



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SANJIVANI RURAL EDUCATION SOCIETY, SANJIVANI
ARTS, COMMERCE AND SCIENCE COLLEGE**

**AT SAHAJANANADNAGAR, POST- SHINGNAPUR, TAL- KOPARGAON DIST-
AHMEDNAGAR**

423603

<https://sanjivaniacs.org.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanjivani takes its name and inspiration from the famous Epic of Ramayana where ‘**Sanjivani buty**’ was brought to revive life. **Sanjivani Rural Education Society (SRES)**, was established by **Late Shri. Shankarrao Genuji Kolhe** was born in 1983 in a rural place in **Kopargaon**, which is in **the Ahmednagar** district of **Maharashtra state**, India. **Sanjivani Rural Education Society** has Autonomous MBA and Engineering, Pharmacy colleges, Jr. Colleges and Schools, and Sanjivani College of Ayurveda. Since establishment, the institute has attracted students from all over India.

The Sanjivani Arts, Commerce, and Science College was established in 2012, affiliated with Savitribai Phule Pune University, Pune, and recognized by the Government of Maharashtra. The college is always proving excellence through comparable academic results and research. The College believes in faculty development so that, they can serve better to the students. In Academics Infrastructure is also playing vital role to create a healthy environment for the education. Therefore, the college has keenly looked into its Infrastructure. The institution always believes the external audit to ensure its perfection and quality in the field of excellence in the academic and qualitative process. The college offers the UG and PG programs in the Faculty of Arts, Commerce, and Science; we are the only College in this region to provide commerce in English medium. Besides these courses, we have a new professional cum competent based course i.e. B.Com., M.Com., BBA-IB and BBA for Commerce & Management, & in Science B.Sc. Microbiology, Botany, Zoology, Physics, Mathematics, and Chemistry and M. Sc. in Microbiology, Botany, Zoology and Organic Chemistry and have a university recognised Ph.D. Research Centre in Microbiology.

Along with these courses **Sanjivani Arts, Commerce, and Science College, Kopargaon** focuses on the overall development of the students by providing skill-based, value-added courses and filling the gap between academia-industry by including internships and on-the-job training facilities. To create interest among students for better output the college has established various national and international collaborations and networking, MoUs, and linkages with various institutes, industries, universities, etc.

Vision

Our vision is to create academic excellence through value based and skill-oriented education for socioeconomic upliftment of rural India.

Mission

Our mission is to offer traditional, conventional and innovative educational environment for creating global competencies and to improve the quality of life of people through Education, Training and Research. We are committed to develop social responsibility amongst the students from all backgrounds towards socio economic growth of rural India for global competitiveness.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dynamic leadership and proactive and participative management with harmonious relationships among the staff, students, and parents.
- Personalized academic support and mentorship for the student's betterment
- Gender wise Girls' students are more than Boys.
- Well-furnished infrastructure and a well-disciplined environment for teaching, learning, and research.
- Enriched library with a number of reference books, textbooks, national and international journals, and e-resources.
- Gymkhana hall with indoor game facility and fitness center
- Safe and secure separate hostel accommodation for Girls and Boys with 24 X 7 security
- College canteen with hygienic food at reasonable prices.
- The college provides transport facilities for the students.
- Foreign language program facility for student
- Facilities for socially and economically backward, rural as well as physically challenged students
- 8 patents for faculty and, more than 100 appreciation awards for faculty and students
- Innovation, Incubation and Entrepreneurship Cell
- Industry- Institute interaction program
- Functional National and International MoUs signed with various institutions International MoUs with Russia, Uzbekistan, Canada, Africa, Germany, Finland, Nepal, and Philippines collaborations and linkages.
- More than 30 MoU and 46 activities under various MoU and collaborations.
- Diverse skilled oriented and value-added courses recognized by university
- Effective welfare measures for students and staff
- College is known for community engagement initiatives, extension, co-curricular, and social activities for all versatile development of students.
- An ISO 21001-2018 accredited institution.
- Eco-friendly, Green, and clean pollution free campus with green practices such as 50KW Solar power generation plants and rainwater harvesting unit.
- Project-based learning initiatives

Institutional Weakness

- Located in a remote and rural area. It affects frequent visits of eminent academicians and industrialists.
- The placement facility does not cover all outgoing students
- Industry institute interaction needs to be improved
- Less number of publications
- Less government funding for research
- A competitive examination center needs to be established
- Collaborative projects and consultancy services are insufficient
- Very limited scope in framing, revising, and modifying the curriculum and skill-based courses at the institute level because of affiliated college
- Inadequate financial support and lack of salary and non-salary grants from the government

Institutional Opportunity

- Increasing number of students enrollment due to awareness of girls' education.
- Courses like Food Technology, Public health, Nutrition and diet, travel and tourism can be introduced.
- Start more career-oriented courses to provide skills to increase employability.
- Scope to initiate and develop women's study center and organize gender sensitization programs.
- Scope for resource generation from funding agencies and company CSRs other than the UGC, DBT, DST, and University.
- The status of autonomy from the university and the UGC
- Scope for applied research in collaboration with the industries
- Effective utilization of alumni and parents for institutional development
- To enhance students' participation in sports at national and international level

Institutional Challenge

- Campus drive for the placement needs to be strengthened.
- To meet the growing expectations of stakeholders
- To fetch research grants from DST, DBT, UGC Savitribai Phule Pune University, Pune, and other government/semi-government agencies.
- Reducing trend in admissions for traditional degree programs
- Preparing rural students to meet the national and global challenges
- Proper adoption and implementation of NEP

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sanjivani Arts, Commerce, and Science College offer undergraduate programs in Commerce, Management, and Science subjects. There are five undergraduate and five postgraduate, one PG diploma program, and one Doctoral research program in Microbiology. **10 value-added** certificate courses have also been offered by the college during the last five years and approved by Savitribai Phule Pune University, Pune. The admissions, curriculum, and evaluation processes are followed as per the norms prescribed by the affiliating university, the Government of Maharashtra, and the University Grants Commission (UGC). During the Covid-19 pandemic curriculum delivered through LMS, is our own developed learning management system. The college ensures effective curriculum delivery through a Well-planned academic calendar, schedule of work, timetable, formal /informal continuous evaluation, and monitoring of the overall teaching-learning process. In the last five years, the College has 7 newly introduced programs including one UG (BBA), five PG programs, and one Doctoral (Ph.D) program. Over the last five years, 52.49% of students have undertaken field projects/internships. Our faculties have representation as BOS Members as well as in committees for curriculum development of the affiliating university and the other autonomous institutions. Feedback on the teaching-learning process, college facility, etc is collected from parents, alumni, students, and teachers. It is then analyzed and discussed in the departmental meetings and necessary action is taken by communicating it to the CDC of the institute and IQAC for further necessary improvement. Along with this, the Academic Audit conducted at the end of each year provides the basis for planning new programs.

Teaching-learning and Evaluation

In the last five years, the percentage of enrollment of the students is 80.54 in the college. The number of students admitted for reserved categories as per government reservation policy. The Savitribai Phule Pune University and the Maharashtra government's criteria are followed in the transparent admissions procedure, which accepts students for a variety of degrees. The College organizes special programs for advanced learners and slow learners. The average Student-to-teacher ratio is 20:1. The College provides a facility ramp for Differently-abled (Divyaangjan) students. Student-centric innovative and creative teaching methods are used to enhance the learning experiences of students. Faculty make use of ICT tools and resources in their teaching. The average percentage of full-time teachers against sanctioned posts during the last five years is 100%. The percentage of full-time teachers with NET/SET/Ph.D. during the last five years is 28.5. Around 35 faculties have qualified with different examinations such as NET, SET, GATE, and PhD in the last five years. There are two research guides and 4 students are pursuing Ph.D. degrees in a college research center. The Continuous Internal Evaluation (CIE) system has been followed as part of SPPU since 2012-13. The mechanism to deal with examination-related grievances is transparent, time-bound, and efficient. The institution adheres to the academic calendar for the conduct of Continuous Internal Examinations. Program outcomes, program-specific outcomes, and course outcomes for all the programs offered by the institution are stated and displayed on the college website www.sanjivaniacs.org.in. The average pass percentage of students during the last five years is 92 %. College has arranged different expert lectures from industry and academia. Annual feedback from students, teachers, and stakeholders is collected and analyzed and corrective actions are taken in accordance.

Research, Innovations and Extension

The College supports **Research, Innovation, and Extension activities** and this is evident through the number the various research activities. The college has recognition through IIC (Institution Innovation's Council), the establishment of Entrepreneurship cell, NSS activities, etc. The college has Savitribai Phule Pune University, Pune recognized **Research Centre** (Ph.D.) in Microbiology and **2** research guides (Ph.D. Supervisor). Currently, in the research center, **4** students are pursuing their Ph.D. The college has registered with IIC through which **117** activities have been conducted to support entrepreneurship development among students over the last 3 years. Students and faculties are also encouraged to participate in **AVISHKAR**-awarded certificates at the University level. The College faculties have published a total of **64 research papers** in the last 5 years. **20** research articles are indexed in Scopus, **32** in Web of Science, **20** in UGC care-approved journals, and **26** in peer-reviewed journals. A total of **10** Books, **14** Book Chapters, and **3** Proceedings are published by faculties in Elsevier, Springer, and other national and International Publications. In the current year, a **Special issue of the** College International Conference is published in the journal having **ISSN 2277-1808**. The College faculties have also published **8** patents to contribute to the subject knowledge. A total of **136** Workshops, webinars, Seminars, Conferences, etc were organized. Few faculty members have been awarded for their contribution to the research fields. **70** extension and outreach programs were conducted through the NSS Unit and some in collaboration with various agencies. It helps to inculcate values and commitment towards the society. A total of **17** extension activities were organized by different departments. The quality of the extension activities conducted by the college may be measured by awards and appreciation received for extension activities from recognized bodies. The college has received **14** awards for Community engagement programs through different recognized bodies. **46** collaborations and MoUs are functioning for faculty exchange, student exchange, internship, field trips, on-the-job training, and research with reputed international institutes.

Infrastructure and Learning Resources

The Institute has a campus area of 27 acres among them 4 acres is allotted for Sanjivani Arts, Commerce and Science College. The total buildup area of the college is 3787.05 sq. mts. with an adequate infrastructure facility including 11 classroom, 16 laboratories, separate computer laboratory, 1 seminar hall and 1 separate reading hall, Principal cabin, administrative area (office), library, IQAC room, Examination control, staff room, veranda, training, and placement office, NSS office, separate washroom for girls and boys, botanical garden, guest house, hostels, alumni house, staff quarter, working women hostel, student counseling center and canteens etc. The college has spacious playground, gymkhana and fitness centre with various facilities on the campus that caters to the physical development of the students; running track, basketball court, ground for volley ball, football, cricket, and indoor facilities like weight lifting, table tennis, badminton court, etc.

The college has a ramp facility for the Divyangjan, and 12 CCTV cameras for safety and security. The college has biometrics for students and faculty. The library has fully flourished reading hall and 6961 books, 28 total periodicals, 75 thesis/ projects, 89+ CDs, 46 journal bond volumes, 6000+ E-resources, 164300+ E-journals as well 600000 E-books through NLIST also college has digital library with 5 computers and have interlibrary loan facility. The total amount of expenditure used for the purchase of books and journals during the last five years is Rs. 25,96,906/-. The student-computer ratio is 1:14. The Internet bandwidth used is 100 MBPS for the common leased line used by the college. Augmentation and maintenance of physical infrastructure facilities are done with sufficient budgetary provisions. The college has defined policies for the maintenance of physical and academic support facilities.

