practice

Women Empowerment is one of the principal activities carried out with an aim to help girl students to

accomplish important goals in their career. The college strives to empower girl students and faculty. The college engages in enhance their understanding of issues related to women and to make the college campus a safe place for girls and women. To address the practical issues related to the welfare and equal opportunities for women faculty, staff and students, the college has constituted *Women Empowerment Cell*. The Cell seeks to develop a gender-sensitive community on campus as well as in the larger community.

Through this cell, the college has organized various activities on gender equality, leadership and women empowerment, health, etc. Guest lectures, workshops and group discussions have been arranged to motivate the girl students.

IV) Evidence of Success

The programs organized for women upliftment resulted in the following:

1. Women teachers and non teaching staff received award of Best Innovative Teacher, Best Non Teaching Employee from SPPU and Savitribai Phule National Excellence Award, New Delhi.
2. Ms. Mayuri Shevate participated at Annual NCC Republic Day Camp 2023, New Delhi. NSS students, Ms. Kaveri Sutar participated at State Republic Day parade camp 2023, Mumbai. Ms. Trupti Jadhav participated at Utkarsh-2022: State Level Cultural Competition.
3. Programs on gender sensitization, physical wellbeing, women safety workshops etc. help in the overall development of the necessary personal, social, and professional skills of girl students.
4. Increase in the awareness of health-related issues and their remedies among the girl students.
5. Sharp increase in the girls' participation in sports and cultural activities of the college.

Detailed information:

https://www.tccollege.org/wp-content/uploads/IQAC2/7Criteria/7.2.1/7.2.1%20Best%20Practices%20Index%20.pdf

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:

Institutional Distinctiveness

Entrepreneurship education is crucial in India, equipping students with skills that benefit various aspects of their lives and fostering a proactive, innovative mindset. This preparation enables them to contribute effectively to the economy and society. Universities and Colleges are increasingly focusing on

promoting self-employment and the creation of small and medium enterprises.

College has made significant strides by establishing the Entrepreneurship Development Cell (EDC) in 2018-19 and the Innovation and Incubation Cell in 2019-20, both supported by the Ministry of Human Resource Development.

. With the college's transition to an autonomous institution in the 2019-2020, the curriculum was updated to a credit-based system, enhancing learning through internships, dissertations, and skill-based courses, adapting to new educational requirements.

Institutional distinctiveness refers to the unique characteristics, strengths, and qualities that set the college apart from others. The institution offers a wide variety of undergraduate and post graduate academic programs in the faculty of arts, science and commerce. Mainly, it includes total **64 Programs** in the disciplines of Arts, Science and Commerce. Total Students strength for the last 5 years is 31,581.

To boost the entrepreneurship development culture among students the following major initiatives have been taken by the institute:

Entrepreneurship Development Cell:

Activities conducted under ED cell prominently focused on empowering entrepreneurship development skills and job skills among students. The cell was established in 2018-19 under the Ministry of Human Resource Development (MHRD), Government of India. Since its inception, the cell has facilitated numerous skill development activities for students across various disciplines.

Each department within the institution organized activities aligned with their curriculum and aimed at fostering entrepreneurship. These activities provided students with practical skills beyond their academic knowledge. The college provide funds to these initiatives and allocated approximately Rs. 39,39, 236/- between the years 2019 to 2023 for various skill development programs under the ED cell.

Innovation and Incubation cell:

To foster student entrepreneurship, the college set up an Innovation and Incubation Cell with local industry experts and faculty, conducting various activities over the past two years.

Business Fair: The Business Fair, a key annual event of the cell, allows the students to showcase their products. The fair also featured management games and food stalls. Industry experts, bankers, offered valuable networking and guidance to student startups through connected industry mentors.

Entrepreneurship Competitions: College organized different entrepreneurship and startup competitions to showcase student their talent and encourage innovation. It included

- Startup New Venture Competition.
- Business Logo Design Competition.
- Avishkar Competition.

Idea Bank: An idea bank is a repository designed to collect, store, and manage creative ideas or concepts

related to business startups of students. Students are encouraged for ideation to start up.

