INSTITUTIONAL DEVELOPMENT PLAN (IDP)

HIRACHAND NEMCHAND COLLEGE OF COMMERCE, SOLAPUR (AUTONOMOUS)

Walchand Hirachand Marg, Ashok Chowk, Solapur 413 006

Hirachand Nemchand College of Commerce, Solapur (Autonomous)
W. H. Marg, Ashok Chowk, Solapur

Institutional Development Plan (IDP)
for the Period
2022-23 to 2026-27
Index

Hirachand Nemchand College of Commerce, Solapur(Autonomous)
Institutional Development Plan (IDP)
2023 to 2027

1. Vision:

- To develop competent students by imparting value based quality education with a commitment to their ethical and multi-dimensional development which will contribute towards their social and financial well-being.

Mission:

- To cater to the academic and professional aspirations of the students through value based education,
- To promote the marginalized students in order to uphold social equality with an objective
- To supply ethical human capital in the form of globally competent entrepreneurs, managers and businessmen.
- To Build youth through value-based education
- To Ensure social justice to the marginalized to uphold social equality

2) Institutional Profile:

Solapur city is located in South-eastern region of Maharashtra (17.6800^0N and 75.9200^0E). The district shares its borders with South Indian states of Karnataka and Telangana. City has speakers has speakers of Marathi, Kannada, Telugu, Tamil and Hindi languages with multilingual features. City is previously known as Manchester of East due to textile industries manufacturing Chaddars and Towels. Majority of the population belongs to economically weaker labour class. Now the region is flourishing as educational hub due to availability of institutes imparting diverse education in academic and professional areas.

Established in 1885, our trust 'Shri A. P. D. Jain Pathashala, Solapur was one of the oldest educational institutions in India and is a Jain Minority Institute. The trust caters and nourishes the spirit of Shraman Culture and Gurukul education Pattern. Our philosophy is *'Shikshan Haach Dharma'- i.e Education is Religion.* In addition to running various schools and high schools to impart primary and secondary level education our trust also offers truly global education by providing a broad spectrum of academic environments in the form of courses like B.A., B.Sc., M.A., M.Sc., B.Com., M.Com., M.Phil.and Ph.D. along with professional courses such as D.Ed., B.Ed., B.E., M.E., B.B.A., M.B.A., and M.S.W. The foundation of Hirachand Nemchand College of Commerce, Solapur can be traced back to the year 1968 when the Commerce stream (B Com Program) was introduced in the erstwhile Sholapur College, Sholapur, established in 1962 with Arts and Science streams. In July 1972, the college branched out from the multi-faculty Sholapur College, Sholapur, as a single faculty commerce college with a separate identity and recognition as Sholapur College of Commerce, Solapur. In the year 1980 Solapur College of Commerce was renamed as Hirachand Nemchand College of Commerce in the gracious presence of Hon. Shri Atal Bihari Vajpai, to commemorate the contribution of Seth Hirachand Nemchand, founder of our parent Institute SAPDJ Pathashala.

Since its establishment on 8th July 1972 Hirachand Nemchand College of Commerce, Solapur has evolved as a leading college offering education in Commerce stream and is also a Pioneer in Management Education in Solapur District. The college aims to impart quality education and develop competent students ready to face challenges of the competitive world. In addition to conventional B.Com and M.Com programs the college offers MBA, BBA and BCA. The MBA and M.Com. Programs were introduced in 1981 and the BBA and BCA programs were introduced in the year 2004. The guidelines set by UGC, NAAC, DTE, AICTE and affiliating University have given us a direction in fulfilling our vision and mission. The college was conferred autonomous status by UGC and PAH Solapur University, Solapur from the academic year 2021-22 vide letter No F.22-1/2017(AC) dated March12, 2021 and PAHSUS/VCO/2021-22/45 dated 25 June, 2021.

The college has been reaccredited with 'A' grade by NAAC in the third cycle valid up to December 2026.