Student Support and Progression

The college provides a platform for financial assistance from the government in the form of various scholarships and free ships. Besides these, the college runs an “Earn and Learn scheme” for needy and poor students. During the last five years, 54.73 % of students have received government scholarships. The college has a competitive exam guidance center that organizes expert lectures from different fields for exposure to current affairs. The college has established a career counseling and placement cell which helps students with career guidance and placement. Campus placement drives are organized and students are placed in various industries during the last five years. The percentage of placement of outgoing students and students progressing to higher education during the last five years is 63.53%. The college has constituted a grievance redressal cell and committee for the prevention of sexual harassment to solve disputes, if any. The alumni association of the college is active and has contributed to the development of the college in various forms through donations and valuable feedback. Rs. 2,57,843/- are contributed by alumni in the last 5 years. The college has organized various sports and cultural activities. Financial assistance is provided to students for participation in sports and cultural activities

Governance, Leadership and Management

Sanjivani Arts, Commerce and Science College is governed by the Sanjivani Rural Education Society which comprises expert educationists and professionals as its members, which maintains effective governance and leadership culture in tune with its vision and mission of the institute. The college has constituted **College development committee (CDC)** as per the guideline of Maharashtra University Act, 2016 and IQAC as per NAAC guidelines. The Principal, HoD, faculty and supporting staff are working for achieving excellence in teaching, learning and administration.

Each year, the college makes a systematic perspective plan in response to the feedback received and the sprouting needs. The roles of the various administrative bodies are well defined. Principal and the IQAC Coordinator share the administrative duties. The College has a well-established grievance redressal mechanism. The College has introduced e-governance in administration, finance and accounts, student admission and support and examinations. The College has constituted various committees whose functioning is beneficial to the students and staff.

College has welfare provision for the staff. In the past five years 26 faculty members are given financial assistance to take part in seminars and conferences. In the last five years 202 teaching and non-teaching Faculties have participated in FDP, MDP, and other training programs. The college follows performance-based appraisal system (PBAS) for teaching.

The external audit is regularly carried out by institute. The College IQAC is functional and contributes to the quality culture for the betterment of students. The IQAC implemented Quality assurance Strategies such as E-Governance, Academic and Administrative Audits (AAA), green and energy audits, participation in NIRF, AISHE and initiated ISO 21001-2018 certification. The institute has conducted 46 Collaborative quality initiatives with other institutions. Faculty members are encouraged to undertake research and to attend FDP, conferences, workshops, orientation

Institutional Values and Best Practices

The need for Institutional value and social responsibility along with national progress is a must for the conservation of nature and the future. The college has effectively organized gender equality programs such as “**Nirbhay Kanya Abhiyaan**” under the women empowerment cell and “Psychological health-impulsive behavior and its consequences”. The college has conducted gender audits yearly. The college also adopts innovation and best practices like **SSKIP (Shri. Shankaraoji Kolhe Saheb Inspire Project and Mentorship)**. Colleges have started to appoint an Internal Squad for the smooth conduction of university examinations from 2018. The college is also providing facilities like safety and security like CCTV cameras and security guards at the college for 24 x 7. For the safety of students and faculty, the helmet is mandatory during traveling by two-wheelers. Apart from this, students who are seeking counseling in terms of personal, health, and career-related issues are discussed with mentors and counselors. (i.e. via mentorship). The college has established its anti-ragging committee and sexual harassment cell. The college maintains the **campus green, clean, and eco-friendly**. Students are actively involved in environment-related activities such as tree plantation and conservation, plastic-free campus, etc. The college campus comprises a **rainwater harvesting** unit and a bore well. The college has its Solar panel system with 50kw capacity and the institute proudly carries electricity load through it and conserves energy using LED and CFLs. The college conducts green, environmental, and energy audits. Indian national heroes have also contributed a lot since pre-independence and college is remembering them on their Birth and Death anniversaries. College is also celebrating days like Independence Day, Republic Day, National Unity Day, National Science Day, Human Rights Day, Indian Constitution Day, etc. to increase the consciousness about national identities, symbols, fundamental duties, and responsibilities to the students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | SANJIVANI RURAL EDUCATION SOCIETY, SANJIVANI ARTS, COMMERCE AND SCIENCE COLLEGE |
| Address | At Sahajananadnagar, Post- Shingnapur, Tal- Kopargaon Dist- Ahmednagar |
| City | Kopargaon |
| State | Maharashtra |
| Pin | 423603 |
| Website | https://sanjivaniacs.org.in/ |

| Contacts for Communication | | | | | |
|----------------------------|--------------------------|-------------------------|------------|-----|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Samadhan Bhagwan Dahikar | 02423-223362 | 9421804716 | - | sacsnaac@gmail.com |
| IQAC / CIQA coordinator | Sarita Bhutada | 02423-9130191301 | 9421804715 | - | iqacsacs@sanjivani.org.in |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | 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 | At Sahajananadnagar, Post-Shingnapur, Tal- Kopargaon Dist- Ahmednagar | Rural | 4 | 3787.05 |

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 Science pass | English | 240 | 101 |
| UG | BBA,Commerce, | 36 | HSC pass | English | 80 | 57 |
| UG | BBA,Commerce,International Business | 36 | HSC pass | English | 88 | 85 |
| UG | BCom,Commerce, | 36 | HSC pass | English | 120 | 83 |
| UG | BA,Arts, | 36 | HSC pass | English | 120 | 0 |
| PG | MSc,Science, Microbiology | 24 | B.Sc | English | 48 | 18 |
| PG | MSc,Science, Botany | 24 | B.Sc | English | 24 | 7 |
| PG | MSc,Science, Zoology | 24 | B.Sc | English | 24 | 6 |
| PG | MSc,Science, Organic Chemistry | 24 | B.Sc | English | 52 | 51 |
| PG | MCom,Commerce, Cost and Works Accounting | 24 | B.Com | English | 60 | 19 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Commerce, PG Diploma in Foreign Trade | 12 | UG | English | 120 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Science, Microbiology | 36 | PG | English | 8 | 4 |

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 | | | | 38 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| Yet to Recruit | 0 | | | | 0 | | | | 35 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 1 | | | | 29 | | | |
| Recruited | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 29 | 0 | 0 | 29 |
| 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 | | | | 16 |
| Recruited | 15 | 1 | 0 | 16 |
| 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 | | | | 2 |
| Recruited | 1 | 1 | 0 | 2 |
| 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. | 1 | 0 | 0 | 1 | 0 | 0 | 3 | 3 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 0 | 21 |
| 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 | 0 | 7 | 17 | 24 |
| 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 | 454 | 0 | 0 | 0 | 454 |
| | Female | 418 | 0 | 0 | 0 | 418 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 109 | 0 | 0 | 0 | 109 |
| | Female | 78 | 0 | 0 | 0 | 78 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 4 | 0 | 0 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 26 | 30 | 36 | 41 |
| | Female | 18 | 24 | 28 | 30 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 4 | 5 | 3 |
| | Female | 1 | 4 | 2 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 193 | 204 | 234 | 245 |
| | Female | 242 | 214 | 246 | 273 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 230 | 239 | 247 | 262 |
| | Female | 217 | 229 | 242 | 228 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 13 | 0 | 0 | 0 |
| | Female | 16 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 957 | 948 | 1040 | 1086 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Furthermore, the college emphasizes the celebration and observation of important days related to humanity, social connections, and environmental awareness. By commemorating events like International Yoga Day, International Women’s Day, World Environment Day, and others, the college fosters a sense of global citizenship among its students and promotes values such as sustainability, equality, and innovation. The courses offered by the college are designed to equip students with the skills and knowledge needed to tackle modern challenges in their daily lives. Emphasizing value-based development, the curriculum aims to help students become self-aware, sincere, and successful in their</p> |
|--|---|

| | |
|---|---|
| | <p>various roles in society. Overall, Sanjivani Arts, Commerce, and Science College is committed to providing a comprehensive education that prepares students for the complexities of the contemporary world while instilling in them a sense of responsibility, compassion, and ethical conduct.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Under the guidelines of Savitribai Phule Pune University (SPPU), the institution has adopted the Choice-Based Credit System (CBCS) since 2019. This system, known as ABC (Activity-Based Credit), offers students the opportunity to earn credits not only through completing regular academic courses but also through engagement in various additional activities. Activities for which students can earn credits under the ABC system include: Workshops Seminars Internships Research projects Community service Sports Cultural events Industrial visits Physical health activities Other co-curricular and extra-curricular activities Students are required to create their ABC IDs during the admission process. These IDs serve as a means for credit accumulation, recognition, redemption, and transfer. During the academic credit data uploading process, the credits earned by students through their participation in these activities are accumulated in their respective ABC accounts. This system aims to encourage students to actively participate in a diverse range of activities beyond their regular coursework, fostering holistic development and enhancing their overall learning experience. Additionally, it provides recognition for students' nonacademic achievements and promotes a well-rounded education.</p> |
| <p>3. Skill development:</p> | <p>Sanjivani Arts, Commerce, and Science College recognizes the significance of skill-based education in preparing students for the demands of the modern workforce. To this end, the college has introduced short-term certificate courses aimed at imparting both business and industrially required skills among its students. These short-term certificate courses cover a wide range of topics including Basics of Stock Market, English for Professional Development, Mushroom Cultivation Technology, Freshwater Prawn Farming, Technology of Probiotic Dairy Product Development, Advanced Technology in Vermiculture, and Spirulina Cultivation and Processing Technology. By offering these courses, the college aims to equip students with practical</p> |

knowledge and skills that are directly applicable to various industries. Furthermore, the college regularly organizes expert lectures by industry professionals across different domains. These lectures not only bridge the gap between the curriculum and industry practices but also provide valuable training and guidance on personality development, communication skills, and interview etiquette. Additionally, faculty members offer guidance to students across various domains to ensure their holistic development. The institution places great emphasis on the emotional, physical, social, and cognitive well-being of its learners, encouraging experiential learning and providing add-on courses to enhance students' skill sets for daily life challenges. The Internal Quality Assurance Cell (IQAC) plays a crucial role in promoting faculty development programs (FDPs) to upgrade the knowledge and skills of the teaching staff. Moreover, both students and teachers are encouraged to participate in research programs, with access to a well-equipped research center. In addition to professional development initiatives, the college has implemented welfare programs for both teaching and non-teaching staff. Furthermore, through Memorandums of Understanding (MoUs), collaborations, and linkages, the college facilitates career opportunities for its students, enhancing their prospects in the job market. These initiatives collectively contribute to the holistic development and success of the college's primary stakeholders.

