



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VIDYA PRATISHTHAN'S SUPE ARTS, SCIENCE AND
COMMERCE COLLEGE SUPE, TAL. BARAMATI**

**VIDYA PRATISHTHANS SUPE ARTS, SCIENCE AND COMMERCE COLLEGE
SUPE, TAL. BARAMATI DIST. PUNE**

412204

www.vpsasc.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Vidya Pratishthan Trust owes its vision to the insight of its founder, Padma Vibhushan Shri. Sharadchandraji Pawar, veteran parliamentarian and Maharashtra's foremost Statesman. The Trust was founded with the paramount aim of delivering world class education to the rural masses.

Vidya Pratishthan's Supe Arts, Science and Commerce College, established in 2016 in the barren outback of Supe, Tahsil Baramati, has been transformed into a premier destination for higher education in Maharashtra, thanks largely to the farsightedness of the founder, the astuteness of the management council and the loyalty and hard work of the staff.

The trust has aim of providing quality education to the children of farmers and laborers of the region, to give them the self-confidence and dignity that only education can give to a person, to make students self-reliant and to transform them as responsible citizens of the country. The College is dedicated to prepare Indian youth to face the challenges of highly competitive world.

The college is affiliated to Savitribai Phule Pune University, offering various courses in different streams. The college provide different undergraduate courses like B.A, B.Com, BSc, BSc (Computer Science), BBA-IB, and Master Courses like MSc in Organic And Inorganic Chemistry, M.A in Geography and Economics and M.Com. . So, it is considered as a multi-faculty college. The college is always proving excellence through comparable academic performs

Vision

To deliver high-quality education with a dedication to excellence through student centered initiatives, activities, and learning services at college level with excellent infrastructure and technological facilities where students can successfully complete their academic goals while upholding institutional standards.

Mission

Vidya Pratishthan's Supe Arts, Commerce and Science College Supe is a socially conscious educational institute run by Vidya Pratishthan with the motto "where education is a way of life" In addition, we are committed to empowering students from society to become successful, sensitive, and highly valued citizens of our nation by providing them world-class academic and technical education

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Leadership is dynamic and management is participative.
- The college has a team of well-qualified, dedicated and committed teachers.

- Active NSS wings. Students have been regularly participating in university, state and national level camps.
- The classrooms are well-equipped with learning resources.
- Earn and Learn Scheme for economically backward students.
- The campus and classrooms are under CCTV surveillance.
- Strong and well-acclaimed extension activities.
- Registered Alumni Association.

Institutional Weakness

- Less Travelling Facilities available
- College is running on a Non-grant basis.
- The students are from rural background so they are very weak in English.
- Due to affiliated College, rigid curriculum framework and limitations on the revision of syllabus as per the demand of various industries.
- Less research facilities.

Institutional Opportunity

- To increase the participation of students in sports at national and international level.
- To strengthen student-centric activities by increasing academic and research collaborations with institutes and industries through MOUs and linkages.
- We can enhance students' employability by introducing more add-on, professional courses and career-oriented programmes.
- To organize self-employment and entrepreneurship training camps and programs for students.
- To organize university, state, national and international level workshops, seminars and conferences on various subjects and current topics.
- To initiate and develop a women's study center and organize gender sensitization programs.

Institutional Challenge

- Improvement of students' language competence and communication skills in English to match the rural students with global challenges.
- To establish collaboration with reputed industries, entrepreneurs and academic institutions.
- To promote faculty for quality research work and to provide funding for student's research projects due to lack of financial provision.
- To maintain the balance between traditional courses and professional skill development courses.
- Students from economically poor backgrounds opt to earn by doing some unskilled work by which they are distracted from their studies and career.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Savitribai Phule Pune University and follows its prescribed curriculum. The College offers 5 UG and 4 PG and one diploma program. The Academic flexibility in the curriculum is exhibited through Choice Based Credit System introduced in 2019 for all UG and PG programs.

Every academic session starts with the allocation of subjects and workload to the faculty members. The subject of all faculty allotted by the HOD in consultation with the Principal. Students of some programs like BA, B. Com, BSc. BBA-IB, MA (Economics), MA (Geography), MSc (Organic & Inorganic Chemistry) & MCom have the liberty to choose optional subjects. Interdisciplinary mobility is provided to the students as Science & Arts students of HSC level are allowed to take admission in commerce and management courses like BBA-IB. Similarly, commerce students are permitted to take admission in BA and BBA-IB. Choice-Based Credit System has been adopted for undergraduate and Post-Graduate courses. Important topics like Environment Awareness, Human Rights, Cyber security, and the Indian constitution are also incorporated into the curriculum. The curriculum is enhanced and enriched through experiential learning opportunities, such as field trips, study tours, industrial visits, and project-based learning. These activities are meticulously organized to provide students with hands-on experience and practical knowledge of the concepts taught in the classroom. During these five years, the college has organized communication and soft skills development programs for students by inviting experts of the field off and on.

At the end of each academic year, the institution employs a well-organized feedback system to gather input on the curriculum from students, alumni, teachers, and employers. We carefully analyze the feedback received and take appropriate measures to enhance the teaching and learning process, including making necessary arrangements and acquiring resources. This practice has proven to be highly effective in maintaining and elevating teaching quality standards.

Teaching-learning and Evaluation

The college strictly adheres to the government and affiliating university's admission policies during the admission process, taking all possible measures to guarantee objectivity and transparency. The average enrolment percentage of the programs is 46.61% during the last five years. The teaching-learning and evaluation processes are pre-planned and executed in accordance with the academic calendar and examination schedule. Teachers categorize students as advanced or slow learners through various evaluation methods such as interaction and discussion with students, unit tests, and assignments. Slow learners are given extra coaching and additional lectures as needed, while advanced learners are provided with intensive coaching and supplementary reading materials and also encourage to give seminars and presentations. Our institution has its own internal evaluation system, including regular unit tests and Internal exams, to prepare our students for university examinations.

The college provides tutorials, certificate courses, extra coaching, and skill development programs, career guidance, and student support programs. Our teaching approach prioritizes student-centered, experiential, and participative learning, with opportunities for field trips, internships, industrial visits, activities, exhibitions, discussions, debates, presentations, role play/street plays, subject-oriented quizzes, case studies, seminar presentations, ICT-enabled teaching and e-resources. All teachers are trained to develop e-content and use ICT tools for teaching-learning and have effectively utilized these tools to deliver the curriculum online through platforms such as Zoom, google meet, etc.

The College Examination Officer monitors and adopt the reforms in Continuous Internal Evaluation system. The college displays Program Outcomes (POs) and Course Outcomes (COs) on its website and communicates

them to students through faculty. We evaluate the attainment of learning outcomes using both direct and indirect methods and take necessary steps to enhance the quality standards of student performance.

Research, Innovations and Extension

Institute has a Research and development (R & D) committee which plays a crucial role of promoting research and development within the Institute. The Faculty strives for research paper publications in peer-reviewed journals. A total of 16 research publications have been made by the faculty in reputed national and international journals during the last five years. At present, one staff is the Ph.D. holder and 10 staff are registered for PhD program. The college has well established a computer lab with 30 computers. Various extension and outreach Programmes were conducted by the institution through NSS, Swachh Bharat, AIDS awareness, Gender issues, etc. for sensitizing students to social issues, for their holistic development.

The college has a dedicated Innovation and Start-up cell, its vision is to make every student and/or employee of the college enterprising. The college also encourages students for startup ventures. All the departments of the Institute have always remained enthusiastic to arrange training programs, workshops, expert lectures to help the faculty and students to upgrade their knowledge. The Institute encourages and supports the students and faculty to participate in various national and international events. The college has 21 functional MoUs with reputed institutions for student training and internship programs. All the faculty members are motivated and promoted for research attitude through Research Extension Activities.

Infrastructure and Learning Resources

The College is well-equipped to facilitate the teaching and learning process. The basic infrastructure required for teaching-learning is available in all departments. It includes class rooms, laboratories, seminar halls, library and others. There are 24 classrooms (7 are ICT-enabled), 5 laboratories, 1 computer labs, 2 seminar halls. The campus is Wi-Fi enabled and classrooms are provided with smart boards which facilitate technology-enabled teaching and learning. The library has one reading hall and has various types of knowledge resources with 4040 number of text books, 330 reference books, number of e-resources. OPAC system has been fully operational for staff and students.

The College has adequate facilities for sports, games and cultural activities. The college has a well-maintained playground for practice and conduct of sports activities such as Cricket, Kho-Kho, and Kabaddi, etc. Safety and security of human resources and infrastructure are ensured through 24/7 CCTV surveillance. there has been no record of any ragging or sexual harassment cases. The Student computer ratio is 20:1. College has BSNL broadband internet connection with 100 MBPS speed. Internet connectivity is provided free of cost to staff, students and stakeholders and computers are connected with LAN facility.

Student Support and Progression

The college is dedicated to providing sustained support to students, ensuring their academic excellence. It is committed to offering quality education to students from all backgrounds, particularly those who may face academic challenges. To assist economically disadvantaged and deserving students, the college provides financial aid in the form of fee concessions, installment facilities, and fee waivers.