Industry Connection: The college has a very good connection with local industries and industry experts. It generated networks to provide real-world insights, internship opportunities, and potential funding sources for student ventures. The industry connection is established with the help of MoUs. College signed the total **85MoU**s with different departments. Under these MoUs various activities were conducted to enhance the entrepreneurship skills of the students.

Industrial Mentor - Mentee Activities: As a part of Innovation and Incubation cell, total 15 industry experts are connected to the cell as a mentor. These members gave guidelines to students related to their business development. Some members are actively engaged in business development activities of students. Mentors conducted the sessions to other colleges regarding development of incubation cell

Institution's Innovation Council [IIC]: Institution's Innovation Council (IIC) program is an initiative of Ministry of Education (MoE) through MoE's Innovation Cell (MIC) in collaboration with AICTE for Higher Educational Institutions (HEIs) to foster the culture of innovation and start-up ecosystem in education institutions.

IICs' role is to engage large number of faculty, students and staff in various innovations and entrepreneurship related activities such as ideation, problem solving, design thinking, IPR and preparation of detailed project reports etc. For this purpose innovation and entrepreneurship ecosystem gets established in HEIs.

The institute conducted various activities & arranged lectures to accelerating innovative ideas, knowledge transfer and practical applications. Students participated in activities and competitions, converting theory into practice. To foster collaborative learning and to inculcate a healthy competition amongst the innovators, the institute guided students to develop prototypes and supported participation in Business Fair and Business *Katta*.

The institute motivated students to submit innovative research ideas and invited experts from relevant fields to conduct sessions. The institute organised various sessions: on Incubation Cell, on Intellectual Property Rights, Entrepreneurship, and Business Katta activities as well as Business Fair and *Avishkar* Research Project Competition.

These activities created a comprehensive ecosystem supporting entrepreneurial ideas and skills among budding innovators. It also assisted in developing innovative products and supports technology transfer and our students also participated at state and national level events.

Contribution to Regional Development: Colleges with active incubation cells contributed to the economic development of their region by fostering a startup ecosystem. Successful startups may create job opportunities, attract investment, and contribute to local innovation clusters, thereby positioning the college as a key player in the regional entrepreneurship ecosystem. Some prominent alumni entrepreneurs of the college have well established their business firms in the local area ranging sectors like Glossary Malls, two and four-wheeler show-rooms, textile shops, hotels, etc. These activities contributed in the regional development.

To conclude, theInnovation and Incubation Cell boosted the college's distinctiveness by supporting student entrepreneurship, offering resources, promoting innovation and contributing to regional development.

The college is also involved in research and development activities prominently to promote research culture among the students and teachers. College has undertaken student research projects by providing essential funds to conduct research. To foster the research and innovation culture, college established 11 research centers. As a part of innovation college has established patent cell, which provides the financial support to file patent as well as organize different workshops to promote the culture of innovation.

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

5. CONCLUSION

Additional Information :

Tuljaram Chaturchand College boasts a visionary and supportive management committed to educational excellence, reflected in its Empowered Autonomous Status and recognition as a College with Potential for Excellence. The college has been awarded schemes such as DST-FIST, DBT-STAR, and UGC PARAMARSH, and has successfully implemented RUSA 1.0, a Government of India initiative.

The institution offers robust physical and digital infrastructure, complemented by an eco-friendly campus with several green initiatives. It has received accolades, including the Best College and Best Principal awards from Savitribai Phule Pune University (SPPU), as well as numerous individual recognitions such as the Best NSS Coordinator and Yuva Gaurav awards.

In alignment with the National Education Policy (NEP) 2020, the college fosters a strong research culture, securing patents and ISO certification. It has organized national sports events, with students participating in both national and international competitions. The college holds a Two-Star status from the Institution's Innovation Council.

The institution promotes in-house software development for various operations and has established MOUs with industries and academic institutes nationally and internationally. Hostel facilities are available for both boys and girls, ensuring a supportive environment for student growth and development.