1.1 Institutional Identity	• Recognized Government Aided Jain Minority Institute • UGC Recognized, Government Aided and NAAC Reaccredited with 'A' grade
Name of the Institute	Shri. A. P. D. Jain Pathashala's Hirachand Nemchand College of Commerce , Solapur (Autonomous)
Affiliating University	Punyashlok Ahilyadevi Holkar Solapur University Solapur, Maharashtra, India
Status	• Recognized Government Aided Religious Jain Minority Institute • Autonomous Status from UGC and PAH SUS, Solapur
Address	W. H. Marg, Ashok Chowk, Solapur 413003
City	Solapur State: Maharashtra
Website	www.hnccsolapur.org
1.2. Academic Information	• Offers coeducation and provides inclusive and safe atmosphere for students from diverse community both from rural and urban background • Runs self-financing programs in Commerce and Management • Programmes offered B.Com. B.B.A B.C.A M.Com M.B.A • Certificate Courses
1.3. Establishment Details	08/07/1972
Details of Establishment	2(f): 01-01-1963 2(f) : 07-07-2010 12(B) : 07-07-2010

1.4. Accreditation Details		Ref: Appendix 1		
Cycle	**Grade**	**CGPA**	**Year of Accreditation**	**Validity Period**
1st	B+	76.15	2004	16/09/2004 to 15/09/2009
2nd	A	3.01	2011	26/03/2011 to 26/03/2016
3rd	A	3.21	2017	23/01/2017 to 31/12/ 2026

1.5. Faculty Status (Regular/On-Contract Faculty as of March 31st, 2021)	No. of Regular Teaching Staff: 09 No. of Temporary Teachers appointed by Management:24 No. of CHB Staff:2 Total Teaching Staff: Full Time: 33

1.6. Course and Examination Details	• The College has adopted semester, CGPA and CBCS system of examination implemented by Solapur University, Solapur. • CBCS has been implemented for PG programs from 2015-16. • Under Autonomy, our college has now established independent Board of Examination and Evaluation (BoEE) and examinations are held using best of the software for smooth functioning and timely result.

1.7. Students' Profile

Student Profile: 2022-2023

Course		No of Students	Total
B. Com	I	480	
	II	430	
	III	470	1380
BBA	I	132	
	II	107	
	III	129	368
BCA	I	66	
	II	60	
	III	62	188
MBA	I	137	
	II	124	261
M.Com	I	165	
	II	137	302
Grand Total			**2499**

1.8. Facilities (Lab./Library/Hostel)	1) Laboratories: No. of Labs : 3 Area: 2233.61Sq. Ft. List of Labs: 2) Library: 2520.93 Sq. Ft.

	3) Hostel: Total 05 Blocks • Boys Hostel (Three Blocks with 300 capacity) • Girls Hostel (Two Blocks with 260 capacity)
1.9. Research and Development	• Number of recognized Research Centres for Ph.D. work: NIL • Number of Ph.D. Guides: 07 • No. of Ph.D. students working: NA

1.10. Sports and Culture	**1) Sports:**
	• Large Playgrounds: 02
	• Gymnasiums: 02 (*01 for Boys + 01 for Girls*)
	Institute has established sports facilities since its inception. An area of 66480.10 Sq.mts in 2 playgrounds are used for outdoor sports
	
	• **Sports ground**
	 Sports ground is used for outdoor games like:
	     o Cricket field available – 02
	     o Basket Ball Courts – 02
	     o Tennis Courts – 02
	     o Football field available – 01
	     o Volleyball Courts – 03
	     o Handball Courts – 02
	     o Hockey field available – 01
	     o Kabaddi Courts – 04
	     o Kho-Kho Courts – 02
	     o 400 M track (8 lane)
	• **Indoor Games**
	Following indoor game facility is available:
	     12 Chess boards, 6 Carrom boards, 2 Table Tennis tables are available.
	• **Swimming Pool**
	 Markandeya Swimming pool is made available for practice/s
	• **Badminton Court**
	 SMC's Badminton Court at Bhagatsing Market, Near Ashwini Hospital is made available for practice/selection for minimum 3 months.
	• **Wrestling, Gymnasium, Body building and Weightlifting**

	o 70 Wrestling, Judo Mats are available
	o Well Equipped two Multi gyms, separate for Men & Women are available
	• **Yoga, Pranayama**
	Spacious hall is available for Yoga and Pranayama.
	• *All necessary Sports Kits and Sports equipments available for students*
	2) Cultural Department:
	• Activities such as Annual cultural events (Youth Festival), Inter and intra collegiate, Zonal, state level and national level sports and and cultural events
1.11. Financial Reports	Appendix No 2