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

Sanjivani Arts, Commerce, and Science College actively fosters cultural enrichment and celebrates diversity through various programs and events. These events provide students with opportunities to showcase their talents and immerse themselves in the rich cultural heritage of India. The college organizes cultural programs that include competitions such as Rangoli, Mehendi art, and crafts, allowing students to display their artistic abilities and creativity. Additionally, traditional events like Jagran Gondhal, Ganpati Utsav, Navratri, Chhatrapati Shivaji Maharaj Jayanti Celebration, Powada, Ashadi Ekadashi celebration, and Pongal are celebrated during the annual social gathering, promoting cultural awareness and appreciation among students. Furthermore, the college encourages students to express themselves

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| | <p>through creative writing in Marathi, Hindi, and English languages. This is facilitated through the publication of the college magazine, which features poetry, articles, quatrains, and other literary works authored by students and faculty members. In line with promoting Indian culture and heritage, the college organizes events such as Yoga Day to raise awareness about the importance of Indian traditions and practices. Additionally, students and faculty are encouraged to engage with historical books, autobiographies, novels, and mythological texts to deepen their understanding and appreciation of the indigenous knowledge system. Overall, these cultural initiatives not only provide students with platforms for self-expression and talent showcasing but also foster a sense of pride and respect for India's diverse cultural heritage among the college community.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>In OBE, course delivery and assessment are carefully planned to align with the stated objectives and outcomes. Faculty members define course outcomes (CO) for each subject, which are in turn derived from program outcomes (PO). Mapping CO and PO helps ensure that the curriculum is coherent and that the desired learning outcomes are addressed across various subjects within the program. To facilitate continuous teaching and learning, various assessment methods such as internal exams, multiple-choice quizzes, and viva voce are employed. These assessments not only measure student progress but also provide valuable feedback for both students and faculty members. Prior to the commencement of a course, students are provided with an orientation that includes details about the course, a tentative lesson plan, and the course content or layout. This allows students to have a clear understanding of what they will be learning and the expected outcomes of the course. With the wide array of choices available under the Choice-Based Credit System (CBCS), laying out the objectives of each course becomes essential. This empowers students to make informed decisions about their academic path by selecting courses that align with their interests, career goals, and the desired learning outcomes. By adopting an Outcome-Based Education approach, institutions aim to enhance the quality of education, promote student engagement and success, and better prepare students for their future careers and endeavors.</p> |

6. Distance education/online education:

The establishment of the School of Open and Distance Learning (SODL) study center and collaboration with Yashwantrao Chavan Maharashtra Open University (YCMOU) reflect the college's commitment to providing flexible and accessible educational opportunities to students. By offering a range of undergraduate and postgraduate programs through these centers, students have the flexibility to pursue higher education while balancing other commitments. Furthermore, the college encourages students to engage in online courses offered by various platforms such as Coursera, NPTEL, and Swayam, expanding their learning beyond traditional classroom settings. This exposure to diverse learning resources allows students to explore their interests and acquire additional knowledge and skills relevant to their fields of study. The college has also leveraged technology to facilitate remote learning experiences, with online lectures, expert talks, and webinar series conducted via platforms like Zoom and Google Meet. These initiatives not only supplement classroom learning but also provide students with opportunities to interact with experts and peers from around the world, fostering a global perspective. Moreover, faculty lectures available on platforms like YouTube enable students to access educational content at their convenience, extending the reach of learning beyond the confines of the campus. The college library plays a pivotal role in supporting student learning and research endeavors by providing access to a vast array of resources. Through platforms like the National Digital Library (NDL), students can access textbooks, reference materials, research journals, and supplementary reading materials with ease. Additionally, the Interlibrary provides access to e-journals from reputable publishers such as Elsevier, Science Direct, and IEEE, enhancing the depth and breadth of available resources for students and faculty alike. Overall, these initiatives underscore the college's commitment to fostering a culture of lifelong learning and providing students with the tools and resources necessary for academic success in the digital age.

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| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes The Electoral Literacy Club (ELC) in the college has clear objectives, which are: 1. To create awareness among students about their rights as voters 2. To educate students about democracy and its significance 3. To motivate students to participate in the electoral process 4. To provide electoral education to student voters and encourage them to register themselves in the voters' list By achieving these objectives, the ELC aims to empower students with knowledge, skills, and values necessary for informed and active citizenship, preparing them to contribute to the democratic process and shape the future of their community.</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>Yes The Election Literacy Club (ELC) has been formally established with a designated committee, comprising: 1. Dr. S B Dahikar - Chairman 2. Mr. Phopase G S - Nodal Officer (District) 3. Miss Rupali Munje - Faculty Coordinator The ELC has already begun its activities, including: - Voter sensitization programs for registered students - Observance of National Voter's Day on January 25, 2023, with various activities focused on voting literacy The committee's efforts aim to empower students with knowledge and skills necessary for informed and active citizenship. The ELC's initiatives will likely have a positive impact on the community, fostering a culture of democratic values and civic engagement.</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 institution has taken proactive steps to execute innovative programs and achieve the objectives of the Election Literacy Club (ELC). The initiatives include: 1. Raising awareness and sensitivity among students about the public voting system 2. Conducting workshops on voter identification, moral voting, and the importance of exercising one's right to vote 3. Organizing voting awareness programs in collaboration with SACS Voter Literacy Club, IQAC, Tehsil Office Kopargaon, and NSS Department, featuring appeals from Hon'ble Tehsildar to register as voters and participate in the democratic process 4. Conducting voter registration awareness camps in nearby UBA-adopted villages 5. Providing live demonstrations on the functioning of Electronic Voting Machines (EVMs) and proper voting procedures by the Tehsil Office 6. Adapting to the COVID-19 pandemic by conducting online voter awareness programs through Zoom meetings These efforts demonstrate the institution's commitment to</p> |

| | |
|---|--|
| | <p>empowering students and communities with knowledge and skills necessary for active citizenship and participation in the democratic process.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The Election Literacy Club (ELC) is taking a comprehensive approach to promoting democratic values and voter involvement through various initiatives, including: 1. Organizing events within the institution, such as: - Awareness campaigns - Guest lectures - Skits - Student competitions - Mimes 2. Encouraging research and publications on democratic principles and electoral literacy, involving: - Academics - Students 3. Collaborating with the National Service Scheme (NSS) departments to conduct outreach activities, such as: - Rallies in the city - Street plays These initiatives aim to: - Educate and raise awareness about democratic principles and voting literacy - Encourage critical thinking and research on democratic values - Engage with the community and promote civic participation - Foster a culture of democratic values and active citizenship By taking a multifaceted approach, the ELC is promoting a deeper understanding of democracy and empowering students to become informed and active citizens.</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 is taking a proactive approach to empower young adults with knowledge and hands-on experience about the democratic process, encouraging them to exercise their right to vote. By conducting simulated voting exercises, poster presentations, elocution, mock parliaments, debates, essay writing, and other programs, the institution is: - Educating students about democratic rights and responsibilities - Encouraging voter registration among students aged 18 and above - Providing a practical understanding of election procedures and voting machines - Fostering critical thinking, public speaking, and civic engagement skills - Preparing informed and active citizens for the future The fact that almost all eligible students have been registered and enrolled as voters is a testament to the institution's successful efforts in promoting civic awareness and responsibility.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 1084 | 1040 | 948 | 957 | 844 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 93

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53 | 38 | 34 | 34 | 34 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 67.59 | 18.49 | 0.53 | 12.62 | 5.02 |

| 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 institute is affiliated to the Savitribai Phule Pune University, Pune. Currently, the college offers 07 Undergraduate Programmes, 05 Post Graduate Programmes, 01 Ph.D. Research Programmes in Microbiology, 07 Certificate Courses, and 01PG Diploma program in PGDFT.

The College has its own vision, mission, and quality policy and is in practice. The curriculum is designed by the Savitribai Phule Pune University, Pune which is strictly followed by the college. The syllabus of each subject is prepared by the Board of Studies (BOS) constituted by the university, which in turn forms several sub-committees consisting of teachers invited from the college to actively participate in preparing the structure and content of the syllabus in accordance with the existing rules and regulations.

Every year IQAC prepares an academic calendar and academic planning and its implementation is reviewed by IQAC at the end of every semester. Along with the Academic calendar, the Master time table and Departmental timetables are prepared at the beginning, and course delivery and internal evaluation are conducted. The principal conducts meetings with all faculty members at the beginning of the semester and the distribution of work, timetable, and planning of the academic, curricular, and co-curricular activities in tune with learning outcomes is thoroughly chalked out. The heads of the departments conduct meetings as needed.

Every teacher prepares a teaching plan and individual timetable following the academic calendar which is documented in the personal teaching diaries. The same is approved by the head of the department and the Principal of the college. Apart from the conventional chalk-and-talk method, teaching is also integrated with ICT-based methods. Every teacher maintains a teaching diary wherein daily records of lectures, practicals or other activities are documented. At the end of every semester, the teacher submits a record of teaching and aligned activities to the IQAC to monitor the successful implementation of teaching plans. Computer and internet facility is made available to the teachers as well as students. Computer interface experiments, e-resources, and online learning platforms in curriculum delivery are judiciously used. Library provides support to the curriculum delivery in forms such as textbooks, reference books, e-books, e-journals, etc. The college organizes seminars, conferences, debate competitions, guest lectures, essay competitions, field visits, and study tours to support TLP. Principals and heads of the departments take periodic reviews of curriculum delivery and monitor it thoroughly.

Internal Exam calendar is prepared well in advance and notices are displayed on noticeboards and the college website. Transparency is strictly maintained in CIE. Class tests, tutorials, group discussions, assignments, and projects conducted in CIE. Slow learners and advanced learners are identified. They are provided with Remedial teaching and extra coaching. Continuous internal evaluation is planned and

conducted semester-wise. Answer papers are shown to the students. Result analysis is carried out by the exam department and displayed on the board.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

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: 34.66

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 409 | 153 | 443 | 565 | 119 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Educational Institution, being a very important part of society, has a major role to play in addressing cross-cutting issues. The curriculum is designed by Savitribai Phule Pune University (SPPU), Pune considering the recent issues faced by society and integrated many crosscutting issues related to ethics, gender, human values, environmental sustainability, and awareness in each and every course offered to UG and PG programs.

The code of conduct as per the guidelines of UGC instructions is prepared by the college and has been implemented. Professional ethics are inculcated in students through various value-added courses. Women empowerment cells, Anti-ragging cells, Grievance redressal cells, and Prevention against sexual harassment cells look into gender-related issues. Regular programs on gender sensitization, women's health and hygiene, nutrition, Nirbhay Kanya Abhiyaan, and gender-related laws are conducted every year. NSS Girls unit conducts Gender audits and ensures equality between men and women. Suggestion boxes are installed in various places on college premises. Organization of seminars, conferences, and invited talks on gender issues, Health checkups, and awareness programs, students Self-defence training programs for girls are conducted regularly.

The curriculum includes compulsory credits on environmental awareness, Constitution, Democracy, Cyber Laws, Human Rights, and Human values for UG and PG students. The course related to environmental awareness covers areas like sustainability, population, pollution, global warming, environmental policy, disaster management, environment protection, Biodiversity laws, Hydrosphere and Water Pollution, Analytical techniques in Water Analysis, Water Pollution, and Treatment Methods focuses on the environment issues, Ecological Management and Plant Indicators, Animal ecology, and diversity, Interrelationship between the living world and environment, etc. Naturally, each teacher integrates all these issues as a part of their teaching-learning process. The main aim of these courses is to enable students to develop a sense of social justice by creating awareness of Human Rights, Diversity, Social Inequality, Caste Discrimination, Women Empowerment, etc., and also to enable students to analyze major Environmental issues and work in the direction of sustainability enabling them to develop

affection towards nature.