During the past five years, a total of 617 students have benefited from scholarships and grants provided by the government, as well as by non-governmental organizations and the college itself. The college offers various capacity enhancement programs, including guidance for competitive exams, career counseling, personal counseling, and training opportunities. It has established a transparent mechanism for addressing grievances, with a Grievance Redressal Cell where students can raise their concerns. The college maintains a ragging-free campus through the Anti-ragging Cell. Many of our students pursue higher studies, both within the college and at other renowned institutions.

The college has a centralized Training and Placement Cell, headed by a chairman and staffed with an Institute-level training and placement officer who collaborates with faculty coordinators from different departments. This cell ensures that students are equipped with the necessary skills for employability and assists them in choosing their desired career paths. The placement record of students has been satisfactory.

In addition to academic activities, extracurricular activities play a significant role in the college's environment. The NSS (National Service Scheme), Sports, and Cultural Committee organize a wide range of extracurricular activities. The college, as well as various departments, regularly arrange programs and invite guest speakers, which receive an enthusiastic response from the students. The NSS, Sports, and Cultural Committee provide a platform for students' holistic development, and our students actively participate and achieve recognition at both college and university levels. The alumni of the college play an active role in its development, with regular interaction, meetings, and participation in various programs. The college has an officially registered Alumni Association, and student representatives are involved in several college committees, including IQAC (Internal Quality Assurance Cell) and College Development Committee.

Governance, Leadership and Management

The college visualizes a democratic leadership and management approach, aiming to extend its reach to the most marginalized communities. The governance of the college is structured to promote efficiency, transparency, participatory management, and internal autonomy. To achieve this, the college adopts a democratic governance model by decentralizing responsibilities to different committees, cells, and wings. The perspective plan of the college focuses on improving the quality of services and offerings, exploring new areas of growth. The Institute has established several statutory and non-statutory committees such as, grievance redressal committee, anti-ragging committee, etc. that play a crucial role in various institutional functions. These committees are led by faculty members, with some also including student members. Collaborative efforts from various committees contribute to the smooth governance and effective functioning of the institution as a whole. The management of the Institute is dedicated to ensuring the provision of quality services to all stakeholders, including students, alumni, employees, employers, and the broader society.

The college's management provides freedom to the Principal, Head of Departments, and faculty members to drive progress and development in academic and administrative matters. The institution operates at various levels, including students, faculty, Heads of Departments, and the Principal, each playing a crucial role in the institution's functioning and growth. This decentralized approach empowers individuals at different levels to contribute their expertise and efforts towards the institution's advancement. The college has implemented e-governance systems for administration, finance, student admission and support, and examinations. Welfare provisions are also in place for the staff members. The institution encourages teachers to continuously update their knowledge and adopt learner-centric pedagogies. Financial assistance is provided to support their participation in conferences, workshops, seminars, and other professional development opportunities.

The Internal Quality Assurance Cell (IQAC) periodically reviews the teaching-learning process, evaluates the attainment of program outcomes and course outcomes, collects structured feedback, and conducts performance appraisals for teaching and non-teaching staff. The IQAC also conducts various audits, including academic and administrative audits, green audits, energy audits, and environmental audits. The IQAC plays a crucial role in monitoring and implementing measures to improve the overall quality of the institution.

Institutional Values and Best Practices

The conservation of nature and the well-being of society are vital values for the college, alongside the progress of the nation. To promote gender equality, the college has implemented a well-structured program. It also embraces innovation and best practices, such as the preparation of vermicomposting, virtual lab and historical place conservation. The college prioritizes safety and security, ensuring a conducive environment for students. The college is fully protected with 24-hour CCTV surveillance. The college has conducted a Green / Environment Audit and Energy Audit. The college's outreach programs instill a sense of commitment among students towards environmental conservation and actively contribute to the sustainable development of the local community.

The College organizes program for Gender Equity and Women Empowerment. To prevent ragging, the college has established an anti-ragging committee, and a sexual harassment cell addresses any related concerns. The college is committed to conserving natural resources and has identified strategies to promote sustainability. The college also organizes various programs to sensitize the students about environmental problems and issues. In honor of our national heroes, the college commemorates their birth and death anniversaries, acknowledging their contributions since the pre-independence era. Furthermore, the college celebrates important national days such as Independence Day, Republic Day, National Unity Day, National Science Day, Human Rights Day, and Indian Constitution Day. These celebrations aim to foster awareness and understanding among students about national identity, symbols, fundamental duties, and responsibilities. The college has implemented a code of conduct for both faculty and students, which is prominently displayed on the college website.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA PRATISHTHAN'S SUPE ARTS, SCIENCE AND COMMERCE COLLEGE SUPE, TAL. BARAMATI
Address	Vidya Pratishthans Supe Arts, Science and Commerce College Supe, Tal. Baramati Dist. Pune
City	Baramati
State	Maharashtra
Pin	412204
Website	www.vpsasc.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rahul Pratapsing Patil	02112-285037		-	
IQAC / CIQA coordinator	Amol Shantaram Bhosale	02112-2850371	9022153117	-	amolbhosale4141@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidya Pratishthans Supe Arts, Science and Commerce College Supe, Tal. Baramati Dist. Pune	Rural	10.9	3450.47

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	BSc,Science	36	HSC	English	360	68
UG	BSc,Science	36	HSC	English	360	49
UG	BSc,Science	36	HSC	English	360	15
UG	BSc,Science	36	HSC	English	160	23
UG	BCom,Commerce	36	HSC	Marathi,English + Marathi	360	175
UG	BBA,Commerce	36	HSC	English	160	30
UG	BA,Arts	36	HSC	Marathi	360	65
UG	BA,Arts	36	HSC	Marathi	360	70
UG	BA,Arts	36	HSC	Marathi	360	73
UG	BA,Arts	36	HSC	Marathi	360	58
UG	BA,Arts	36	HSC	Marathi	360	74
PG	MSc,Science	24	BSc Chemistry	English	24	39
PG	MSc,Science	24	BSc Chemistry	English	24	16
PG	MCom,Commerce	24	BCom	English	120	63
PG	MA,Arts	24	Graduate	English	120	13
PG	MA,Arts	24	Graduate	Marathi	120	11
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce	12	Graduate	English	160	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				31			
Recruited	0	0	0	0	0	0	0	0	18	13	0	31
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	9	0	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	13	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	221	0	0	0	221
	Female	218	0	0	0	218
	Others	0	0	0	0	0
PG	Male	79	0	0	0	79
	Female	66	0	0	0	66
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	2	0	0	0	2
	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	19	17	15	16
	Female	12	11	11	12
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	57	47	43	54
	Female	57	61	52	46
	Others	0	0	0	0
General	Male	199	146	153	179
	Female	189	159	156	158
	Others	0	0	0	0
Others	Male	41	25	34	38
	Female	38	32	22	24
	Others	0	0	0	0
Total		613	499	486	527

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> • The implementation of the New Education Policy highlights the importance of adopting a multidisciplinary structure in higher educational institutes. At our college, we have always been committed to embracing a multidisciplinary approach in both our curricular and co-curricular activities. As an affiliated institution of Savitribai Phule Pune University, Pune, we have implemented the 100% Choice-Based Credit System (CBCS) across our programs, providing students with maximum flexibility in choosing elective courses. • Our college is proud to be a multidisciplinary institution offering a wide range of programs such as B.A., B.Com., B.Sc., B.Sc. (Computer Science), B.B.A. (I.B), M.A.,
--	--

	<p>M.Com., and MSc. Recognizing the key principles of the national education policy, our faculty members have initiated discussions on fostering diversity in curriculum and pedagogy, integrating technological innovations in teaching and learning, promoting logical decision-making and innovation, and encouraging critical thinking and creativity. • We actively motivate all stakeholders within our institution to comprehend and implement the objectives outlined in the NEP 2020, ensuring a comprehensive understanding of its principles and their practical application.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The successful implementation of the Academic Bank of Credits (ABC) at our college depends on adhering to the guidelines provided by the affiliated university and the Department of Higher and Technical Education, Government of Maharashtra. The Savitribai Phule Pune University, Pune plays a crucial role in determining the strategic plan for implementing the new education policy in its affiliated colleges, in accordance with the guidelines set by the University Grants Commission (UGC). In the near future, as we receive detailed guidelines and implementation procedures from the University and UGC, our college will enable our students to benefit from academic mobility. This will allow them to pursue studies in their areas of interest, with the possibility of appropriate credit transfers, facilitating a smooth transition between institutions and promoting interdisciplinary learning opportunities.</p>
<p>3. Skill development:</p>	<ul style="list-style-type: none"> • The college is committed to providing students with comprehensive training through a variety of certificate courses and hands-on practical sessions. To ensure their overall development, the college offers soft skill development programs that cater to the enhancement of crucial interpersonal skills. In the science departments, hands-on training is provided through certificate courses, fostering experiential learning and practical knowledge acquisition. • Our focus is on cultivating skills that are essential for enhancing employability and nurturing entrepreneurial abilities among our students. Through a range of skill-based certificate courses, we facilitate skill-based learning and equip students with the necessary expertise for real-world applications. • Furthermore, the college conducts various programs each year aimed at improving language proficiency