2. Need Assessment:

2.1. Curriculum Excellence

As an Autonomous institution, the institution has the liberty to design its own curriculum. Efforts are being taken by the various Board of Studies (BoS) to reform the syllabus as envisioned in the NEP-2020 document. In addition to demands of the local, regional, national and international requirements, cross-cutting issues relevant to Gender, Environment, Sustainability, Human Values and Professional Ethics are integrated into the curriculum.

2.2. Pedagogical Excellence

The college encourages a teaching methodology which focuses on student centric approach to enhance the learning experiences of Students. Activities are conducted in the classrooms and beyond classrooms to impart theory and practical knowledge. As per the goals set in NEP-2020, for the provision of more experience-based teaching learning our BoS has given special attention while designing the curriculum to provide maximum field and practical based knowledge. Additionally, efforts are also being made to integrate ICT, e-content, MOOCs (Swayam, NPTEL etc). Students are promoted to undertake field-based research and training to achieve necessary skills. College do promote its faculties to participate and engage in faculty development programs.

2.3. Academic Administration

Effective curriculum delivery is ensured through well planned process. Teaching plan is prepared by individual teachers from each department in consultation with Heads and subject teachers. Efforts are taken to adhere to teaching plan and complete curriculum. Efforts for curriculum delivery are taken through regular lectures conducted as per the time table by subject teachers.

An academic calendar is prepared for effective implementation of academic activities, internal exam and end semester exams.

To evaluate the effective delivery of curriculum, result analysis is done at the end of every academic year. Feedback of students is also taken to ensure that students are satisfied with curriculum delivery.

Further, software-based processes viz., admission, LC, payment gateways, scholarship form, exam forms, receipts, and overall database management (IQAC, NIRF, DHE/MIS, AISHE etc). are used for academic administration.

2.4. Examination Reforms

The Board of Examination and Evaluation of the college is the central body what looks after the conduct of examination related work and reforms. The CoE, Dy. CoEs, Assistive staff with required infrastructure work in coordination for smooth conduct of examination related work. The BoE&E has offered various options for internal examination, re-examination for failed students to pace the academic continuity, but still there is room for improvement with the IT integration.

2.5. Infrastructural Development &Maintenance

Appropriate annual budgetary allocations are made for infrastructural development and maintenance work. With continual growth in the number of courses and students there is urgent need to increase infrastructural development in addition to well-equipped classrooms and with regards to Administration work, teaching-learning process, research and development, knowledge resource centre, student support facilities, sports and cultural facilities etc.

2.6. Collaboration / Partnering with Knowledge and skills hubs

Our college has collaborations with commerce bodies, regional industries, NGOs, other HEI's. To achieve and sustain the highest standards in education, our college is striving to establish and partner with more organisations.

2.7. Effective institutional governance

There is standard hierarchical governance system to look after day-to-day functioning of academic, administrative, curricular, co-curricular and extension activities. A perspective plan is prepared at the beginning of the year by the IQAC which is in line with the mission and vision of the college. Process of Decentralisation is followed in proper planning, coordination and implementation of all programs. Efforts are taken to execute the planned activities, through the practice of participatory management, by the teaching staff, non-teaching staff, coordinators of different units and committees, administrative and support staff, student representatives of various bodies and all the stakeholders. Process of Decentralisation is followed in proper planning, coordination and implementation of all programs. College Development Committee, Principal, IQAC Coordinator and Members, teaching staff, non-teaching staff, coordinators of different units and committees, administrative and support staff, student representatives of various bodies, Stakeholders,

Alumni and different boards work to design, plan and execute the different academic and administrative activities for the smooth functioning and development of the institute.