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

1.3.2

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

Response: 52.31

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

Response: 567

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 408 | 395 | 311 | 322 | 331 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 445 | 424 | 440 | 440 | 440 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 60.79

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 159 | 159 | 133 | 123 | 122 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 235 | 226 | 228 | 228 | 228 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.45

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:

College believes that the key to academic excellence and holistic development lies in a vibrant, student-centric learning environment. To enhance students' experiences, institute strategically integrated experiential learning, participative learning, and problem-solving methodologies into the curriculum.

Through experiential learning, we bring theory to life. Students learn by doing, engaging in hands-on projects, interactive simulations, and real-world internships. This approach deepens understanding, cultivates critical thinking, and equips students with tangible skills. Participative learning is at the heart of our community. Group discussions and active engagement are the norm, creating a dynamic and inclusive learning space for students.

Problem-solving methodologies are woven into the fabric of our teaching. We challenge students to analyze complex issues, make informed decisions, and develop innovative solutions. Case studies, simulations, and real-life problem-solving exercises prepare our students to thrive in the face of challenges.

The college encourages participative learning through activities and competitions such as study tours, industry visits, training sessions, webinars, seminars, poster presentations, Business quizzes, social acts, educational tours, business plans, and personality development. Participation in exhibitions, entrepreneurship competitions, and mushroom cultivation is part of learning. Value-added courses, short-term courses, and certification program is added for student's development. Social activity is a core of the institute to learn social responsibility and accountability towards society.

Through our dedication to student-centric learning, the institute nurtures well-rounded individuals who are not only academically proficient but also equipped with the practical skills and problem-solving acumen necessary for success in their chosen fields. We are shaping the leaders of tomorrow, today. Internships the part of the curriculum to give real-world experience to students. Internship mode can be online, offline, or hybrid.

Teaching pedagogy such as case study methods, class projects, and activity-based learning is adopted by faculties. Soft skill development, business plan, National Ozone Day, induction program, National and International Conference, expert talks, guest sessions by industry and academia experts, and training programs organized by colleges for flourishing students. Additionally, online certification courses, workshops, seminars, and webinars are organized by the institute.

Utilizing Information and Communication Technology (ICT) in teaching-learning is a norm. All classes are equipped with Liquid Crystal Display (LCD) projectors and Wi-Fi facilities which empower educators to craft interactive presentations, annotate content in real-time, and directly engage students in collaborative learning activities on the whiteboard, enhancing the instructional experience.

Centralized online platforms, such as Moodle, Google Classroom, or Blackboard, offer a readily accessible virtual space for organizing course materials, assignments, and assessments. This facilitates student access to resources, submission of coursework, and participation in discussions.

Video conferencing software, exemplified by Zoom, Microsoft Teams, or Google Meet, enables the establishment of virtual classrooms. These tools facilitate the conduct of live sessions, discussions, and synchronous interaction between instructors and students. In the phase of COVID college utilized LMS

(Learning Management System) for online teaching.

E-learning platforms, such as Coursera, and NPTEL, furnish supplementary learning materials, encompassing video lectures, quizzes, and interactive lessons. This broadens student access to a rich tapestry of educational resources, enriching the learning journey.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53 | 38 | 34 | 34 | 34 |

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

2.4.2

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

Response: 28.5

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 18 | 11 | 14 | 7 | 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 |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

With the focus on the teaching-learning process, colleges conduct different examinations and assessments to evaluate student's learning. The College has a transparent and robust evaluation process. Assessment is done through tutorials, class tests, open book tests, internal examinations, mid-semester exams, end-semester exams, and practicals. All the instructions and guidelines provided by the examination department follow guidelines provided by SPPU.

College established Mechanism of Internal assessment

Examination Department > Internal Examination Committee > Department Evaluation process > Assessment & Display of Results > Grievances resolution > Finalization of Internal Marks > Internal Marks submission to University.

The method of internal assessment helps the teachers for evaluation of performance.

- The college provides ample opportunities to students for discussing issues regarding test performance with the concerned teacher.
- To monitor the student's progress, the institute has a continuous internal evaluation system, which consists of theory and practical.
- All the records of in internal Examinations, Question papers, valued answer sheets/copies, and

summary of marks sheets, are properly maintained by the teachers for academic monitoring/academic audit.

- Timely display of records of attendance, test results, and term work marks is done on the notice board.
- Faculties are used to conduct tests, seminars, orals/viva assignments, and project works, as expected and directed by the university within time maintain the record of all the activities, and communicate the performance therein to students to maintain transparency in the overall assessment of the students.
- Curriculum & co-curriculum activities added weightage in the final evaluation of students.
-
- **College Level Examination Grievances**

- The CEO has been appointed and an Examination Committee is formed to monitor and supervise examination-related activities. The committee meets frequently to discuss various issues including redressal of grievances. In case of any grievance, a student submits a written application in detail. The application is forwarded to the department as well as to the examination section. The internal examination committee looks over all the issues and issues are addressed by the committee. After the investigation and evaluation results or changes are communicated to the student. The grievances regarding the entry of marks, mistakes in names, passing rules, etc. are resolved immediately by verifying the record. The university procedure and norms are followed for the reevaluation of answer books, verification of marks, and issuing photocopies of answer books for examinations.

Internal Assessment:

- Internal examinations are conducted as per the guidelines of the university and answer sheets are evaluated by faculty with time-bound. Faculties are allotted with CAP room for paper checking.
- These evaluated answer sheets are shown to the students in class and discussed. Any doubt /dispute related to the answer sheets/evaluation is solved in the class. Marks are displayed on the Notice Board.
- Grievances related to the examination application or queries related to examinations are settled by the College examination committee. As per the requirement, improvement internal examinations are conducted.
- All grievances related to examination are compulsorily solved within 2 days from the date of grievance arrival.

| 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:

The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present-day needs of the student in terms of securing their path toward higher studies or a terminal degree guiding students toward career choices.

Learning outcomes form an integral part of the college's vision, mission, and objectives. The learning objectives are communicated through various means such as college prospectus, Induction program, HOD's address to students and parents, Alumni meets, and dissemination in the classroom by concerned staff.

These are also prominently featured on college boards, college magazines, and other publications brought during conferences and seminars. Informing the stakeholders, especially the parents, persuades students towards skill-oriented and value-based courses.

Students are made aware of the course-specific outcomes through orientation programs, classroom discussions, expert lectures, and practicals. Teachers are also well-communicated about the outcomes. Before starting the course each subject teacher explains the COs for his students and also the POs to students. Also, a copy of the syllabus is provided to students for better understanding of POs and COs and one copy is available in the library for students' and teachers' reference, also uploaded on the college website.

The college motivates teachers for workshops, seminars, conferences, and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their course shaped their career thus helping existing students align better with the specified course outcomes.

The institute also uploads all the data required on the official website of the institute for online reference.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Course Outcomes In Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (COs).

As per the guidelines of SPPU and College Cos and POs are stated. These Cos and Po's are included in the teaching plan and communicated to students. All faculty teach syllabi with the consideration of outcome.

The process for finding the attainment of Course outcomes uses various tools/methods. These methods are classified into two types: Direct methods and indirect methods.

The direct method displays the student's knowledge and skills from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, laboratory assignments/practicals, mini projects, etc. This method provides a sampling of what students know and/or can do and provides strong evidence of student learning.

CO's attainment is done by each faculty for their respective subjects after completing the syllabus or end of the semester. Criteria are followed by the college for attainment

Indirect methods such as course exit surveys, and progression reports to reflect on student's learning. It is used to assess opinions or thoughts about the graduate's knowledge or skills.

Rubrics are used for both formative and summative assessment of students. The same rubric is used for assessing an outcome so that the faculty can assess student progress and maintain a record of the same for each student. The rubrics are shared with students before being evaluated so that they are aware of the performance criteria and their weightage.

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

2.6.3

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

Response: 91.9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 315 | 280 | 309 | 293 | 222 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 391 | 315 | 312 | 299 | 227 |

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

2.7 Student Satisfaction Survey

| <p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.81</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

1. Innovation and Incubation Centre:

- The institution has set -up Centre for Innovation, Incubation and Enterprise in Feb 2019 for students.
- Students benefit through special platforms like expert lectures, different Ideation Competitions organized at the College level, “AVISHKAR”, Hackathon, I-2-E etc for showcasing their innovative ideas.

2. The Institution’s Innovation Council (IIC):

- The institution has registered for IIC in September 2020.
- Through IIC, the College conducts various activities for students through YUKTI, ARIIA, IIC

quarterly Activities, Self Driven Activities, MIC Driven activities, and also Celebration of various days.

- These activities provide students with a platform to develop their ideas through problem-solving sessions, Design Thinking, Ideation, etc.
- The college has achieved a 3.5-star rating in the academic year 21-22.
- Members of IIC have completed the foundation-level training program provided by IIC.

| Year | 2020-21 | 2021-22 | 2022-23 |
|-------------------|---------|---------|---------|
| No. Of Activities | 14 | 52 | 51 |

3. Patents:

The IPR Department, in India, has granted 8 patents to Faculties from different departments.

The college also motivates faculty to organize and participate in different IPR activities.

4. Research :

- The college has a Research Centre in the subject of Microbiology recognized by Savitribai Phule Pune University, Pune in 2021. 4 Students are currently pursuing their PhD at this center.
- College Library has subscriptions to various journals to strengthen the research knowledge of students as well as faculty.
- The college also organizes various International Conferences, workshops, seminars on IPR, etc.
- Faculties have received more than 12 awards for their research contribution.

5. Indian Knowledge System:

- The institute organizes various cultural programs wherein various competitions like Rangoli, Mehendi arts and crafts, etc are held.
- During the annual social gathering, the college celebrates traditional days like Jagran Gondhal, Ganpati Utsav, Navratri, Chhatrapati Shivaji Maharaj Jayanti Celebration, Powada, Ashadi Ekadashi celebration, Pongal etc.
- Also, the College encourages students to write their poetry, articles, quatrain, etc in Marathi, Hindi, and English language for the College Magazine that is published every year.
- College motivates faculties to organize and participate in Yoga Day for the creation of awareness towards the importance of Indian culture.
- The college encourages students and faculty to read different historical books, autobiographies, novels, mythological books, etc for promoting the preservation and understanding of the indigenous knowledge system.
- Students also participated and won prizes in different cultural events like Yuvati Mahotasav, Swar-rang, etc organized by SSPU. Students showcase the Indian culture through Powada, Bharatanatyam, etc in such events.
- The college also organizes an awareness program on Millet.

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

3.2.2

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

Response: 136

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 44 | 45 | 23 | 11 | 13 |

| 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: 0.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 9 | 17 | 4 | 12 |

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

3.3.2

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

Response: 0.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 4 | 4 | 2 | 1 |

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

3.4 Extension Activities

3.4.1

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

Response:

The College runs NSS (National Service Scheme) which is a public service program under the Ministry of Youth Affairs and Sports in India. It aims to develop the personality and character of students through community service. Over the past five years, from 2018-19 NSS unit of Sanjivani Arts, Commerce, and Science College, Kopargaoon organizes various activities under this unit. NSS activities often include programs like blood donation camps, tree plantation drives, Swachh Bharat Abhiyan, road safety campaigns, Godavari river cleaning initiatives, etc. Similarly, AIDS awareness programs conducted by the NSS have played a significant role in dispelling myths and misconceptions surrounding HIV/AIDS, use of masks is also conducted to raise awareness about health. No Plastic Use, Green Diwali pledge, raise awareness about the harmful effects of pollution on the environment, specifically focusing on reducing plastic usage.