	<p>among students. These initiatives are designed to enhance their communication skills and linguistic abilities, providing them with a well-rounded educational experience. • By incorporating these diverse training programs and courses, the college is dedicated to empowering students with the skills and knowledge necessary for their personal and professional growth.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> • To promote local languages, arts, and cultures, compulsory activities such as literary activities are included in the curriculum. Discussions and interactions in local languages are encouraged to foster a deeper understanding of new concepts. • The Indian knowledge system encompasses knowledge from ancient to modern India, providing a clear sense of India's future aspirations in education, health, and the environment. • Drawing from the ancient Indian theory of education, emphasis is placed on training the mind and developing critical thinking skills as essential components of knowledge acquisition. • The promotion of Indian arts and culture is highly valued, and integration of Indian arts into the main curriculum is emphasized. This integration not only fosters a strong sense of identity and aesthetic appreciation but also enhances creativity and cognitive skills among students. • The college celebrates various cultural programs, events, ceremonies, and festivals. The Marathi, and Hindi day were celebrated In college. For example, Marathi day on February 27th, Hindi day on September 14th, every year. • Elocution competitions are organized at the intercollegiate level under the Sujit Karandak. poetry recitation competitions are organized annually, focusing on various socio-cultural issues. • Bilingual teaching methods are employed to facilitate better understanding. The language laboratory is utilized to improve English pronunciation skills. Indian arts, culture, and traditions are taught within the history subject. • Many classrooms in the college are equipped with ICT resources, enabling effective curriculum delivery and enhancing students' understanding of subjects.
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> • The college offers a range of programs in Humanities, Social Sciences, Commerce and Management, and Science and Technology. All these programs adhere to the principles of outcome-based education (OBE) as designed by Savitribai Phule

	<p>Pune University, Pune. Our college has effectively implemented outcome-based education, incorporating clearly defined Program Outcomes and Course Outcomes. • To evaluate the theoretical knowledge of the subjects, parameters such as unit tests, home assignments, and university theory examinations are utilized. These assessments contribute to assessing students' understanding of the subject matter. Additionally, practical examinations, project work, study tours, and field studies are employed to evaluate practical knowledge and application of concepts. • The college employs oral tests, seminars, and group discussions to assess students' perception and comprehension of the subject matter, encouraging critical thinking and effective communication skills development. • In line with the outcome-based education approach, the college also focuses on facilitating student placements through campus selections. This ensures that the education provided aligns with the desired outcomes and prepares students for successful career opportunities.</p>
<p>6. Distance education/online education:</p>	<p>• During the COVID-19 pandemic, digital platforms have played a significant role in facilitating effective communication and enhancing the teaching and learning process. Online education has emerged as a unifying platform, connecting students and educational resources from diverse regions. • Faculty members have embraced online modes of teaching, utilizing platforms such as Google Meet, Google Classroom, Zoom, and more. These platforms have facilitated seamless interaction between teachers and students, ensuring uninterrupted learning experiences. Additionally, the college campus is equipped with 24-hour Wi-Fi connectivity, enabling students to access online resources at any time. • The college has successfully transitioned to online mode, delivering course content and conducting examinations during the pandemic period. Students have been utilizing various digital resources, including Facebook links and YouTube links, to access and engage with lecture materials. • Through the integration of digital platforms, the college has been able to overcome the challenges posed by the pandemic and ensure the continuity of education. By leveraging the power of technology, students and faculty have been able to maintain an active learning environment, fostering knowledge acquisition and academic progress.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, The Institute has established Electoral Literacy Club(ELC).</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institute has established an Electoral Literacy Cell (ELC) to actively engage students and youth in activities aimed at sensitizing them about their electoral rights and familiarizing them with the registration and voting processes. The ELC appointed on faculty member as ELC Coordinator (Mr. Dagade M. V.) and one student representative serving as Student Coordinator (Mulik A. S.). The Principal of the college serves as the head of the ELC. The ELC's primary objective is to strengthen the culture of electoral participation among young and future voters. The ELC collaborates proactively with faculty members and student representatives to achieve the ELC objectives. By working together, they aim to empower students and create a culture of active electoral participation within the institution and beyond.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The institute has organized various activities and programs to promote electoral literacy among the student's youth and community. Constitutional Day (26th November) is celebrated every year to aware stakeholders of the constitutional values and contribution of the Constitution in Indian Democracy with the pledge. National Voters Day was celebrated every year to educate stakeholders and the community about electoral rights, processes, and duties to strengthen a truly participative democracy. The employees of the institute are actively involved in the successful completion of elections of Gram panchayat, Panchayat Samiti, Zilla Parishad, Legislative Assembly, and Parliament through various duties assigned by the election commission. Employees are trained about the complete election process and the instruments used (EVM, Ballot, VVPAT) prior to elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to</p>	<p>The ELC has been taken an initiative to aware students, people for participating in Voting and increase in voting number. Every year the college celebrates National Voter Day. The college organizes</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>various activities. The ELC actively engages in socially relevant initiatives concerning electoral issues, with a specific focus on organizing awareness drives that emphasize the club's contribution to advancing democratic values and promoting participation in electoral processes. Faculty member have delivered expert talks on 'Indian Constitution' to various colleges.</p>
<p>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.</p>	<p>The institution has taken the initiative to facilitate the registration of all eligible voters within its premises and the surrounding community. Each year, the ELC runs a program dedicated to the registration of new voters. Specifically, for college students who have reached the age of 18, the ELC organizes a Voter Registration Program.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
613	499	486	527	433
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 47

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	22	21	20	15

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.92	13.34	19.79	21.21	23.29

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The academic calendar is used to arrange the institute's extracurricular, cocurricular, and curricular activities. The academic calendar, which is planned out for the entire year and based on the working and teaching days available in accordance with Savitribai Phule Pune University (SPPU) affiliation regulations. The time-table committee creates the institute's academic calendar, which follows the SPPU calendar. It displays the start and finish dates of the semester, holidays, probable dates for university examinations, an internal assessment calendar, and dates for the announcement of results. It also shows dates for extracurricular and curricular activity plans. For students, parents, teachers, staff members, and other institute stakeholders, the academic calendar is a resource that may be found on the college website and used as a planner. Then, each faculty member creates a complete academic diary and planner that includes a schedule for delivering the course's material as well as the days on which it will be delivered. By monitoring activities and filling in any gaps that arise, the IQAC guarantees that the Academic Calendar is strictly followed. The college examination cell also creates a schedule for ongoing internal assessment in accordance with the academic calendar for conducting term end and internal assessment as well as deadlines by which the marks must be submitted.

Due to lockdown, all ongoing internal evaluation for the academic year 2020–21 college was done online. For this reason, a CIE academic plan and online timetable were created in accordance with the plan. Internal online examinations were carried out on schedule and results were submitted to the university.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

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

Response: 16

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files	
1	View Document

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

Response: 42.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	170	34	282	0

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Professional Ethics: Professional ethics are taught to students as part of their holistic development into a valuable personality for the society. Institutes celebrate the days of National importance like Independence day, Republic day, Gandhi Jayanti, Teacher`s day, Voters Awareness Day, International Yoga Day, World Environment Day, Youth Day to imbibe the nation values in them.

Human Values and professional Ethics in curriculum: To introduce about human values and human rights, there is a course in second year UG Politics in which students are taught about Right and Justice, Liberty and Equality, Democracy, Sovereignty etc. The college have also introduced choice based credit courses at PG level like Human Rights in which students are taught about Human Values, Liberty, Equality, Ethics and Morals, Unity in Diversity, Human Rights and Women's Rights, Child Rights etc. In the course Introduction to Cyber Security / Information Security at PG level, the students are taught about

Cybercrime and Cyber terrorism, Security Laws, and Intellectual property rights. In addition to these the college has also implemented UGC sponsored Human Rights course for students. For students in Commerce faculty the courses like Business Ethics and Professional Values are taught at UG and PG level. The intended learning outcomes of these courses are to identify concept of business ethics, profession and values, and describe Indian Ethical Practices in marketing, advertising and Employment. For all First year UG students the credit course Democracy, Election and Governance is introduced which inculcates students mind towards Indian democracy. In addition to these courses the college also organizes workshops on Human Values and Human rights for students and faculty. Constitution Day, Unity day, Yuva day, Gender Equality, Nirbhaya Kanya Abhiyan, Savitri Mohostav are celebrated in the college to make students aware about human values.

Gender Equality: An equal opportunity cell in colleges has been set up as per university guidance. There is also an equal opportunity group of university level WhatsApp. According to the instructions and guidelines that come in it, the guidelines of those principles are implemented in the college from time to time. Also equal opportunities for women are maintained in the institution with equal opportunities are provided to the girls in academic (as Class Representative), coordinators of departmental, sports and extra curricular activities.

Environment and Sustainability in curriculum:The Environment Studies is compulsory for the second year UG students of all the programmes. The course introduces the students to its multidisciplinary nature and also emphasizes on the renewable and non-renewable resources and the problems associated with environment. It informs students by providing solutions to safeguarding the environment through Environment Protection Act, Wildlife Protection Act and Forest Conservation Act and aware the student about conservation of nature, Wild life management and ecosystem.

Environment Day is celebrated every year by the college for the protection of the environment. Around 350 tree plantation was also carried out at Mountain 56 Meru in Supe village. In order to see how these trees would be grown in the best way, the college supplied water to the tree by tankers for about a year.