2.8. Stakeholders Involvement

The college has mechanism to involve all stakeholders of higher education through parent-teacher association, alumni association, agency supervisors meet, inclusion of experts in BoS committees and imparting training for students. , Stakeholders, Alumni and different boards work to design, plan and execute the different academic and administrative activities for the smooth functioning and development of the institute. IQAC plays vital role in decision making and involves stakeholder participation in formulation and implementation of policy and plans in the college. Students are involved in various college committees and are given responsibilities in college level activities. There is a Feedback mechanism and analysis and implementations of suggestions coming from stakeholders including students and staff. Plans to implement a mechanism for other stakeholders is under process.

2.9. Manpower Management

With the increase in the number of students, one of the challenges face by the institute is recruitment of academic and administrative staff in the college. Abiding by the government norms for recruitment there has been no recruitments of the vacant positions since last few years. Leading to recruitment on contractual basis of academic and administrative staff in the college. The college under its Autonomous status need to address this challenge of manpower by appointing contractual/ temporary/visiting professors/ retired staff or partially outsourcing services.

2.10. Legal Compliances

Compliances of college related Legal matters are looked after by the legal advisor of the institute. The statutory committees functional and work according to Govt. resolutions and guidelines. A number of activities are organised to make students, staff and stakeholders aware of various laws, issues, rules and regulations for teachers, admin staff and students. Information of importance committees are displayed at various places in the college campus.

2.11. Creating Institutional Brand Image

Since its establishment on 8th July 1972 the college has evolved as a leading college offering education in Commerce stream and is also a Pioneer in Management Education in Solapur District. With the changing time, the institutions has scope to diversify its presence through digital and social platforms viz., Dedicated Webpage, YouTube, Facebook, Instagram, Twitter etc. to gain continued recognition as a brand not just in the region but across the nation and globe.

2.12. Research &Development:

The college proposes to establish a Research centre for Commerce and Management faculties with required infrastructure and facilities for research work .Presently five faculty members are working as PhD guides recognized by PAH Solapur University, Solapur with research

scholars allowed/approved under each guide. The focus of the research policy is to integrate research projects through interdisciplinary and interdisciplinary research projects and promote quality research through publications in high impact factor journals.

The college has a functional Research & Development Cell (RDC) as mandated in NEP-2020. College Research Committee promotes and monitors progress of research work. A research policy envisioned by NEP has been framed to promote research in the institute.

2.13. Social outreach programs

The college has a strong foundation in social, industrial, cultural and religious dimensions by the visionaries' founders of the SAPDJ Trust. In line with our objective to cater to the academic and professional aspirations of students through value-based education and promoting social awareness, the college has taken innumerable steps to uphold social equality and create awareness about environment related issues and gender sensitization among its staff and students. Through NCC, NSS Cultural Unit, students are made aware of their social responsibilities towards environment protection. Community outreach programs and activities organized to make students aware of dignity of labour, to strengthen the sense of national integrity, to create awareness of social problems, to spread the message of social justice and equality to the community, to instil the values of cleanliness among the students etc. The Research centre aims to focus on integrated research projects through interdisciplinary research projects and to promote quality research through publications in high impact factor journals.

2.14. Monitoring and evaluation

The institution monitors and evaluates the learning levels of students through Continuous Internal Evaluation (CIE). The assessment of learning levels of admitted students or identification of advanced learners and slow learners is primarily done through result analysis, time to time feedback from mentors, performance in assignments, involvement in-class activities, problem-solving ability in classes. In addition, the performance of students is evaluated through activities conducted in the online classes and beyond, under the banner of different associations, set up as per students' area of specialization and areas of interest. This method of CIE helps college to identify advanced and slow learners and motivate them to harness their talent and overcome weaknesses respectively. The college periodically undertake SWOT analysis to monitor and evaluate the performances of various department and cells. Based on the evaluation's targets are set for further improvements. Majority of the decisions are directly and indirectly reported in meetings of GB, CDC, IQAC, FC, BoEE. Feedback from various stakeholders are collected to monitor and evaluate the needs and quality of education.