The NSS department identifies students who actively take leadership responsibilities and make the NSS unit (team) run social activities smoothly. Having students take leadership roles within the NSS team provides them with opportunities for personal and professional growth as well as this setup encourages collaboration and teamwork.

The Department of Microbiology is organizing the Global Hand Washing Day event annually. Students eagerly join in and visit different schools to teach about hygiene and preventing diseases. They aware school students aware of the proper steps of hand washing through skits, poster distribution, and online competitions throughout India through the department **Microjivi Talks** a student activity platform. Students presented this activity at state state-level competition held in Baramati and won 2nd prize. They also celebrate **“Antimicrobial Drug Resistance Awareness Camps”** through campaigns and video lectures. This event aims to make aware the peoples and Doctors regarding the overuse of antibiotics and their harmful effects. Also, during the COVID-19 pandemic, different online interactive sessions were organized to make **“Volunteer interactions with the Eminent speakers.”** Faculties also delivered lectures on Health and hygiene in neighboring schools to make aware school students of the importance of cleanliness, microorganisms, and health relations.

To create awareness about the need for road safety, the department of BBA conducted a **“Road safety awareness”** program through enacting mine and telling about Do’s and Don’t while walking, riding, etc. They also conducted social awareness about spreading happiness through activities like **“Spreading Smile”**. They also visited the **“Sai Ashraya Orphanage home and old age home”** and distributed notebooks fruits etc. Students learned to help the needy and helpless people in the community through this activity.

Department of Zoology conducted a hemoglobin checkup camp **“Heamocheck”** and organized a lecture to spread awareness about the importance of hemoglobin in our body.

Department of Commerce conducted an awareness session on the **“Domestic Violence Act”** for female students to make them aware of the Women's Protection Act.

Through Sanjivani Women Empowerment Cell, Women celebrated **“International Women's Day”**, Miss Sanjivani, Master Chef, Haldi Kunku, etc. to recognize the importance of women in society.

Overall, these outreach activities organized by NSS, and college departmental extension activities help raise awareness in society.

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

3.4.2

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

Response:

Awards and recognitions received for extension activities from government / non-government recognized bodies -

2018-19:

- The College received **Appreciation award** for the outstanding social work in NSS Camp-2018-19 from **Gram Panchayat of Dhamori**.
- The College received **Certificate of Recognition** from “**Global Records & Research Foundation**” for conducting

- 1.Largest Thalessemia Minor Check-up Camp
- 2.Hemoglobin Check-up camp
- 3.Largest Blood Group Detection Camp

2019-20:

- The College received **Appreciation award** for actively volunteering in **Flood Relief Activity** at Kolhapur from Sanjivani Foundation.

2020-21:

- The College received **Appreciation award** for the outstanding social work in NSS Winter Camp-2020-21 from **Gram Panchayat of Dhamori**.

2021-22:

- The college received an **Appreciation award** for organizing a **Blood Donation Camp** under NSS from Sanjivani Blood Centre, Kopargaon.
- Department of Microbiology received an **Appreciation award** for conducting the **Global Handwashing Day 2021** Activity at Seva Niketan Convent School, Kopargaon.
- The college received an **Appreciation award** for outstanding social work in NSS Winter Camp-2021-22 from **Gram Panchayat of Shingnapur**.
- The college received the **Best Emerging College in Maharashtra** by Social Talks, New Delhi

during the Health & Wellness Conclave in 2020.

- Drug Reaction Awareness (Pharmacovigilance Award), by Indian Pharmacopeia Commission, Ministry Health and Family Welfare, Govt of India in 2021.

2022-23:

- Department of Microbiology received an **Appreciation award** for conducting **Global Handwashing Day 2022** Activity at

1. Eklavya Adivasi Primary School, Takali, Kopargaon.
2. Zilla Parishad Primary School, Sahajanandnagar, Kopargaon.
3. Sanjivani Academy School, Kopargaon.

- Mr. V. R. Nimbolkar, Ms. R. R. Munje, and the College received an **Appreciation award** for outstanding social work in NSS Winter Camp-2022-23 from **Gram Panchayat of Jeur Kumbhari**.
- Ms. Shweta Shelke and Ms. Arya Joshi, the students of the Department of Microbiology received **My College-Best Practice Award** from Student Development Board, SPPU and Agricultural Trust, Baramati at Swayamsiddha-Yuvati Sammelan.

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

3.4.3

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

Response: 42

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 9 | 5 | 09 | 08 |

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

3.5 Collaboration

3.5.1

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

Response: 13

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has 3787.05 Sq. Mts. building which includes 11 well-ventilated, ICT-enabled classrooms. Additionally, there are 16 spacious laboratories, each dedicated to different science departments, equipped with advanced tools and instruments to facilitate smooth practical and research work. The microbiology department also has its separate research laboratories. The college includes 1 seminar hall, 1 reading hall, a well-equipped and multipurpose gymkhana hall, and an open auditorium with a capacity of 3000 persons.

Progressive steps have been taken to enhance various infrastructure facilities, including a library, staff rooms, conference halls, girls' and boys' common rooms, reading hall, canteens, a gymkhana, playgrounds, boys' and girls' hostels, staff quarters, working women hostel, alumni house, guest house, a health center, parking space, and student support services. The college features a botanical garden with a variety of plants, including medicinal plant species.

All departments in the college are provided with desktops, and 2 laboratories have LCD projectors while the computer laboratory with high-speed internet connectivity of 100 MBPS bandwidth, and 55 computers are available. The campus is wi-fi enabled and provides free internet connectivity to staff and students. The campus has a well-maintained lawn and, a ramp for Divyangjan, as well as the entire college campus is under CCTV surveillance.

The college also features a range of specialized rooms and facilities, including an NSS room, record room, IQAC room, Controller of Examinations office, students' counseling center, and a women's development department. The science departments are well-equipped with laboratories: Microbiology (5), Chemistry (4), Botany (2), Zoology (2), and Physics (1). Other academic departments and facilities include Mathematics (1), Commerce (1), BBA IB and BBA (1), Examination Section (1), Internal Quality Assurance Cell (1), Training and Placement Cell and Career counseling (1), Open and Distance Learning Centre (SPPU) (1), Women Sexual Harassment Grievance Redressal (1), Student Facilitation Centre (1), Suggestion Box (1), Girls' Hostel (1), Boys' Hostel (1), Faculty Common Rooms for Men and Women (2), Student Common Rooms for Men and Women (1+2), RO System (1), Water Cooler System (1), Vacuum Cleaner (1), Canteen (5), Two-wheeler Parking (1), Four-wheeler Parking (1), Dispensary (1), Innovation and Incubation Centre (1), and Fire Extinguishers (6).

The college boasts a well-equipped gymkhana that offers a wide range of indoor and outdoor sports

facilities. These include a 200-meter running track with six lanes, 2 Kho-Kho grounds, 2 volleyball grounds, 2 Kabaddi grounds, 2 basketball courts, a hockey ground, a football ground, a jumping pit, and sectors for discus throw, shot put, and javelin throw. Additionally, there are 2 badminton courts, 2 table tennis tables, a wrestling hall, a yoga hall, a cricket ground, a ball badminton ground, 2 softball grounds, 2 baseball grounds, and separate gymnasiums for boys and girls. The gymkhana also features a netball ground, a store room, changing/restrooms for boys and girls, and a cardio zone equipped with treadmills, a cycle, a rower, and boxing facilities. Further amenities include a chess hall, carom, football, and 2 lawn tennis courts.

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

4.1.2

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

Response: 22.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16.32 | 0.98 | 0 | 4.20 | 2.35 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library Information Centre spans a total area of 181.64 sq. meters, with 60.93 sq. meters designated as the stack area and 120.71 sq. meters as the reading hall. The library has a collection of 6961 books and 28 periodicals, along with 75 theses/projects. It offers extensive e-resources through NLIST, including over 6000 e-resources, 1,64,300+ e-journals, and 6,00,000 e-books. The institute subscribes to various databases such as IEEE (217 e-journals), Elsevier's Science Direct (4919 e-journals), Knimbus (3337 e-books), and EBSCO (14,991 e-books and 888 e-journals). Additionally, the library has over 89 educational CDs, 46 journal bond volumes, and a digital library equipped with 5 computers.

The library is in the process of implementing ILMS software. It holds a collection of 10 rare books dating back to 1966-67, including works in Sanskrit, Marathi, Hindi, and English such as "Gurucharitra," "Bhagwatgita," "Dnyaneshwari," "Botany for Degree Students" (1967), "Comprehensive Glossary of Technical Terms Science," and "Kalyan Dharmagranth" (1966). The library also offers a range of reference sources, including old and new encyclopedias, Britannica editions, and various dictionaries like "Itihas Shastra Kosh," "Manasshastra Kosh," "Arthashastra Kosh," "Aitihasic ShabdKosh", Brahat Paribhashit Shabda Sangrah Vidyan Vol. 1 and 2 (1994) and "Sarita Kosh," along with biographies.

The library is equipped with 5 computers and a scanner with a printer. A Library Advisory Committee is in place to make decisions regarding the purchase of new books based on departmental demands through their HODs, and it oversees the overall maintenance of the existing collection. Two books are issued for each UG/PG student for 08 days, on a renewal basis.

The College has an inter-library facility with Sanjivani College of Engineering, Kopargaon, and Sanjivani College of Pharmaceutical Education and research, Kopargaon.

The Sanjivani Institute has a comprehensive collection of digital resources through various subscriptions, providing a wealth of academic material for both students and staff. Here's a breakdown of the current subscriptions: IEEE 217 eJournals, Elsevier (Science Direct):4919 e-Journals, Knimbus: 3337 eBooks EBSCO: 14991 eBooks and 888 e-Journals.

The library conducts innovative activities, such as the "APJ Abdul Kalam Vachan Katta," to introduce students to notable books. New arrivals are regularly showcased on a "New Arrival Board." The library's collection comprises 6961 books, with a total expenditure of Rs. 25,96,906/-.

Books Purchased (2018 to 2023): Books

| Library | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|------------|------------|-----------|------------|-------------|
| Resources Purchased/ Year | | | | | |
| Books | 283 | 651 | - | 686 | 1014 |
| Journals/Periodic | 28 | 28 | 28 | 28 | 28 |

| | | | | |
|--------------|---|--|--|--|
| al | | | | |
| E- resources | 1,64,300+ e-journals and 600000 e-books | | | |

Optimal use of library

| Year | Student | Staff | Use of reading Hall |
|---------|---------|-------|---------------------|
| 2018-19 | 8355 | 1401 | 7458 |
| 2019-20 | 7407 | 1687 | 6800 |
| 2020-21 | 1871 | 678 | 716 |
| 2021-22 | 1326 | 1047 | 912 |
| 2022-23 | 3975 | 1615 | 1928 |
| 2023-24 | 5128 | 2123 | 5590 |

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college constantly updates IT facilities through a well-established mechanism. The requirement of ICT for students, staff, and other users is assessed from time to time and necessary arrangements for IT Infrastructure and provisions in the budget for augmentation of necessary physical facilities are made. Appropriate standards are followed for the selection, purchase, setup, and maintenance of all computing and networking equipment by the central system department which is seen by the parent organization. All departments in the college are provided with desktops and LCD projectors. Some departments have printers, and scanners are provided. New computers are added as per the needs. The college provides high-speed internet connectivity of 100 MBPS bandwidth for the effective running of various software and programs. The college is a wi-fi enabled campus and it provides free internet connectivity. There is one computer laboratory connected with a 100 MBPS LAN. Every department is provided with computers and internet facilities for academic purposes.