Concluding Remarks :

Tuljaram Chaturchand College emphasizes inclusive governance, strong leadership, and transparent management to ensure quality education and operations. With achievements like 'Empowered Autonomous College Status' and a collaborative decision-making process, the college aligns its activities with its vision and mission.

The college features well-equipped labs, smart classrooms, and an experienced dedicated faculty. The teaching-learning process adheres to the academic calendar, while examinations follow a continuous evaluation system. The institution promotes research through 11 Ph.D. research centers.

The campus spans 38 acres and includes advanced physical infrastructure such as ICT classrooms, research labs, auditoriums, hostels, and accessible amenities. The library offers over one lakh resources and IT services, with a focus on automation and online learning. The college also prioritizes environmental sustainability, conducting audits and activities promoting green practices.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 3126 Answer after DVV Verification: 3126 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 6747 Answer after DVV Verification: 3758 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>2415</td><td>2320</td><td>3090</td><td>3028</td><td>3033</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>2410</td><td>2316</td><td>3080</td><td>3028</td><td>2905</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>3444</td><td>3364</td><td>3661</td><td>3340</td><td>3316</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>3460</td><td>3372</td><td>3539</td><td>3416</td><td>3348</td></tr></table> Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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

2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
727	678	685	688	682

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1856	1776	2514	2481	2374

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:

2023-24	2022-23	2021-22	2020-21	2019-20
839	785	785	785	780

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2907	2833	2973	2870	2792

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**
Answer before DVV Verification : 1757
Answer after DVV Verification: 1703

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.5.2	**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

2.5.2.1. **Number of complaints/grievances about evaluation year wise during last five years**
Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
39	63	32	37	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
39	63	32	37	0

2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5155	5515	6656	5052	3336

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5110	5515	6607	5052	3279

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.6.2	**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

2.6.2.1. **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**
Answer before DVV Verification : 1846
Answer after DVV Verification: 1803

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

3.1.2	**The institution provides seed money to its teachers for research**

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20.55	13.97	9.98	7.407	4.46

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21.55	0	0	0	0

Remark : As per the supporting documents provided by HEI, based on that DVV input is

	recommended.
3.2.3	**Percentage of teachers recognised as research guides as in the latest completed academic year** 3.2.3.1. **Number of teachers recognised as research guides as in the latest completed academic year:** Answer before DVV Verification : 59 Answer after DVV Verification: 35 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.4.2	**Number of candidates registered for Ph.D per teacher during the last five years** 3.4.2.1. **Number of candidates registered for Ph.D during the last 5 years:** Answer before DVV Verification : 129 Answer after DVV Verification: 84 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 169 Answer after DVV Verification: 106 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 357 Answer after DVV Verification: 289 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.5.1	**Revenue generated from consultancy and corporate training during the last five years** 3.5.1.1. **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47.10	11.82	6.55	0.83	34.34

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
46.11	9.74	5.22	0.83	34.05

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44	19	7	6	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
40	16	06	06	10

Remark : As per the clarification received from the HEI, Excluding day celebration and awareness programs on generic themes, Thus DVV Input is recommended.

3.7.1 — **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 :26
Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

4.4.1 — **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
333.15	356.43	162.01	138.22	175.21

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5.06	34.83	35.88	55.53	25.97

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3499	3517	4579	4255	3965

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3457	3517	4579	4255	3965

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

5.2.1.1. **Number of outgoing students placed and progressed to higher education during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1347	1532	1726	1787	1378

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1338	1530	1677	1721	1378

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

5.2.2	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years** **(eg: NET/SLET/ Civil Services/State government examinations etc.)** 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	61	45	16	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	56	37	15	10

Remark : As per the revised data clarification received by the HE, Thus DVV Input is recommended.

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years** 6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
85	97	26	56	46

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
85	95	26	56	46

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions

1.1	**Number of students on rolls year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5309	6051	7173	7023	6025

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5280	6001	7106	6965	5945

1.2	**Number of final year outgoing students year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2026	2008	1991	2005	1418

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1981	1989	1967	2005	1418

2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
763.09	737.4	619.36	740.13	659.69

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1181.48	1087.65	981.86	1169.34	1043.45