2.15. Employment

The college has placement cell to look after and manage the entire process of communication and conduction of campus placements. On an average, annually more than 10 organizations and industries conduct campus interviews in the college. The Placement Cell constitutes the placement officer who looks after placement activities which include conducting pool drives, campus interviews, grooming students to face the job market. The database of the employers need to be improved for effective functioning of placement cell.

2.16. Supporting Students from Disadvantaged Background

All the scholarships are disbursed directly to students account. The college has mechanism to make aware the students about various scholarships offered by Govt. and non-govt. organizations. Students are given support to fill forms, bank linkage age and procuring supporting documents. The college has ambitious philanthropic initiative in the form of SAF, TS-SAF scheme to support needy and disadvantaged students' education.

3. The Role of the University in Contemporaneity:

The Role of the parent university is to create an atmosphere that is conducive for the development of the College and support the Autonomous College in designing and framing the curricula, guiding for evaluation and examination of the students.

4. Future Perspective:

While envisioning a progressive higher education system, Issues such as innovation, easy access to education, sustainability, quality education, revision of curriculum, new collaborations, research and funding have become key players in providing a quality student-centric and holistic experience to learners.

Efforts to continue the presence of Industrial collaboration for the creation of curricula, organization of expert talks, internships, live projects, career counseling, and placements.

Promote student exchange, faculty exchange programs, and other cooperation with high-quality higher educational institutes to increase the quality, reputation, and credibility of the institute.

Improve teaching methodology, create synergies between research and teaching, and encourage alliances between higher education institutions, research centers, and companies.

5. Goals:

Hirachand Nemchand College of Commerce, aims to cater the students through value-based education, promoting the marginalized students in order to uphold social equality. Our institution has set the goals aligned with the vision mission.

- *To cater to the academic and professional aspirations of the students.*
- *To supply ethical human capital in the form of entrepreneurs, innovators, managers and businessmen*
- *To develop the students to use their head, hand and heart in a balanced fashion*
- *Development of professional attitude*
- *Eco-mission for sustainable development*
- *Social sensitization for holistic activism*
- *Building youth through value-based education*
- *To cater to the core needs of the marginalized students to uphold social Equality*
- *Equipping professional entrepreneurs for contributing to the development of society.*

6. Global Goals:

The NEP 2020 states that high performing universities in India may have a chance of setting up campuses in foreign countries in the future, while at the same time selected foreign universities will be encouraged to set up their branch campuses in India. . The institute plans to fulfill these global goals envisioned in NEP 2020 through exchange of ideas and resources from reputed institutes that will result in ensuring a decrease in the loss of talented individuals migrating to other countries for study or jobs with Collaboration with reputed institutions through a MOU for academic exchange.

In line with the international standards of education adoption of an interdisciplinary or multidisciplinary approach, restructuring at the bachelor's and above levels and maintaining uniformity with the system followed in other universities and colleges to enable students to transfer to another university without losing their credits.

Further introduction of interdisciplinary courses to make academic atmosphere in college conducive to attract   talented international students to pursue their higher education in the college.

7. INSTITUTIONAL PEDAGOGICAL APPROACH:

7.1: Teaching Policy:

The NEP 2020 emphasises a learner centric approach for the holistic development of the learners, which requires using innovative pedagogical approaches such as experiential learning, cutting edge pedagogy, art integrated learning, flipped classroom etc. In line with the NEP Policy the college encourages a teaching methodology which focuses on student centric approach to enhance the learning experiences of Students. Activities are conducted in the classrooms and beyond classrooms to impart theory and practical knowledge. The institute plans to continue to implement this teaching policy recommended to implement NEP 2020 through addressing the different learning needs of students within a classroom and institutions-needs of differently-abled students. • Offering the learning styles (visual, auditory and kinesthetic learning styles) of students. • Provoing diversity of the background of students in terms of the discipline of study, the social, economic, cultural and educational background, vernacular medium of learning. • The difference in the pace of learning.

7.2: Research Policy:

The college has a functional Research & Development Cell (RDC) as mandated in NEP-2020. College Research Committee promotes and monitors progress of research work. A research policy envisioned by NEP has been framed to promote research in the institute.