File Description	Document
Upload Additional information	View Document

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

Response: 53.51

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

Response: 328

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

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

File Description	Document
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: 22.85				
2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)				
2021-22	2020-21	2019-20	2018-19	2017-18
338	224	182	260	250
2.1.1.2 Number of sanctioned seats year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
1528	1080	1080	1080	720
File Description		Document		
Institutional data in the prescribed format		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: 23.2				
2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)				
2021-22	2020-21	2019-20	2018-19	2017-18
225	194	177	190	169
2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years				

2021-22	2020-21	2019-20	2018-19	2017-18
1116	810	810	810	540

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

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

Response: 19.77

2.3 Teaching- Learning Process

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

Response:

Vidya Pratishthan's Supe Arts, Science and Commerce College, Supe actively promotes student engagement to enhance a much more 's focused of the curriculum.

Experiential Learning: The college organises field trips, industry visits, internships, training sessions, and summer camps each year. At botanical, zoological, geological, and historical locations, field tours are organised. Industrial excursions are planned annually to places including the sugar, chemical, food, agro, and manufacturing industries. These visits are crucial in bridging the knowledge gap between textbook learning and practical experience. Students attend workshops in addition to being sent to other training camps. Student visits to industrial R&D facilities are planned.

Participative learning: In hands-on training workshops for students, colleges organise this type of learning every year. Students present instruction on a variety of topics. Students take part in various events during Financial year day, Geography day, Food processing event, Quiz competition, Mathematical Ability Awareness Programme, and Science Exhibitions, which are organised annually. In order to meaningfully involve students, group discussions and surveys are organised.

Collaborative and Problem solving Learning: For students taking science, computer science and Bachelor of Business Administration (IB) classes in particular, problem solving sessions are organised. Collaborative learning techniques include the use of computer-aided materials, computer-interfaced experiments, virtual laboratories, and google classrooms. The actual presence of students was restricted in

2020–2021 due to lockdown, but the institution organised online events including lectures, virtual practicals and contests to meaningfully engage students.

ICT tools: The faculty makes good use of ICT resources in the teaching and learning process. Teachers have access to LCD projectors and interactive panels (IIP). The teachers utilise Google Classroom/Zoom as their LMS. This virtual mode is used to distribute lecture materials to students, such as PowerPoint presentations and video lectures. Google is used for conducting online tests. Staff members have access to well-established computer facilities with webcams for recording lectures. Video lectures were recorded using MS Office 2019PowerPoint, some teachers have YouTube channel. These video lectures are made available to the students through classroom. Virtual Labs are used in science faculty. During lockdown period of year 2020-21, these tools were used effectively.

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

2.4 Teacher Profile and Quality

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

Response: 92.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	26	21	20	15

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 31.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	7	5	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

Through careful examination and evaluation, the institute's main objective is to enhance the teaching-learning process. The college has given teachers the following instructions to ensure transparency and robustness for the purpose of being honest Students are informed of internal examinations through announcements, an academic calendar on a website, WhatsApp groups, and other channels. The internal evaluation pattern and the tools utilised for it are discussed by the students. Following the assessment, the students are given their marks. Students are given the opportunity to repeat internal tests if they are unable to finish them within the specified time due to their involvement in sports or other activities or for personal, valid reasons. The college examination officers and heads, respectively, are in charge of the preparation of papers and the thorough assessment of records for students. an Each subject has minimum two unit tests each semester, in addition to other tasks including assignments, tutorials, seminars or presentations. All internal exam results are told within a week, and students have an opportunity to comment on test. A chance is given to students to grievances they may have regarding assessment results.

Robustness: Each course's internal evaluation and course outcomes are consistent. For all students, assessment practises must be reliable, adaptive, effective, and fair and must contain clearly specified assessment standards. The learning activities and exams clearly match the stated course goals. The assessment tasks' complexity and variety provide for reliable and accurate results reflecting a student's performance. Assessment methods are carried out by faculty members and students in a morally, honestly, and sincerely manner. Throughout the academic year, all internal evaluations were completed offline.

Continuous internal or external evaluation complaints: Each course in the CBCS pattern includes a internal marks for the students. The faculty members conduct internal exams for this purpose in accordance with the internal assessment calendar and timetable. The grades are submitted to the university. The college has a strong process in place to address student complaints about internal and external examinations. Students must approach the CEO by applying his difficulty. According to SPPU laws and regulations, the CEC immediately resolves all complaints. The CEO consults with the appropriate

department head and instructor as well as concern department of university. The student will be informed after hearing the HOD, teacher's or university opinions. The procedure takes a week to complete and is totally transparent. The department head / COE immediately addresses mistakes/errors relating to attendance and internal evaluation of the students. All internal exams are administered in accordance with SPPU standards and guidelines.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes (POs) for all academic programmes are specified by the Institute, in accordance with UGC, Savitribai Phule Pune University & NAAC rules in order to achieve these features. The learning objectives are in line with the POs. There are 08 to 10 indicated POs for each programme. These qualities are contained in the POs. Knowledge results, skill results, generic abilities, Basics of Learning Skill Development, Problem Solving, Critical Thinking, Environment and sustainability Ethics, Lifelong learning, attitudes and values results these characteristics are used to categorise POs. POs are prepared to ensure thorough understanding of the programme and courses since they are essential to the student's future professional success. Using curriculum mapping, the Course Outcomes (CO) are created by identifying which courses, sections of courses, or series of courses satisfy each PO and are related to other courses and POs. Posters in the departments and a website are used to increase the level of awareness about POs. The COs for each course are discussed by the faculty in class and communicated on the course website. The COs were created in accordance with Blooms taxonomy. The minimum standard of performance needed to pass the course is specified in the course outcomes. They are readily understood and communicated clearly. They are understandable in the context of the discipline (for example, what does skill development in curriculum?) They specify the expected level of performance (either within the outcome or aligned to the criteria for assessment). They are appropriate to the learning level. They are supported by teaching and learning activities and shown via evaluation.

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Guidelines for direct and indirect assessment instruments to measure attainment of POs and COs by working with course instructors were developed by the college authorities, HODs, and faculty members. At the conclusion of a course, CO achievement is evaluated. To determine student attainment, CO assessments are conducted for each subject at the level of the individual student and the class. Achievement levels ranging from 1 to 5 have been assigned to each CO. The most difficult level is level 5. The CO-PO and CO-Unit matrices, together with the correlation factor, are used to map the COs to the POs and units, respectively. Courses are used to acquire PO attainment, which is calculated from CO attainment. We use direct and indirect method because the affiliating university places a strong emphasis on summative evaluation. The CO-PO and CO-Unit matrices, together with the correlation factor, are used to map the COs to the POs and units, respectively. **Direct assessment tools are:** Internal tests, tutorials, quizzes, assignments, seminars, and university examinations are all examples of direct evaluation instruments used in theoretical courses. The instruments employed for laboratory courses include participation, comprehension, spoken communication, journal writing and timely submission, and teamwork. **Indirect assessment tools** are through a google forms for Course End Survey for each course and Program End Survey for each programme. Every unit-test question, quiz and laboratory performance and project is mapped to the respective COs. Due to lockdown in the academic year 2020–2021, several internal assessment methods were not usable. Just an online internal test and practical orals were held. With this assessment alone, we are assessing CO PO outcome achievement.

File Description	Document
Upload Additional information	View Document

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

Response: 81.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	96	83	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
102	148	124	112	00

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.96	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 25.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	00	0.03	00	00

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

3.2 Innovation Ecosystem

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

Response:

The institution offers a favourable environment for promoting innovation and incubation. The students are given assistance and have access to all the necessary resources. The use of technology for societal needs is actively encouraged among students and educators. The AVISHKAR Research Competition Organization receives the necessary assistance from SPPU, along with help for documentation and the publication of research papers.

On entrepreneurship, awareness gatherings, workshops, seminars, and guest lectures are planned. Students are given the chance to speak with excellent businesspeople who succeed in their industry, and successful businesspeople are invited to provide guest lectures. Our innovation and start-up cell offers assistance, and their product service training raises consumer understanding of the manufacture and marketing of products.

The Innovation and Start-up Cell only goal is to assist students in turning their ideas into technological innovations. Students are urged to develop their practical skills and increase their exposure to the workplace. A beginning was made to develop our students and convert inventions into a crucial driver for economic progress, and ideas and innovations flow gradually with the start-up. Students started start-ups

for the most recent advancements.

Workshops were held to emphasise the value of creativity in the present environment. There is an MOU signed with Virtual lab IIT Bombay, EduNet Foundation, ATAL Fuel etc.

- Science Faculty organizes every year- a science exhibition of Industrial Models, Posters by students.
- Computer Science- E poster, Python certificate course
- Botany- Botanica, Flower decoration, Hydroponics, Nursery Management
- Students are encouraged to participate in Seminar/Conferences and write research articles in research journals.

The researchers at the college have access to high-end tools such the Muffle furnanc, Colorimeter, Conductometer, Polarimeter, Potentiometers, Magnetic Stirrer, Deep Freezer, and Oven. Research researchers from the college and from other institutions may use these resources.

File Description	Document
Upload Additional information	View Document

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

Response: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	9	2	0

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

3.3 Research Publications and Awards

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

Response: 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	0	3	1

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

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

Response:

The college has taken various initiatives to develop the Intelligent, Emotional, Social and Adaptability Quotient of the students through services provided to society. NSS and individual departments have conducted activities to cultivate a sense of responsibility and develop core values of life in students. Participation in the residential camps establishes their healthy rapport with the community. The activities

like blood donation, health and hygiene awareness, environment conservation, Industrial model exhibition, Paper presentation, Essay writing, Quiz Competition, Solar Lamp Making etc. were the prime initiatives.