The college is well-equipped with a range of IT facilities, including 6 printers, 3 printers with scanners, and 2 multi-functional Xerox machines. The campus is monitored by 12 CCTV cameras and features Wi-Fi connectivity with 3 routers covering all academic departments and relevant spaces, supported by a 100

Mbps net connection. There are 13 LCD projectors for multimedia presentations, 19 biometric devices for student attendance, and 2 biometric devices for faculty.

The college provides internet access through a LAN connection in each lab. The campus is equipped with computers featuring Core i3 and i5 generation microprocessors.

During the COVID-19 pandemic, all departments transitioned to online classes and recorded videos for educational purposes. Staff members created video lectures and presentations, which were uploaded to YouTube as part of a knowledge bank. Some computers are equipped with licensed software, while others use open-source software such as Ubuntu with anti-virus software installed.

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

4.3.2

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

Response: 19.71

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

Response: 55

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.59

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.21 | 12.00 | 0.53 | 0.16 | 0.22 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 55.12

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 659 | 581 | 493 | 473 | 480 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 73.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1002 | 710 | 900 | 395 | 580 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 59.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 201 | 179 | 209 | 121 | 137 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 315 | 280 | 309 | 293 | 222 |

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

5.2.2

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

Response: 0.82

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 0 | 0 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 32

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 8 | 0 | 5 | 3 |

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

5.3.2

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

Response: 11.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 14 | 07 | 14 | 10 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

- The Alumni Association has been functioning for the last 09 years. A formal alumni association was registered on 28th March 2018 under “Society Registration Act 1860”. The registration number is MAH/205/2018/Ahmednagar dated 28/03/2018 registered with the name “Sanjivani Arts, Commerce, and Science College Student Alumni Association”. This unit contributes significantly to the development of the college through financial and other support services.
- The Alumni Working Committee conducts a meeting of the Alumni Association once an academic year to discuss the development and planning of college development. The committee endeavors to get maximum cooperation and contribution from alumni in academics, administration, and community outreach programs.
- Alumni of each department of the college contribute significantly in their respective subjects in the holistic development of the institution. Alumni contribution in academics and co-curricular activities along with the financial contribution is important for the growth of the college.

Financial Contribution:

- The total contribution of alumni is Rs. 2,57,843/-

Contribution by other support Services:

- Through the career counseling activity, alumni guide and train students in the pre-placement program and contribute to facilitating the placement process of current students of the college.
- In every academic year, the college alumni lead in the planning, coordination, and the execution of NSS Winter camp. Some Alumni give them to contribute by guiding the students as their external guidance on the latest topics in research for the students’ projects.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

All the activities of the institute are organized keeping in view the vision and mission of the institution, which offer traditional, conventional, and innovative educational environments for creating global competencies and improving the quality of life of students through education, training, and research. The Vision and Mission statements of the institute are reflected in its leadership. Sanjivani Rural Education Society (SRES) is the apex authority of the institute, which oversees the top-level management and strategic planning and direction. The institute contributes to social development by offering quality education to rural youth to inculcate in society a scientific temper and humanitarian approach that includes creative, constructive deeds and addresses global needs. The CDC (Formed as per Maharashtra Public Universities Act, 2016) is the statutory committee that oversees the planning and development of the college. CDC decides the policy for the higher education institutes, reviews academic and administrative activities, and provides suggestions for the institute's overall growth. CDC comprises a management representative, principal, social worker, industry member, teacher's representative, non-teaching representative, IQAC coordinator, and student representative.

According to the UGC, SPPU, and Government guidelines, the institute actively implemented the National Education Policy (NEP) for PG programs (M. Sc and M. Com.) from the academic year 2023-24 and from 2024-25 NEP 2020 is implemented for the first year of all UG courses. Governance of the institute ensures that the higher education institute stays abreast of national educational reforms and provides students with a contemporary and relevant learning experience. The institute has organized a National Level Workshop on NEP 2020 to the awareness among stakeholders, faculties, policymakers, and administrators about the significance and implications of NEP 2020.

The institute continuously seeks opportunities to improve and expand for sustainable institutional growth. This growth is quantitative as well as qualitative, focusing on enhancing the quality of education and infrastructure to meet evolving needs and standards.

The institute has decentralization in its governing structure for decision-making authority at various levels within the institution. The decentralization of authority helps in innovation, accountability, and responsiveness to the needs of stakeholders.

All stakeholders, including faculty, staff, students, and alumni actively participated in institutional governance. IQAC performs an instrumental role in decision-making. The IQAC coordinator in consultation with the principal and IQAC committee members allots various curricular, co-curricular, and extracurricular responsibilities to the teachers and ensures the implementation of the work allotted. The Heads of Departments are a part of administrative decentralization. Regular meetings of the entire

staff and each department are conducted as a part of overall coordination.

The views and suggestions of student representatives through the student council are considered while planning various activities. As an academic leader, Principal imparts the timely instructions to the stakeholders through meetings and suggests the policies defined by the IQAC to sustain a quality culture.

| 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:

Perspective Plan:

IQAC prepared the Perspective Plan (2018-23) in consultation with all the stakeholders of the institution and implemented it effectively.

The following aspects are considered in the perspective plan.

Curriculum and New Academic Programs:

The college has started PG programs M. Sc in Microbiology, Botany, Chemistry and Zoology

The college has started a recognized Ph.D. research center (Microbiology)

The college has introduced a new UG program – BBA and PG Program M. Com.

The college has designed and implemented various add-on courses and skill-based courses.

As per the revised structure of SPPU, the college has implemented the CBCS 2019 pattern on the UG level from 2019-20. The college has implemented the NEP 2020 program for all first-year PG students from 2023-24.

Teaching-Learning and Student Development:

The college has organized 136 conferences, workshops, seminars, and webinars for teachers and students to adapt to new concepts and teaching methodologies. Before starting the academic year, IQAC creates an academic calendar. It is a list of major events to be held during the academic year, including teaching and learning plans, internal examination schedules, and curricular, co-curricular, and extracurricular activities. Teachers arrange seminars regularly to acquaint UG and PG students with PowerPoint presentations. The principal individually observes the lectures of teachers and takes feedback from students. Various curricular and co-curricular activities are organized to educate students through participatory learning.

Examination and Evaluation:

The Principal and the College Examination Officer give an address to newly admitted students to inform them about the college discipline, numerous facilities, rules and regulations, and examination-related information. The College Examination Officer prepares the timetable for conducting internal examinations. The college conducts the internal assessment through tests, tutorials, assignments, projects, open-book tests, and practical exams.

Physical Infrastructure:

The college has academic support facilities such as libraries, sports, and physical infrastructure. The library has a wide range of reference books, and the physical facilities including well-equipped Laboratories, Classrooms, Computer labs, etc. are made available with LCD projectors.

Policies, administrative setup, appointment, service rules and procedures:

All employees are hired according to the guidelines set forth by the UGC, Joint Director, Higher Education Pune, the State Government, and Savitribai Phule Pune University, Pune.

Sanjivani Rural Education Society is a parent organization and the Governing Body for institutional policy decision-making. It takes all major policy decisions regarding budget, infrastructure development, new programs addition, discipline, and recruitment of teaching and non-teaching staff.

The posts available are widely advertised in leading newspapers and applications are invited. After receiving applications recruitment of teachers is carried out meticulously by a panel of experts on merit. The workload and salary structure for teacher appointments are stipulated by the government authorities and the college follows these norms. The promotion of teachers is based on the Career Advancement Scheme (CAS) of the University Grants Commission and the Government of Maharashtra. The promotion of non-teaching staff is carried out as per the norms of the Government of Maharashtra.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance of the employee is assessed every year as per the university guidelines (PBAS-CAS). The objectives of the performance appraisal are to evaluate the performance and to identify the potential of the staff for improvement which leads further to the development of employees as well as the institute. The staff appraisal evaluates academic activities like subject taught, teaching methods, result of the

subject, curricular, co-curricular, FDP, STTP, Orientation Program, Refresher course, Seminar/conference/workshop, student feedback, research paper, book publications, discipline, participation in various committees, memberships of any associations and other activities carried out by all the staff members throughout the academic year.

The performance of the Teaching faculty is assessed in two steps

1. Self-appraisal by employee
2. Final appraisal by the authority

Self-appraisal is done based on the various points. The Principal evaluates the performance of the faculty through oral interaction or PowerPoint presentations where different points are discussed. Participation in extension and research contributions is considered. The PBAS and API Proforma filled by the faculty is verified by the respective heads of the departments, followed by the IQAC and the Principal, and forwarded to the university for further process if applicable.

Non-Teaching Staff:

The appraisal of non-teaching staff members is done after recommendations by the head of the respective department and thereafter approval by the Principal. After this, the overall evaluation and a summary of the self-appraisal reports are prepared and submitted to the Management by the Principal for further process.

Welfares measures provided by the institution to teaching and non-teaching staff:

The institute takes care of its human resource management. The following details are showing the different welfare schemes for teaching and non-teaching faculties:

- Employee's Provident Fund (EPF) facility is provided to the teaching and non-teaching staff
- Staff Welfare Fund facility is available under which medical fee assistance and assistance for higher education for faculty is provided.
- Medical Leave/Casual leave/Earn leave/Compensatory off / Special leave/Maternity leave is provided to the staff
- Medical Checkup facilities and ambulance facilities are available
- Provides financial assistance to the faculties to attend, conferences, workshop, seminars, and FDP
- A 50% concession in tuition fees is offered to children of employees for admission to CBSE school (Sanjivani Academy)
- Group Mediclaim facility is made available
- A loan facility is provided to the employees through Tantra Shikshan Sahakari Karmachari Patsanstha (TSKPT) on both a long-term and immediate basis.
- Financial support to staff during medical emergencies and critical illness.
- Transportation facility is provided to higher authorities for their regular commute to work. It is also extended for faculty in cases of traveling for assigned work.
- Duty Leaves for Training Programs and attending Professional Development Programs.
- Staff accommodation facility is available inside the campus

Career Development:

The college conducts camps under the Career Advancement Scheme (CAS) for the career development of faculty as per university guidelines. The college encourages teaching staff to participate and organizes seminars/conferences/FDPs/Training programs for the upgradation and development of the faculties.

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

6.3.2

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

Response: 8.81

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 03 | 02 | 02 | 01 |

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

6.3.3

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

Response: 65.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 38 | 21 | 29 | 30 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 10 | 10 | 12 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources

- The institute has strategies for the mobilization of funds and optimal utilization of resources.
- The discussion regarding mobilization of funds is held in the meeting of the college development committee and Board of Trustees.
- The priority is given to the necessary academic requirements, infrastructure development, maintenance, and upgradation of learning resources.
- The funds are used at an optimum level for the promotion of a participatory educational ecosystem.
- The College is self-financed and has sufficient resources to develop and sustain its programs continually.
- The major source of revenue for the institute is tuition fees collected from the student
- The college has received funds from Savitribai Phule Pune University (SPPU) for quality improvement programs.
- The college received different grants such as grants for the Earn & Learn Scheme, N.S.S., Student Welfare Fund, and Examination grant, etc. from Savitribai Phule Pune University, Pune.