Objectives of Research and Development Cell of the college is to focus on integrated research projects through interdisciplinary and interdisciplinary research projects. and to promote quality research through publications in high impact factor journals. • To launch facility for research in emerging areas of science and technology and social sciences.

7.3: Community Service Policy:

The NEP, 2020, in different chapters, lays emphasis on volunteer participation; and calls for proactive involvement of the community in improving the quality of education where in every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. The College focuses on well-being of community through social action and has outlined a policy to enable employees and students to engage in the community service during normal working hours through on campus events and field work. Elderly Fieldwork involves community services, Outdoor learning, Project management. Individual voluntary service by students and staff can be aimed to Volunteer an activity through participation in an event organized or sponsored by an NGO, or a human service organization licensed or accredited to serve citizens with special needs including children, youth, or the. The can also volunteer to join a program for mentoring for a public/private primary/secondary school, childcare program. Time spent contributing to completion of such projects or activities associated with these events are treated as duty leave.

7.4: Management Policy:

Our college has a visionary management that is proactive in providing and promoting quality education on campus. Our management policy rests on following principles; • Providing inclusive education • Availing education to disadvantaged sections of society • Setting highest benchmark in the selection of staff and other human resource • Following democratic and participative management practices.

7.5: Social Responsibility:

In addition to academic development the college aims to develop competent students by imparting value based quality education and make them responsible members of the society. The college inculcates social responsibility in the students by undertaking activities such as environment awareness, help to NGOs through collective efforts, etc. This leads to making the students Socially Responsible Citizens. Through NCC, NSS Cultural Unit, students are made aware of their social responsibilities. Socializing skills of the students are college nurtured through different programs like rallies, tree plantation, blood donation camps and annual camp, *shramdan.* The faculties are involved in community engagements through their research, extension activities etc.

8. SERVING PEOPLE WITH SPECIAL EDUCATIONAL NEEDS:

The very philosophy of the trust is 'Shikshan Haach Dharma', to realize this philosophy, our college is continuously striving to support the disadvantaged section of the society. To serve the students with special educational needs, college has a policy regarding identifying such students who are in special needs, faculties have devised tests to identify weak and gifted students and work accordingly to their needs to develop them. College is also providing support to students in examinations viz., providing writers to the blind students, making

special arrangements for differently able children, supporting economic backward students, proving bicycles, educational material etc.

9. FACULTY:

As per the legacy of the institution, college does not compromise with quality and character of the staff. All the faculties are highly qualified and established in their respective fields through their teaching, extension activities, their research publications and contributions in various committees of the affiliating university along with other national and international universities. It is a great source for students to build their academic career with a fine character. As members of different BoS faculty members devise the curriculum, methodology under given Autonomy. They are provided with necessary support viz., computers, labs, library, Internet facilities etc. Institute uses fare and transparent recruitment mechanism for selection of teachers, administrative and menial staff.

10. TECHNICAL-ADMINISTRATIVE STAFF:

Our college has good administrative staff working in the office. Most of them are technically sound in MS-Word, MS-Excel, Tally, shorthand and software used for administrative services. The composition of the administration staff is inclusive in true sense. College has professional development plan for admin staff, in respect to this college arranges various training programmes for them. College also supports them to go for higher administrative trainings and education.

11. STUDENT BODY: To keep a democratic spirit HE institutions are required to have a student body/council as per the guidelines of UGC, Maharashtra Government and directive given by Higher and Technical Education Department from time to time. At Hirachand Nemchand College of Commerce, Solapur, students are a part of planning, implementation and execution of all Curricular, Co-curricular and Extracurricular activities. Further, Students are given opportunity to develop leadership skills by organizing and carrying out college activities in the form of representation of students in various committees of the college. The Commerce Association and the Marathi Vangmay Mandal (Marathi Literary Association) are student elected bodies where representatives are elected in a democratic way. Principal nominated students are given representation in IQAC, ICC, Anti ragging and other Committees.