The Biodiversity conservation value was instilled by conducting Tree plantation, cultivation and preservation of medicinal plants, eco-friendly Raksha Bandhan, Slogan Competition on environmental issues, etc.

Cleanliness drives, waste disposal, and practices to cultivate the practice of Reduce, Reuse and Recycle through the activities like vermicomposting of the holy materials, Paper-Bags Making Workshops, Plastic Eradication Drive, etc.

Workshops on Health and hygiene, empowerment of girl students, and the right to say no are some special activities. For the holistic development of students the skills like Mushroom cultivation, Vermi-composting, Computational Skills, Yoga and Meditation, Naturalist, Communication, life skills etc. are also taught to the students.

File Description	Document
Upload Additional information	View Document

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

Response:

Vidya Pratishthan Supe College has been the recipient of several awards and recognitions for its outstanding achievements in various fields. One of the recent recognitions was in 2021 when the college received a Certificate of Recognition from the India Book of Records for creating the maximum number of bonsai trees by an individual to Dr. Rahul Patil. This recognition is a testament to the college's commitment to promoting environmental sustainability and awareness among its students and staff.

In the same year, the Dr. Rahul Patil also received the SUPER 30 State level Best Teacher Award from the Shabddhan Social Foundation Maharashtra State. This award recognizes the college's exceptional faculty members who go above and beyond to provide quality education to their students. Also received Teacher innovation award from Shri. Arbindo Society Delhi.

In 2020, the Mr. Vaibhav Bhapkar received the Adarsh Yuva Maharashtra Youth Idol Samaj Ratna Award from the Manpower Development Public Service Academy Maharashtra Government. This award recognizes the college's contribution to the development and empowerment of young people in the state.

The college has also been recognized by the Forest Department of the Government of Maharashtra as a member of the Maharashtra Harit Sena in 2019. This recognition is a reflection of the college's commitment to promoting environmental conservation and sustainability.

In 2018, the college received several recognitions, including a Certificate of Recognition for participating in the Pani Foundation - Water Cup Competition, a Certificate of Recognition from the Forest

Department Mayureshwar reserved forest Tal-Baramati for promoting cleanliness and hygiene through the Swatchhata Upkram, and a Certificate of Recognition from the Grampanchayat Undavdi Supe Tal-Baramati for participating in the Swatchh Barat Abhiyan and Nirmal Wari.

The college has also been recognized for its contribution to social welfare and community development. The Grampanchayat Aare recognized the college's efforts in providing relief during the floods in 2019, and the Jivan Sadhana Foundation, Prajka Special Child Residential School, Supe TalBaramati recognized the college's support and participation in the District Sports Competition for special children in 2020.

Overall, these awards and recognitions highlight Vidya Pratishthan Supe College's commitment to excellence in education, environmental sustainability, and community development. The college continues to strive for excellence in all its endeavors and aims to make a positive impact on society.

File Description	Document
Upload Additional information	View Document

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

Response: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	10	6

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

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

research during the last five years.

Response: 18

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

A. Physical Facilities: The institution possesses the physical infrastructure, such as the classrooms, labs, and technical resources, needed for teaching and learning. According to 2016 government of Maharashtra and university laws and regulations, the institution has the facilities, tools, and resources needed for teaching and learning activities. The college's campus is 3450.57 square meters (27141.7 square feet) in size and has an adequate number of classrooms, laboratories, libraries, administrative offices, conference rooms, seminar rooms, ladies' common rooms, washrooms on each floor, and a ramp for physically challenged students. It also has a sufficient number of laboratories, seminar rooms, and libraries. For the support of academic and extracurricular activities, there is an open gym, a playground, and classrooms with IT capabilities. Wi-Fi is available across the institution's whole campus. two halls and 24 classes. Computers: 38, Servers: 02, Laptops: 02. Software (General) Licensing for Teaching-Learning Microsoft Office 2019, Windows 10, and Vriddhi software for managing libraries and college.

- Software and hardware for scientific computing: (a) R software for statistical analysis. (b) Python LA Tax (c)Maxima (d)Rasbery pi, (e)Ardino etc. Experiments in physics, chemical science, biological sciences, etc. are performed in virtual laboratories.

- Library: The 452.86 square foot college library offers 4040 text books, 330 reference books, and a British Council online library with newspapers, magazines, books, journals, audio books, and other materials. For rapid access and retrieval of the routine library operations, computer automation is offered. British library E-Journals are access to all. There are 25 seats available in the library's reading room. Moreover, the library includes a server, colour photocopiers, and a laminator.

B. ICT Infrastructure: Utilizing technology in the classroom and labs nowadays makes learning more student centric, separate labs are provided to applicable subjects with adequate infra and instrumentation along with that Virtual lab support

- Access to computers and the internet for obtaining educational materials
- LCD projectors/ IIP Panels for presentations, the projection of images and videos, and the understanding of academic ideas
- For a better comprehension of the science principles, many electrical kits are employed in science labs.
- Students are communicated with via digital platforms like Instagram and WhatsApp google class etc to deliver them presentations, class notes, and other materials online.
- Both teachers and students have access to e-resources including Virtual Lab (a MHRD initiative).
- Teachers utilise online tests using Google Drive and WhatsApp groups to interact with students. Depending on his talents and abilities, various teachers employ a variety of tactics. We have total-07 IIP panels, 2 projectors and 30 Computers.

C. Sports Facilities: Facilities for both indoor and outdoor sports, Yoga activities have been established to meet the various needs of the sports staff and students. The multipurpose field that is 70 metres long and 45 metres wide it used by college students for volleyball, handball, khokho, and kabaddi etc. it also uses for Yoga training. Open gymnasium available.

D. Cultural Resources: There is a separate Open Cultural auditorium and hall is available which is a stage on which students shows their artistic abilities.

File Description	Document
Upload Additional information	View Document

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

Response: 25.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.92	0.52	1.39	6.90	12.73

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

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 Management System: The integrated Library Management System automates the library, which serves as the college's knowledge resource centre. Many data pertaining to library activity are recorded

using the Vriddhi software. Library Category Master, Item Management, Subscription Management, Bill Management, Library Membership, Item Reservation, Issue Item, Return Item, etc. are just a few of the modules available in the LMS. This programme offers the ability to produce, examine, and print records of the following types: transaction reports, membership reports, and subscription lists. The programme provides the capability to create student and staff ID cards from the information. The LMS offers a web OPAC service for a book's status, including availability, issue, shelf number, accession number, title, author, and publisher. The books can be readily traced as a result. Every day, Vriddhi software records the footfalls of students and instructors. Books are catalogued according to category (Text, Reference, or Other), subject, and accession number.

The software's issue and return modules are used for book issuance, renewal, and overdue notices. To maintain track of this service for students, a link to Book is given. Library portal: The college website has a library portal that is intended to serve as a one-stop destination for various services for users, such as collections and facilities. In library availability of SPPU Question Papers, along with a British Council online library (Link provided on web site) with newspapers, magazines, books, journals, audio books, and other materials. For rapid access and retrieval of the routine library operations, computer automation is offered. British library E-Journals are access to all. Moreover, the library includes a server, colour photocopiers, and a laminator.

In last five years with paid sum of rupees 315273/- on book and other things Purches also we paid annual maintenance charges of software. The daily uses of library data maintain by librarian in vriddhi software.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college is upgrading IT facilities every year. At the end of academic year, the college had latest IT facilities like Microsoft Windows – 10 License Copy, MS Office -19 License Copy, R-Software Version 3.5.3 for data analysis, Turbo C, Dev C++, PostgreSQL, Maxima and minima, Python, Vriddhi software used by Library and examination department. The college has Intel(R) Core (TM) i3-10105 CPU @ 3.70GHz 3.70 GHz, RAM- 08.0 GB with DELL E2016HV monitor. This PC is used for lecture recording facility as well as student learning.

Since laboratories were not in use due to COVID lockdown, the software's are not upgraded. But for online lecture purposes college purchased following:

1. Hp Headphone with mic – 05 pieces
2. Lapcare 720p HD Webcam with mic – 05 pieces.

These are given to staff members for online lectures.

Some Classrooms are given equipment's and essential facilities like complete surveillance system, electrical power supply with battery backup, facility for high-speed communication links, IIP Panels, anti-virus for all computers etc. College is equipped with 38 computers, 02 Laptops, 01 LCD, 4 Printers, 01 Xerox machines, 01 all-in-one printers. There is a computer laboratory with 30 computers. College has BSNL broadband internet connection with 100 MBPS speed. Internet connectivity is provided free of cost to staff, students and stakeholders and computers are connected with LAN facility. There are 22 CCTV Cameras for security and surveillance purpose. For major disorder and damage, computer technicians and service providers are hired for updating, repairing and replacement. Licensed copies of Microsoft, Windows, and Quick Heal Total antivirus are installed on PCs. Wi-Fi facility with 3 routers is provided to all over campus for all stakeholders in free of cost. As per requirement, computers, printers, multifunctional printers, LCD projectors, Xerox machines etc. are purchased. Number of computers and printers are increased frequently. Office software is also upgraded frequently. Vridhhi software is used for student's admission process, registration, issuing certificates, T. C. Issue, daily accounts, etc. College uses accounting software tally. This is used for account management, Journal Ledger and Balance Sheet etc. College has ewaste management. College has formed e-waste policy for its proper utilization, maintenance and e-waste. There is power backup facility. Teachers and students surf websites for making teaching and learning effective and enjoyable.