The institution conducts internal and external financial audits regularly:

For each academic year institute prepares its budget. While preparing the institutional budget preference is given to salaries and allowances. Next preference is given to the establishment of general expenses. While making provisions for departments, their priorities and requirements are considered. Before starting the academic year, the departmental budget is also prepared by the head of the department and then it is approved by the principal and the budget is forwarded to the management for final approval. Regular audits are carried out by external auditors.

The institute has its external financial audit mechanism. The appointment of the external auditor is made every year by the management. External auditors are continuously checking the record of accounts. A review is taken to understand and minimize errors while preparing financial statements. M/S Anil Kolhe and Co. is an External auditor assigned by the governing body (SRES). Accounts and Finance officer and other staff provide all kinds of ledgers with receipts and payments as well as vouchers of the transactions that are carried out in each financial year under various budget heads. The college accounts are audited by external statutory auditors. The observations and concerns if any rectified by the accounts section are updated necessarily. So far there have been no major findings/objections/audit notes observed. The external auditors issue their reports, which are discussed and approved in CDC meetings. During this academic year, an External audit is conducted in September 2023.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The functional IQAC committee was formed by the College on 10th June 2015 as per the norms prescribed by the NAAC. IQAC comprises management, teachers, administrative staff representatives, and nominees from alumni, students, society, and industry. The IQAC actively contributing to developing quality awareness in the entire College and working effectively for the overall quality improvement.

IQAC conducts two or three meetings every year, as per the agenda various decisions are taken in the meeting. The IQAC has initiated a mechanism that helps to review the contribution of staff in curricular, co-curricular, and extracurricular activities. IQAC monitors the preparation and implementation of the academic calendar, and teachers' daily diaries, and its execution is also reviewed. Each department formulates its activities based on the academic calendar. The IQAC conducts academic and administrative audits every year which help in reviewing pedagogies and their output. IQAC monitored the semester-end results and also collected and analyzed feedback from stakeholders. IQAC reviews the mentoring, slow learner, advanced learner, and remedial system followed by the departments.

Incremental

improvement in various activities:

- The institute has introduced add-on courses, Skilled-oriented courses, and short-term courses.
- The college has a total of 40 national and international MoUs and among them, 28 are functional MOUs and linkages with various institutes/organizations that are actively involved in exploring students' potential through conducting various collaborative initiatives.
- The institute has started UG and PG programs like BBA, M.Sc., and M. Com.

- The institute has started an SPPU-recognized Ph.D. research Centre in Microbiology.
- The website of the college is regularly updated to provide on-time information to the stakeholders.
- IQAC has taken various measures to improve academic quality. Each year Academic Audit process is completed by the IQAC on a priority basis. and ISO certification is also completed by the institution.
- Institute provides the various infrastructures like laboratories, ICT classrooms, and computer labs with an internet connection to upgrade the knowledge and skills of faculties and students.
- The institute provides financial assistance to the faculties to attend national and international conferences/workshops and seminars
- The institute uses e-Governance in various areas like Administration, Accounts, Examination and Admission
- The institute has various research equipment in the laboratories.
- The institute has purchased new textbooks, reference books, journals, and magazines.
- The institute has organized 136 conferences/Webinars/Seminars/workshops and Training Programs for the development of staff and students
- The faculties of the institute have sanctioned their patents.
- The institute has conducted green and energy audits.
- The institute regularly conducts various social activities under NSS.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit and sensitization: Sanjivani Arts, Commerce & Science College is dedicated to student development and promotes gender equity through various initiatives. A gender audit is conducted to assess male and female participation, and an annual gender equity action plan is implemented to ensure equal opportunities for all staff and students. The 'Women Empowerment Cell' actively works to uplift female students and staff through organized various activities to explore their potential. Gender sensitization is integrated into the curriculum, covering subjects like Human Rights and the Constitution, and complemented by co-curricular activities such as legal awareness sessions, health initiatives, and extension programs that empower and educate students on gender issues.

Safety and Security: Safety and Security measures include CCTV surveillance, Security guards enforce ID card requirements for students and visitor registration. The institute provides first aid services and a student insurance policy for further safety assurance. The college has a dispensary and ambulance facility. The college organizes regularly defense training programs and various guest lectures on health and hygiene, nutrition, provision of women's security in-laws, domestic violence acts, and anti-ragging laws for girls.

Counseling: The college ensures a gender-sensitive environment with equal rights for all, supported by gender sensitization campaigns, anti-ragging, and anti-sexual harassment committees. Key initiatives like the Student Counseling Cell, Mentor-Mentee Scheme, and Sanjivani Women Empowerment Cell address student issues, providing personalized support and counseling.

Campus Facilities: The college provides separate common rooms for girls and boys, each with first aid facilities, natural lighting, and ventilation. Additionally, there are well-equipped common rooms, gymnasium facilities, reading rooms, and canteen seating for all students and staff. Separate staff rooms are available for teaching staff members.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The college is in a rural area and serves students from nearby villages with diverse backgrounds and provides a fair and supportive environment, following government reservation policies to ensure equal opportunities. In recognition of the importance of cultural and religious festivals, the college grants holidays on these days to allow students and faculties to celebrate with their families and communities such as Diwali, Dussehra, Christmas, etc.

The college celebrates major festivals and national freedom fighters' deaths and birth anniversaries such as Independence Day, Republic Day and Maharashtra Day, Chhatrapati Shivaji Maharaj, Mahatma Gandhi, Dr. Babasaheb Ambedkar, etc.

The college conducts activities such as Celebration of Days related to languages like Matru Bhasha Din (Day of Mother Tongue), Hindi Bhasha Din (Day of Hindi Language), Marathi Bhasha Gaurav Din (Day of Marathi as a State Language), and Marathi Rajya Bhasha Din.

The college helps students get scholarships and allows fee payments in installments for those with financial difficulties. The college takes the initiative to make students aware of government scholarships for economically weaker and socially disadvantaged students by organizing sessions and seminars. The college provides an 'Earn and Learn Scheme' with the aid of SPPU to needy and self-reliant students with the motto of Self-reliable education and for teachers, the college also raises the Faculty Welfare Fund scheme.

The college NSS officer organizes socio-economic activity every year periphery of villages. In the

survey, information is collected on energy conservation, male-female ratio, and socioeconomic details of the respective village, villagers, farmers, and workers are made aware of government schemes.

Courses on Human Rights and the Constitution teach students their responsibilities. The college has MOUs with different national and international institutions and universities that provide research opportunities to student and staff to explore their research. The college conducts sensitization programs through NSS, including campaigns such as Blood Donation Camp, Flood relief support, Tree plantation, Cleaning of Godavari River, Swachh Bharat Abhiyan, no plastic campus, AIDS awareness, Covid awareness, Hand washing awareness, no plastic campaign, Thalassemia checkup camp, College also arranges awareness rallies like road accident awareness and celebrates Constitutional Day, Environment Day, and Youth Day etc.

| 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: - I

1. Title of the Practice: Shri Shankraoji Kolhe Saheb Inspire Project (SSKSIP)

To foster innovation and entrepreneurship among students, Sanjivani Arts, Commerce & Science College launched the **Shri Shankraoji Kolhe Saheb Inspire Project (SSKIP)**. This program supports students with new innovative, Inventive, and scientific ideas, helping them develop research and business plans. These projects provide intellectual and academic support to inspire students and help them reach their potential.

2. Objectives of the practice

The program aims to strengthen and nurture students' entrepreneurial skills, encourage self-employment, attract them to research and innovation, and enhance their problem-solving abilities and entrepreneurial thinking.

3. The Context:

Its main goal is to equip students with the knowledge and skills needed to start and manage a business. It

provides exposure to the fundamentals of entrepreneurship, including essential skills, market analysis, and the role of an entrepreneur.

4. The Practice:

To nurture student talent and creativity. Those students who want to take benefit of this program have to enroll his/her name to the Program coordinator. The student must present a business plan. The Sanjivani Entrepreneurship cell finalized the project and guided them for further planning and execution. The student has opportunities to participate in the IIC event, Local expo, Avishar Research Competition organized by Savitribai Phule Pune University, NISP, etc. The potential student has to be supported by the college for starting for business or start-up.

5. Evidence of Success:

The success of this project lies in the fact that it has built a strong base for students to increase their contribution towards research, innovation, and entrepreneurship. This has proved a successful platform where students have also come up with startups and nurtured with good financial records understanding the needs of society and personal development.

Students with their new record of success and achievement:

1. Shrihari Balkrishn Pawar from BBA-IB has started her venture of General Store.
2. Hasanjeet Sevasingh Sahani from BBA-IB has started her venture of Cosmetics
3. Shruti Udawant has started her venture of Studio
4. Rishab Dadwani has his venture of Handloom Bazaar
5. Pratik Aher from B.Sc has started his venture in photography & printing.
6. Mr Hrushikesh Bhorkade started Spirulina cultivation and packing Unit by the Name Spirutech.
7. Mr Shrihari Gujrati started Explore Holidays a Business of Tours and Travels etc.

6. Problems encountered and resources required to implement the practice

Challenge: 1) Financial & cash flow management

Allocation of funds is one of the main issues that most of the students find but then they are guided on the same with possible solutions.

Challenge: 2) Decision-making One of the hardest and most stressful problems faced by entrepreneurs is decision-making. New entrepreneurs have a harder time making decisions as they often equate even small decisions with how it will impact the company and its budget.

(B)Best practice-II

2. Mentoring Program

1. Title of the Practice: Mentoring Program

The Mentorship Program at Sanjivani Arts, Commerce, and Science College helps students improve their performance through personal counseling and guidance. It aims to inspire students to reach their potential and support them in their academic journey.

2. Objectives of the practice

A proper mentoring system is essential to provide students with the guidance and counseling mentees need for both academic and personal issues. The objective of the program is to give individual attention to every student and address their sensitive concerns. Having a mentor who can build a strong, supportive relationship with students is a valuable solution.

3. The Context: Mentors meet with their mentees at least three times per semester, starting with an initial meeting within a week of assignment. They also contact mentees weekly through meetings, or phone calls to check for any obstacles or challenges affecting their academic or personal success. If any concerns arise, mentors inform the Class Incharge and Head of the Department.

4. The Practice:

Each student is assigned a mentor, and mentoring sessions are conducted within each department. Attending these sessions is mandatory for all students. Mentors are assigned to student groups that remain the same throughout the academic year. Communication between mentors and mentees can happen in person, by phone, through regular meetings. The Mentorship Program supports students in their career paths by offering guidance, motivation, emotional support, and role modeling. Mentors provide feedback and advice to help students improve.

5. Evidence of Success:

- Meeting records of the Mentor-mentee meeting are well maintained.
- A Various activity has been carried out during the meeting regularly.
- The regular meetings and discussions with students help them to resolve their basic problems and they are motivated in academics and other activities

6. Problems encountered and resources required to implement the practice

- Initially, Students hesitated to share their grievances and even their academic problems.
- Students were reluctant to share their thoughts and various issues at initials.