File Description	Document
Upload Additional information	View Document

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

Response: 20.43

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

Response: 30

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 74.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	12.82	18.40	14.31	10.56

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 14.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
122	95	60	75	25

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

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

Response: 52.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	106	255	357	00

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

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

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

Response: B. 3 of the above

File Description	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: 77.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	106	74	75	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	96	83	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 2.17

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2

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

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

Response: 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	2	0

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

5.4 Alumni Engagement

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

Response:

According to Section 21 of the Maharashtra Institution Registration Act of 1860, the college's alumni association was established on August 12, 2022, with registration number 1221/2022. College alums are doing well.

Placed in a variety of sectors, including business, education, entertainment, professional professions, academia, and social service. There are regular association meetings. A guest lecture for students was also organised by the alumni organisation. The college's tree planting has benefited from the assistance of the alumni.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and mission of Vidya Pratishthan Supe Arts, Science and Commerce College Supe is reflected in the focus for the development of the institution. It largely reflects the various roles played by the institution by guiding quality work and acquiring competencies for educational purposes to succeed in the 21st century. The institute promises to impart the best possible quality of education to the students, mainly from grassroots, rural areas by employing qualified and trained staff as per UGC norms. Essential infrastructure, active placement cells, courses for traditional programs, short-term, add-on and vocational courses, cater to all employability requirements.

In line with the higher education policies of the nation, the college initiates a program related to women empowerment, village survey through NSS with community participation, students also provide earn & learn scheme. Cocurricular and extra-curricular activities and remedial teaching, government scholarships are made available to the students. There is no discrimination on the basis of religion, caste, social and economic background for admission. Teachers used new technologies in addition to traditional teaching especially during the epidemic and effectively used ICT tools to reach students in remote areas.

The institutional practices that reflect the governance and leadership of an institution. These practices promote accountability, efficiency, responsiveness, transparency, accountability, and inclusivity. Therefore, they are crucial for effective governance and leadership. Our college strives to implement these practices to ensure the success.

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

6.2 Strategy Development and Deployment

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

Response:

The college is affiliated with Savitribai Phule Pune University and is run by Vidya Pratishthan

Baramati. Its management structure includes the governing body, governing council, and coordination committee, led by various office bearers and members. The College Development Committee acts as a liaison between the management and the college, with representation from different groups. The college has an Internal Quality Assurance committee as per NAAC and UGC norms. The principal is supported by department heads, faculty members, senior clerks, and manual staff for official matters. Academic administration: At department level, the organization includes Head of departments, faculty members and non-teaching staff. In library, the organization includes Librarian, the organization of Department of Physical Education and Sports includes Physical Director.

College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extracurricular purposes. Each committee consists of chairman and members. The IQAC plays an important role for monitoring the internal quality of the institution. It is through these committees that the college seeks decentralization of power structure.

Service Rules and Recruitment: For the service conditions and rules, the college follows the rules and regulations laid down by Savitribai Phule Pune University, Pune, UGC, New Delhi and Government of Maharashtra. The candidates are interviewed by the Selection Committee as per the rules. For recruitment of nonteaching staff, the management follows the rules set by Government of Maharashtra. Temporary posts are filled by the management as per UGC and Government of Maharashtra rule.

Promotional policies: The promotion of nonteaching staff are taken as per the Government of Maharashtra norms. For promotion of non-grant posts, we follows Government of Maharashtra rules. The college has established several committees, including a Grievance Redressal Committee, Women's Redressal Cell, Sexual Harassment Committee, Antiragging Committee, and Discipline Committee, to handle complaints from students and faculty. The Student's Grievance Cell investigates and analyzes grievances in a confidential manner, and the student is informed of the steps taken. Measures are implemented to prevent similar issues from recurring.

IQAC at Vidya Pratishthan Supe ASC College Supe created a plan (2017-2022) for academic, administrative, and infrastructural development, which was approved by CDC and Vidya Pratishthan management. The program aimed to improve UG and PG programs. Most activities were completed until the Covid19 pandemic disrupted the 2019-20 academic year, leading to a lockdown that lasted the entire 2020-21 academic year. To complete the remaining activities as planned, IQAC decided in Nov 2020 to extend the vision period until March 2023. Aspects included in the Perspective Plan:

1. Conducting teacher training as per new curriculum
2. Introducing innovative minor and advanced courses
3. Organization of workshops and seminars
4. Increase of professors according to students and course
5. Making the placement cell work effectively
6. To organize parent meetings
7. Organizing alumni and leadership development programs

8. Strengthening of qualitative and effective program in current years	
9. Emphasis on research	
10. Educational infrastructure and their expansion	
11. Effective use of ICT in teaching and learning	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations	
<p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p>	
Response: A. All of the above	
File Description	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:	
<p>For the benefit of teaching and non-teaching staff, the institute has taken many welfare measures viz. General Provident Fund (PF) for unsubsidized employees Investment of 12% of basic pay with refund as per Govt. General Provident Fund Scheme is in operation for teaching and non-teaching staff members in unaided courses. The contribution of organization and management in provident fund scheme is very valuable. Appreciation at Annual General Meeting Diwali Advance Rs. 5000 without interest to non-teaching staff, also provides Diwali sweets to staff. Maternity leave for 180 days. Marriage/ Paternity leave for 12 days. 20 Days Medical Leave, in COVID-pandemic situation institution provides medical support/ facilities to staff members. Study Leave for Higher Education. Uniforms were given to the non-teaching staff. Permission to attend FDPs like orientation programs and refresher courses, short term courses etc. for career development and advancement of non-teaching staff. The college provides financial assistance to faculty to develop educational materials/ published papers.</p>	

Material Benefits

- Office rooms for Staff on the campus.
- Two sets of uniforms to the domestic staff every year.
- Wi-Fi facility to the staff inside the college campus.

Leave benefits to the Employee of AMET Leave Numbers of Days	Numbers of Days	Eligibility
Casual Leave	12 days with pay	All staff
Medical Leave	15 days per year with pay	All the staff who completed probationary period
Maternity Leave	3 months with full pay (for first 2 children only)	All the staff who completed probationary period
Paternity Leave	15 days with full pay	All the staff who completed probationary period
Vacation Leave	Summer and Winter vacations as notified by the University	All Teaching Faculty (Non-teaching staff can avail vacation leave on rotational basis with prior approval from the Authorities)
On Other Duty Leaves	As approved by the Authorities considering case by case and merit of the request	All the staff who completed probationary period

File Description	Document
Provide Link for Additional information	View Document

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

Response: 11.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	8	1	3

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 3.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	0	0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The organisation routinely conducts internal and external financial audits. The internal and external auditing mechanisms are as follows.

Internal Audit: Every financial transaction triggers an internal audit, which is a continuous process. The appointing body is the parent organisation, Vidya Pratishthan. The audit occurs at both the receipt and payment levels. The auditor examines the invoices for the fees that were paid by the students. The internal auditor examines the official documents, funds gathered, and bank statements. The auditor also examines

receipts for donations. The account for the purchase bills is entered in the tally system at the payment level, and vouchers are created that fall under different ledgers. The Accountant, Office Superintendent, and Principal all sign the payment vouchers before they are turned over to the bank. The auditor reviews these vouchers, after which the appropriate parties receive checks. And the tally system once more confirms and examines this.

External Audit: After the end of each financial year, an external audit is conducted. The parent institution's vice president appoints the chartered accountant who serves as an auditor. The programme runs from eight to fifteen days in May. The third level of the external auditor's three-level audit of Accession records is the...

- 1) Examining the library/lab Purches's Accession Records.
- 2) All of the laboratories' purchase records and dead stock.
- 3) The gymkhana's equipment and dead stock are classified according to the type of payment received into the following:
 - a) Revenue Expenditure Capital Expenditure
 - b) The auditor also looks over this.

The revenue expenditure bills and vouchers are reviewed. The proper records and vouchers for the capital expenditures are checked and verified with the relevant Department. Physical checks are made on the departmental acquisition register and the purchase and dead stock registers. The external auditor signs the payment and receipts after performing a final review of the records. This is duly verified by the CA and delivered to the appropriate authorities.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

- 1) The primary responsibilities of the IQAC include routinely reviewing the teaching-learning process, operational structures and procedures, and learning outcomes.

2) Because the IQAC is committed to a learner-centric approach to teaching and learning progression, it has established the policy to be periodically assessed and evaluated. As a result, it provides support and guidance to the faculty. In response to needs, teaching and learning activities are improvised, modified after review, and put into practice.

3) The IQAC has created learning objectives and graduate characteristics for the college. The IQAC regularly evaluates the teaching and learning process and offers suggestions to enhance learning outcomes. The gradual and regular expansion, enhancement, and addition of the required materials, equipment, infrastructure, etc.

4) The IQAC was put into place to improve the teaching method and keep track of the learning outcomes. Every programme has designed outcomes and effects that are specifically related to that programme. The methods for achieving CO, PO, and are arranged, communicated to teachers for use, and organized.

5) Beginning with the 2019–20 academic year, the affiliated college implemented CBCS and updated its curriculum. According to the new curriculum, the university is updating the course outcomes (Cos) for each path. The university stage and branch stage academic calendars have been prepared. Every year, a educational calendar is created for the continuous interior stage.

6) As a result of COVID lockdown, teaching and learning activities have encountered numerous challenges during the 2020–21 academic year. The teaching-learning process was once conducted entirely online. The university had implemented the following strategies to make online teaching-learning and comparison scholar pleasant and effective:

i) All teachers have been given Google Meet accounts so they can participate in online lectures.

ii) A WhatsApp group has been created for each class, with the mentor or teacher serving as group admin. Through these groups, information about the schedule of online lectures, links to lectures, and exam information was shared.

iii) Took lectures online using a senses board.

iv) Google Meet-based online lectures, oral sessions, and practical examinations.

v) On-line mode was also used for continuous internal evaluation. Google Forms were employed to achieve this.

vi) Teachers were given training sessions on how to use ICT and the Senses board for online instruction.

vii) Faculty members took practise exams and mock tests for students as the university administered exams in an online format.

viii) Online meetings were used to provide faculty members with guidance whenever necessary and to continuously monitor teaching-learning activity online.

ix) For online lectures, teachers have created PowerPoint presentations.

x) Teachers have recorded videos, online practicals, and use of virtual labs prepared. These teaching and

learning resources are used.	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	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:

Gender equity and sensitization are crucial aspects of any educational institution, and they need to be integrated into all aspects of the institution, including curricular and co-curricular activities, as well as facilities for women on campus. In terms of curricular activities, the institution can promote gender equity by including gender issues in the curriculum of different courses. For instance, gender sensitization can be integrated into the teaching of social science courses, such as history and sociology, to help students understand the historical and social contexts of gender-based discrimination and inequality. In addition, the institution can organize workshops and seminars for students and faculty members to create awareness about gender issues and promote gender sensitivity.

Co-curricular activities, such as sports and cultural events, can also promote gender equity and sensitization. The institution can encourage the participation of both male and female students in these activities and provide equal opportunities for both genders. This can help break down gender stereotypes and promote gender equity. Facilities for women on campus are also critical for promoting gender equity. The institution can provide separate washrooms for women and ensure that they are clean and well-maintained. It is planning to provide Women's hostels with adequate security measures, such as CCTV cameras and security personnel, to ensure their safety. In addition, the institution can provide transport facilities for women to travel to and from the campus, especially during late hours.

The institution can also encourage the formation of student-led groups and committees that focus on promoting gender equity and sensitization. These groups can organize events, such as workshops and seminars, to promote gender awareness and sensitization among the student community. They can also create awareness about the existing laws and policies related to gender equity and provide support to students who have faced gender-based discrimination or harassment. It is essential to have a gender-sensitive approach in all aspects of institutional management. This can include having gender-sensitive policies for recruitment and promotion of faculty and staff members, as well as for the admission and retention of students. The institution can also have a gender-sensitive complaints and redressal mechanism in place to address complaints related to gender-based discrimination and harassment.

Promoting gender equity and sensitization in an educational institution requires a comprehensive and integrated approach. The institution needs to incorporate gender issues into its curriculum, co-curricular activities, and institutional management. It also needs to provide adequate facilities and support for women on campus and encourage student-led groups to promote gender awareness and sensitization. By doing so, the institution can create a safe and supportive environment for all its students and promote gender equity and inclusivity.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

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

Response:

The institution has undertaken numerous initiatives to foster an inclusive environment of tolerance and harmony towards diverse cultures, regions, languages, communities, socioeconomic backgrounds, and other diversities. Through the celebration of various National and International Days, Events, and Festivals, the institution aims to promote mutual respect and understanding among students, staff, and

other stakeholders. The photos presented below serve as evidence of the institution's commitment to creating an inclusive environment.

- Independence Day
- Teacher's Day
- National Youth Day
- International Women's Day
- Constitution Day
- Gandhi Jayanti
- World Cancer Day Anti Ragging
- Awareness World Heritage Day
- International Yoga Day
- NSS Day
- Sports Day

The institution strongly upholds the principle of cultural and traditional equality, as evident from its diverse student body comprising individuals of different castes, religions, and regions, who are treated with fairness and without any discrimination. The institution is committed to fostering an environment of tolerance and respect towards all socio-cultural backgrounds, linguistic diversities, and communal and socio-economic differences. The institution celebrates national festivals, birth anniversaries, and memorials of great Indian personalities such as Chhatrapati Shivaji Maharaj Jayanti, Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar, Sarvapalli Radhakrishnan, and Lal Bahadur Shastri with great enthusiasm. Every year on October 31, the institution commemorates Rashtriya Ekta Diwas on the birth anniversary of Sardar Vallabhbhai Patel, where staff and students take a pledge to promote national integration. The institution's efforts reflect its commitment to creating an inclusive and harmonious environment for all.

The institution organizes Vidyarang festival in every year. NSS Units of our college participate in various programmes related to social issues organized by other colleges.

Various departments organize field study and tours to visit industries, within and outside Town. Faculty and students are exposed to the different cultures. The students of our institution organize cultural programme depicting State and National culture. Similarly, our students during the reciprocal visits gets the opportunity to know and understand the sociocultural diversity as well.

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

7.2 Best Practices

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

Response:

Best Practice-1

Title of the Practice: Sangli and Kolhapur flood victims Fund Collection and our college NSS unit help to victims to clean their houses and areas.

Objectives of the Practice:

- 1.The goal was to assist the flood victims in the Sangli and Kolhapur areas
- 2.To provide moral support to flood affected victims
- 3.To provide immediate relief to the flood victims

The Context:

The western region of Maharashtra had disastrous flooding in 2019–20; the situation was so bad that life in the districts of Sangli and Kolhapur came to a complete halt. People lost their means of subsistence, including household goods. In addition to human resources, monitoring and psychological assistance were also needed.

The Practice:

A relief effort for the flood victims in Sangli and Kolhapur was organised by the college's National Service Scheme Department. This fundraising event, which took place in the Supe College and Shahaji Vidyalaya educational complex, attracted college students as well as NSS volunteers. A total aid of Rs. 14178 was obtained from this for the given amount. It was deposited into the Pune University's "Flood Relief Vice-Chancellor Fund" account.

A health survey was conducted to ascertain the state of people's health in various rural and urban regions, and supplies for the home, school supplies, and other necessities for education were bought and delivered in flood-affected communities. Additionally, the government-established flood relief centre needed human resources, and the employees and students assisted with packaging and distributing the aid.

Evidence of Success:

The students initially believed they were performing some heroic deeds, but as time went on and they witnessed the reality on the ground, they developed a deep empathy for flood victims. They came to understand that helping those in need is both their moral and civic duty. They both felt proud when they learned that their teachers and institute were performing these services without receiving any compensation. We were able to assist nearby students in continuing their study thanks to this assistance. Additionally, we were able to support a number of families who had lost everything so they could carry on with their lives. The medical survey provided information about health issues in flood-prone areas to the government health unit. The end result was that the pupils began to cultivate the habit of lending a hand.

Problems Encountered and Resources Required:

The safety of the students worried the students' families. Additionally, arranging vehicles to reach out to those in need was a difficult chore. Getting enough personnel (both staff and students) and money was a problem because helping needed both human resources and financial resources.

Best Practice-2

Title: District level Sujit Karandak Elocution and Dance Competition.

Objectives:

The skill of public speaking, or elocution, offers us the self-confidence and courage to speak in front of a large audience. Using vocal modulation, it enables pupils to establish a connection with the audience that is listening to them. The main objective of conducting the event was to create an opportunity for learners to develop dance skills, strengthen their creative skills on an online platform and to engage critical studies and histories of dance, theatre and performance with rigour and curiosity.

Context:

Vidya Pratishthan's Supe Arts, Science, and Commerce College is run by Vidya Pratishthan. On December 26 and 27, 2019, the institution hosted a district-level junior and senior college elocution and Dance competition to celebrate the birthdays of Mr. Ajitdada Pawar, Mrs. Supriyatai Sule, and Mrs. Sunetravahini Pawar.

The Practice:

The district level was where the competition took place. The tournament's opening ceremony took place on December 26, 2019 at 10:30 am in the college auditorium. Dr. Rahul Patil, the college's vice-principal, presided over the meeting. and other dignitaries attended the occasion. Examiners of elocution competition were Dr. Aananda Gangurde Sir, Dr. Rahul kharat Sir, Prof. Anil pawar sir and Examiners of dance competition Dr. Ravindra Tilekar Sir and Prof. shasank Arnikar Sir. This contest starts at 10:00 a.m. and ended at 7:30 pm. To organise the competition, all of the college's instructors worked together.

Elocution Contest subjects:

1. Agriculture Industry

2.Yuvashakti national power

3. Will there really be an economic slowdown ?

4.Young people suffering from social media

5. Today's political turmoil

6.I'm talking about the flooded

Dance competition Lokdhara of Maharashtra (Traditional Dance)

Evidence of success:

The developing student's speech, with a focus on communication skills, diction, articulation, and pronunciation.