7. Resources Required•

- Well trained dedicated team of faculty members
- A documentation process to assess the system periodically

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View 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:

Title: Innovation and Entrepreneurship Cell (IEC)

Sanjivani Arts, Commerce, and Science College in Kopergaon is renowned for its Innovation and Entrepreneurship Cell (IEC), which plays a key role in encouraging creativity and enterprise among students. The IEC helps students explore their entrepreneurial potential, develop innovative ideas, and turn them into successful businesses.

The IEC provides startup incubation support, including mentorship, resources, and infrastructure needed for launching and growing new ventures. Students receive guidance and valuable insights from experienced entrepreneurs and industry experts through workshops, seminars, and guest lectures organized by the entrepreneurship cell and innovation incubation center.

Entrepreneurs and industry leaders, offer students learning opportunities and exposure to the latest trends and best business practices. MoUs with companies and industries provide practical experience and access to industry insights for students.

The college has 28 active MOUs, under which various activities are conducted to enhance student learning and industry engagement. The IEC provides modern incubator space and facilities for developing and testing prototypes. Students can showcase their startups and prototypes at events organized by the IEC, where they receive feedback and networking opportunities. The cell integrates entrepreneurial education into the curriculum and works with alumni entrepreneurs who provide additional mentorship and support. Students started their businesses such as explore holiday travel, Cake orders, spices, dairy products, bakery products, hotels etc.

Fostering Creativity and Enterprise at Sanjivani Arts Commerce and Science College, Kopergaon

Incubation Support: The IEC offers comprehensive incubation support to aspiring entrepreneurs, providing them with access to mentorship, resources, and infrastructure essential for the successful launch and growth of their startups. Through tailored guidance and support, students are empowered to navigate the complexities of entrepreneurship and turn their innovative ideas into reality.

Startup Mentoring: Recognizing the importance of guidance and mentorship in the entrepreneurial journey, the IEC facilitates mentorship programs where students receive valuable insights and advice from seasoned entrepreneurs, industry experts, and alumni. These mentorship sessions equip students with the knowledge, skills, and confidence needed to overcome challenges and succeed in their entrepreneurial endeavors.

Entrepreneurial Workshops and Seminars: The IEC organizes regular workshops, seminars, and guest lectures featuring renowned entrepreneurs, industry leaders, and experts from various domains. These interactive sessions provide students with invaluable learning opportunities, allowing them to gain insights into emerging trends, best practices, and key strategies for building successful businesses.

Industry Partnerships and Collaborations: In alignment with its commitment to bridging the gap between academia and industry, the IEC fosters strategic partnerships and collaborations with leading corporations, startups, and industry associations. These partnerships create avenues for students to gain practical experience, access industry insights, and explore collaborative opportunities for innovation and entrepreneurship.

Incubator Space and Infrastructure: The IEC provides students with access to state-of-the-art incubator space and infrastructure equipped with modern facilities, prototyping labs, and technology resources essential for the development and testing of innovative prototypes and products. This conducive environment fosters creativity, experimentation, and collaboration among aspiring entrepreneurs.

Startup Showcase and Demo Days: To showcase the entrepreneurial talent and innovative solutions developed by students, the IEC organizes startup showcase events and demo days where students present their startups, prototypes, and business ideas to a panel of judges, investors, and industry stakeholders. These events provide students with valuable exposure, networking opportunities, and feedback to refine their concepts and pitches.

Entrepreneurial Curriculum Integration: The IEC collaborates with academic departments to integrate entrepreneurial education and experiential learning opportunities into the curriculum. Through courses, projects, and internships focused on entrepreneurship, students develop critical thinking, problem-solving, and business management skills essential for entrepreneurial success.

Alumni Entrepreneur Network: The IEC leverages the vast network of alumni entrepreneurs who have successfully launched and scaled their ventures to provide mentorship, guidance, and support to current students. Alumni engagement initiatives, networking events, and alumni workshops enable students to tap into the expertise and experience of alumni entrepreneurs and leverage their connections for entrepreneurial growth.

In conclusion, the Innovation and Entrepreneurship Cell at Sanjivani Arts Commerce and Science College, Kopargaon, plays a pivotal role in fostering a culture of innovation, creativity, and entrepreneurship among its students. Through its comprehensive support ecosystem, entrepreneurial

mindset development initiatives, and industry partnerships, the IEC empowers students to unleash their entrepreneurial potential, pursue their passion, and make a meaningful impact in the world of business and beyond.

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

5. CONCLUSION

Additional Information :

The College has established the Institutional Innovation Council, recognized by the Ministry of Education, Govt of India in 2020-21, and actively participated and conducted approximately 40 activities each year. 9 Faculty had completed the Basic Level certificate course while 4 faculty completed the Advanced Level certificate course. Faculty and students are Participating in regional meetings and boot camps organized by IIC, Ministry of Education Government of India. The College has been established and certified as a Centre for Innovation Incubation and Linkages in 2020. The college has recently recognized (2f) of the UGC Act, 1956.

College has received the **Best Emerging College in Maharashtra** by Social Talks, New Delhi during the Health & Wellness Conclave in 2020, and Drug Reaction Awareness (Pharmacovigilance Award), by Indian Pharmacopeia Commission, Ministry Health and Family Welfare, Govt of India in 2021.

College has international MoUs with reputed institutes like Ural Federal University (Russia), Institute of Fundamental and Applied Research, National Research University (TIAME), Tashkent, Uzbekistan, Lethbridge University (Canada), The North-West University (Africa), RWTH Aachen University (Germany), LAB University of Applied Sciences (Finland), Tarlac Agricultural University (Philippines) etc.

Two faculties delivered talks as invited speakers at an international conference organized by Ural Federal University, Yekaterinburg, (Russia), Institute of Fundamental and Applied Research, National Research University (TIAME), Tashkent, Uzbekistan, Saratov State Medical University, Saratov, Russia, Nepal Health Research Council (NHRC) Kathmandu, Nepal. Faculty of the college has invited and delivered a talk in various Schools and college for technical session as well as community awareness programme.

Visit of students and faculty to reputed institutes like IISER Pune, NCMR Pune, IIM Kozhikode, NSE Bombay, Sahyadri farm, CCMB Hyderabad, Amul Dairy Anand, Kamdhenu University, CFTRI Mysore, NEHU Shillong etc to explore the new research laboratories and activities. Faculties are Life Members of 7 National and International organizations.

Recently, students of Microbiology and Chemistry participated in the Summer University at UrFU, Russia, and won the Best Project Award in the Food Biotechnology track from 8 July to 22 July 2024. 1 student is selected for the three-month internship program organized by National Chung Chang University, Taiwan.

Concluding Remarks :

Sanjivani Rural Education Society (SRES) takes its name and inspiration from the epic Ramayana, symbolizing the revival of life and commitment to holistic development. Founded by Late Shri. Shankarrao Genuji Kolhe in 1983, SRES has grown from its rural roots in Kopargaon, Ahmednagar, Maharashtra, to encompass a wide range of educational institutions, including autonomous MBA, Engineering, Pharmacy colleges, Junior Colleges, Schools, and the Sanjivani College of Ayurveda.

The Sanjivani Arts, Commerce, and Science College, established in 2012 and affiliated with Savitribai Phule Pune University, stands out for its academic excellence, cutting-edge research, and comprehensive infrastructure. With a mission to foster academic excellence through value-based and skill-oriented education,

the college offers a broad spectrum of undergraduate and postgraduate programs across Arts, Commerce, and Science faculties, including unique professional courses like BBA-IB and BBA, and a university-recognized Ph.D. research center in Microbiology.

The college's commitment to student development extends beyond academics to include skill-based, value-added courses, internships, and industry linkages. Its vision emphasizes creating global competencies and socio-economic upliftment through innovative educational environments. The institution's strength lies in its dynamic leadership, robust infrastructure, enriched library, and strong industry linkages, complemented by a safe and inclusive campus environment.

Despite its rural location posing challenges in attracting eminent academicians and industry interactions, the college leverages opportunities for expanding course offerings, fostering research collaborations, and enhancing student employability. It continuously strives to overcome challenges such as strengthening placement drives, securing research grants, and preparing rural students for global challenges.

In conclusion, Sanjivani Arts, Commerce, and Science College exemplifies the spirit of its namesake by nurturing academic excellence, fostering socio-economic development, and preparing students to meet global challenges through a blend of traditional values and modern 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 :27</p> <p>Remark : DVV has evaluated the supporting's attached and duplication of courses is not considered. value is downgraded accordingly.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>474</td> <td>473</td> <td>957</td> <td>785</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>409</td> <td>153</td> <td>443</td> <td>565</td> <td>119</td> </tr> </tbody> </table> <p>Remark : DVV has evaluated the supporting's attached and duplication of courses is not considered. value is downgraded accordingly.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 474 | 473 | 957 | 785 | 59 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 409 | 153 | 443 | 565 | 119 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 474 | 473 | 957 | 785 | 59 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 409 | 153 | 443 | 565 | 119 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 570</p> <p>Answer after DVV Verification: 567</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>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</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
 Answer After DVV Verification: C. Feedback collected and analysed
 Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 408 | 395 | 311 | 322 | 331 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 408 | 395 | 311 | 322 | 331 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 450 | 424 | 440 | 440 | 440 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 445 | 424 | 440 | 440 | 440 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 201 | 217 | 154 | 160 | 171 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159 | 159 | 133 | 123 | 122 |

2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year

wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 235 | 226 | 228 | 228 | 228 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 235 | 226 | 228 | 228 | 228 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.5 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 11 | 7 | 15 | 10 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 9 | 5 | 09 | 08 |

Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification :

Answer After DVV Verification :13

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26.4 | 1.51 | 0 | 4.20 | 3.75 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16.32 | 0.98 | 0 | 4.20 | 2.35 |

Remark : DVV has made the changes as per shared clarification.

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)**

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)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 67.59 | 18.49 | 0.53 | 12.62 | 5.02 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.21 | 12.00 | 0.53 | 0.16 | 0.22 |

Remark : DVV has made the changes as per shared reports.

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*

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 580 | 395 | 900 | 710 | 1002 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1002 | 710 | 900 | 395 | 580 |

Remark : DVV has made the changes as per shared link.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 204 | 179 | 209 | 121 | 137 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 201 | 179 | 209 | 121 | 137 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 315 | 280 | 309 | 290 | 144 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 315 | 280 | 309 | 293 | 222 |

Remark : DVV has made the changes as per shared link.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 12 | 0 | 10 | 8 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 8 | 0 | 5 | 3 |

Remark : DVV has made the changes as per excluded participation certificates.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 38 | 13 | 36 | 32 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 14 | 07 | 14 | 10 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the activities which on closer dates.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 07 | 06 | 03 | 01 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 03 | 02 | 02 | 01 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 57 | 48 | 33 | 31 | 33 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 38 | 21 | 29 | 30 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 12 | 12 | 14 | 13 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 10 | 10 | 12 |

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.

2.Extended Profile Deviations

| ID | Extended Questions | | | | |
|-----|--|---------|---------|---------|---------|
| 1.1 | Number of students year wise during the last five years | | | | |
| | Answer before DVV Verification: | | | | |
| | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| | 1086 | 1040 | 948 | 957 | 877 |
| | Answer After DVV Verification: | | | | |
| | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| | 1084 | 1040 | 948 | 957 | 844 |