Names of the winning contestants (Eloucation):

Sr.No.	Name of the contestants	Name of the college
1	Ritesh Salave	T.C.College baramati
2	Pratiksha Paigud	Daund College
3	Kishor Ladkat	Daund College
4	Rohan kawde	Modern College pune

Names of the winning contestants(Dance):

Sr.No.	Name of the college
1	Kamal nayan Bajaj Engineering institute Baramati
2	Mayureshwar jr. College Morgaon
3	T.C.College Baramati
4	V.P. College Supe

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

Vidya Pratishthan's Supe Arts, Science and Commerce College Supe Tal. Baramati, Dist-Pune has implemented various schemes to empower rural and underprivileged students with world-class higher education. In the academic year 2017-18, the college started the Earn and Learn scheme to provide financial support to students during their learning. Additionally, the college also started the National Service Scheme (NSS) to help students grow individually and as a group. The NSS students of the college undertook a project to develop an embankment at Bhondvewadi to conserve water by stopping running water. The college also organized a marathon in which 900 participants took part. These initiatives demonstrate the college's commitment to providing quality education and holistic development opportunities to its students.

In the academic year 2018-19, Vidya Pratishthan's Supe Arts, Science and Commerce College Supe Tal-Baramati, Dist-Pune started special subjects in BA, BCom, and BSc to support students' creativity and abilities. The college also organized an elocution and dance competition to encourage students' artistic talents. Mr. Vaibhav Bhapkar was selected for the NIC camp at Gulbarga University, Karnataka, while Miss. Ashwini More was selected for a sports adventure camp in Himachal Pradesh. The college also started a competitive exam guidance center called Spardha Pariksha. Additionally, students of the college helped the people of Vari by distributing food packets, collecting garbage, distributing decomposable and eco-friendly dishes, and creating awareness about health, hygiene, and the use of toilets. The college also contributed to the Kerala flood victims by collecting funds, and volunteers created soak pits in a village Jalgaon (KP) to harvest and recharge the groundwater level. In collaboration with the Pani Foundation, the college's NSS volunteers created 100 soak pits in a village Anjangaon to recharge the groundwater level. The college also launched a platform called Khau Galli to provide students with knowledge about marketing, selling, and presenting their own food products. Additionally, the Savitribai Phule Pune University started the Aajivan Adhyayan v Dnyanvistar (Life Long Learning & Extension Department) to develop ethics in students by organizing various guest lectures.

In the academic year 2019-20, Vidya Pratishthan's Supe Arts, Science and Commerce College continued to promote community service and innovation. The college successfully ran Spardha Pariksha, a competitive exam guidance center that helped students prepare for various competitive exams. Furthermore, the college's NSS volunteers helped the people of Vari by distributing food packets, collecting garbage, and creating awareness about health and hygiene. The college collaborated with IIT Bombay to organize a solar lamp-making workshop, and in partnership with Croma, the college also managed e-waste by collecting and donating electronic waste. The NSS volunteers of the college also contributed to the Sangli-Kolhapur flood victims by distributing food and cleaning villages. The college organized the Maha Walkathon in collaboration with the Maharashtra government, and became a registered member of Maharashtra Harit Sena, which promotes awareness about plants, forests, and wildlife. Additionally, the college's NSS Officer, Prof. Nandgude Amar, and NSS Volunteer, Vaibhav Bhapkar, were recognized as the Best NSS Officer and Best NSS Volunteer, respectively. The college also organized a Covid Vaccination Camp and provided free education to three students who lost their parents to Covid-19. In the academic year 2020-21, the college continued to promote community service through initiatives such as the Swachh Action Plan and the appointment of a Central Placement Officer. The college also became an authorized Nodal Centre for the Virtual Lab initiative of the Ministry of Human Resource Development, which helps students understand practical concepts.

In the academic year 2021-22, the Dr.Rahul Patil achieved recognition in the India Book of Records for its Bonsai Project. The college also had an accident insurance policy in accordance with SPPU, and in the event of two girls students being severely injured in accidents and hospitalized, the Students Development Department helped settle the insurance claim and issued the claim amount check. The college also

felicitated Covid warriors and organized the Online Vishwa Marathi Sahitya Sammelan as an associate organizing college. The college took the initiative to plant trees on 56 Meru Mahadev temple and hill under historical place conservation, with about 150 plants planted on the hill with drip irrigation. The college also established the Innovation and Start-up Cell as per the norms of Innovation, Incubation & Linkage at Savitribai Phule Pune University and organized various entrepreneurship development programs for students to start their businesses. Additionally, the college authorized the MKCL Centre (Centre Code – 87210051), which provides skill enhancement and soft skill job-oriented courses, and initiated the Digital Saheli program to digitally literate women and girls. The college also had two students, Pratik Chandgude and Aditya Jagtap, achieve first and third place, respectively, in the State Level Maharashtra Olympiad Moments for School Students.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Vidya Pratishthan's Supe Arts, Science, and Commerce College, located in Supe, places a significant emphasis on fostering a highly competitive atmosphere that nurtures academic and extracurricular achievements. The college strives to create an environment where students can grow and develop holistically through a combination of curricular and extracurricular activities.

Our college serves as an ideal institution for comprehensive student development. We prioritize providing quality education and enriching the minds of young individuals from rural communities through a range of curricular, co-curricular, and extra-curricular activities. Students feel comfortable and at ease during their time on campus, while the faculty maintains a nurturing relationship with them, devoid of fear or intimidation. This approach has greatly contributed to fostering a strong bond with all stakeholders.

The institution's leadership motivates faculty members to engage in research and pursue research projects, encouraging a culture of scholarly exploration. Despite budgetary constraints, the management ensures that all employees, including teaching, non-teaching, and support staff, receive their salaries punctually every month. This commitment creates a highly rewarding experience for the entire team.

In the face of the Covid-19 pandemic, which paralyzed the world, our college remained resilient and continued its activities. These efforts were dedicated to achieving our institution's goal of developing self-reliant students with a profound sense of community responsibility. Students maintain constant communication with faculty members from various departments through various online channels, enabling a seamless continuation of the learning process despite the challenging circumstances.

Concluding Remarks :

At Vidya Pratishthan's Supe Arts, Science, and Commerce College in Supe, every student is provided with equal opportunities, regardless of their gender, social class, caste, or creed. This principle is upheld throughout the process of policy formulation and implementation.

Our dedicated teachers undergo training to develop e-content and effectively utilize ICT tools for teaching and learning. They have successfully adapted to online platforms such as Zoom and Google Meet to deliver the curriculum seamlessly.

The college is committed to imparting quality education to rural students, aiming for their holistic development and contributing to national progress. Each academic year, the college organizes a range of activities for both students and teachers, fostering growth and improvement.

To ensure continuous enhancement in quality, the college's Internal Quality Assurance Cell (IQAC) is entrusted with the responsibility of initiating and monitoring various strategies. With a clear vision to establish itself as a distinguished higher learning institution, the college relentlessly strives for excellence in all aspects of education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>613</td> <td>499</td> <td>486</td> <td>527</td> <td>433</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>338</td> <td>224</td> <td>182</td> <td>260</td> <td>250</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1528</td> <td>1080</td> <td>1080</td> <td>1080</td> <td>720</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1528</td> <td>1080</td> <td>1080</td> <td>1080</td> <td>720</td> </tr> </tbody> </table> <p>Remark : As per the documents provided by HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	613	499	486	527	433	2021-22	2020-21	2019-20	2018-19	2017-18	338	224	182	260	250	2021-22	2020-21	2019-20	2018-19	2017-18	1528	1080	1080	1080	720	2021-22	2020-21	2019-20	2018-19	2017-18	1528	1080	1080	1080	720
2021-22	2020-21	2019-20	2018-19	2017-18																																					
613	499	486	527	433																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
338	224	182	260	250																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1528	1080	1080	1080	720																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1528	1080	1080	1080	720																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>26</td> <td>20</td> <td>19</td> <td>15</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	36	26	20	19	15																														
2021-22	2020-21	2019-20	2018-19	2017-18																																					
36	26	20	19	15																																					

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	26	21	20	15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
91	129	97	82	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	96	83	00

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
102	148	124	112	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
102	148	124	112	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

18	3	9	2	0
----	---	---	---	---

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	9	2	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	0	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	0	3	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	2

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

<p>4.4.1</p>	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3.13</td> <td>3.95</td> <td>4.3</td> <td>4.70</td> <td>2.38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>12.82</td> <td>18.40</td> <td>14.31</td> <td>10.56</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3.13	3.95	4.3	4.70	2.38	2021-22	2020-21	2019-20	2018-19	2017-18	11	12.82	18.40	14.31	10.56
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.13	3.95	4.3	4.70	2.38																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	12.82	18.40	14.31	10.56																	
<p>5.1.1</p>	<p>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</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1254 1046 1388"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>151</td> <td>119</td> <td>148</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1469 1046 1603"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>122</td> <td>95</td> <td>60</td> <td>75</td> <td>25</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	174	151	119	148	25	2021-22	2020-21	2019-20	2018-19	2017-18	122	95	60	75	25
2021-22	2020-21	2019-20	2018-19	2017-18																	
174	151	119	148	25																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
122	95	60	75	25																	
<p>5.1.4</p>	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : As per the revised data and clarification received from 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 / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	106	74	75	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	106	74	75	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
91	129	97	82	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	128	96	83	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	6	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	3	2	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	9	0	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	8	1	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

training programs during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	6	5

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 54 Answer after DVV Verification : 47</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>26</td> <td>20</td> <td>19</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>22</td> <td>21</td> <td>20</td> <td>15</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	32	26	20	19	15	2021-22	2020-21	2019-20	2018-19	2017-18	31	22	21	20	15
2021-22	2020-21	2019-20	2018-19	2017-18																	
32	26	20	19	15																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	22	21	20	15																	