12. Strategic Programs/ Goals: (These are indicative only. Institutions can set their strategic goals in their own words)

Hirachand Nemchand College of Commerce, aims to cater the students through value-based education, promoting the marginalized students in order to uphold social equality. Our institution has set the goals aligned with the vision mission.

- To cater to the academic and professional aspirations of the students.
- To supply ethical human capital in the form of entrepreneurs, innovators, managers and businessmen
- To develop the students to use their head, hand and heart in a balanced fashion
- Development of professional attitude
- Eco-mission for sustainable development

- Social sensitization for holistic activism
- Building youth through value-based education
- To cater to the core needs of the marginalized students to uphold social Equality
- Equipping professional entrepreneurs for contributing to the development of society.

13. DEVELOPMENT OBJECTIVES:
(For each heading, the number of objectives and the list of activities under each objective can be less than or more than three as per plan.)

13.1 Curriculum Excellence Objectives (for universities/ autonomous colleges only):

Objective-1: To develop and update curriculum which meets the requirements of industry.

Objective-2: To develop and update curriculum which will promote entrepreneurship among students.

Objective-3: To develop and update curriculum which integrate human ethics and social values.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Curriculum design as per NEP 2020 guidelines	Regular updation of course curriculum	Introduction of Certificate Course	Introduction of Internship and On Job Training	Introduction of Project Internship and On Job Training	Introduction of Research Project	

13.2 Pedagogical Excellence:

Objective-1: Promote an institutional culture that elevates the value of teaching excellence by expanding comprehensive support and professional development for teaching.

Objective-2: To make teaching-learning process student centric.

Objective-3: Proper combination of theory and practical with integration of traditional and modern methods.

Objective:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	FDP	RC/OP/FDP/NPTEL					
2	Teaching-Learning Process	Use of ICT	Use of Participative method such as group discussion, students seminars	Use of Practical approach such as case Study and problem solving approach	Industrial visits and OJT	Field project	
3	E-content development	E-content development					

13.3 Academic Administration:

Objective-1: To set teaching standards for students and teachers and ensure classroom organisation, attendance and discipline among students.

Objective-2: To ensure completion of work according to policies and programmes in time.

Objective-3: To aim for e governance in academic administration

Objective:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Academic calendar	Academic calendar, Teaching plan, syllabus completion					
2	Result analysis	Result analysis and counselling					
3	Use of technology in administration	Use of software for admission, examination and result preparation etc.					

13.4 Examination Reforms:

Objective-1: To introduce application oriented examination system.

Objective-2: To ensure fair examination system and effective use of the evaluation process by teachers and students

Objective-3: To digitize examination process

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Question paper pattern		Application based question and	Introduction of case study based question	Industrial visits and OJT	Field project	
2	Use of digital resource in examination and evaluation process	Use of digital resource in examination and evaluation process					
3	Continuous and comprehensive evaluation	Continuous and comprehensive evaluation such as vio-voce orals, class presentation.					

13.5 Infrastructural Development &Maintenance:

Objective-1: To ensure adequate qualitative infrastructure for the comfort of **students, teachers, and administrators.**

Objective-2: To provide adequate spaces for the development of rehearsals and practices such as research, student support, libraries, computer labs, sports club, and culture forum.

Objective-3: To develop state of art student centric infrastructure.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	ICT enabled classrooms			100%			

2	Building facilities		100% addition				
3	Updation of knowledge resource centre	Yes	Yes	Yes	Yes	Yes	

3.6 Partnering with Knowledge Hubs:

Objective-1: To seek guidance and resources to reduce the time to implement new operational mechanism, programme and training content.

Objective-2: To enhance the utilization of facilities provided by knowledge hubs

Objective-3: To enhance collaborative activities with HEIs and regional and local industries

Objective:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	MOUs	MOUs					
2	Subscriptions	Subscriptions					
3	Industry-Institute Interaction activities	Industry-Institute Interaction activities					

13.7 Automation and Information Technology:

Objective-1: To improve the accuracy and consistency in operations.

Objective-2: To boost the efficiency and eliminate routine manual task.

Objective-3: To improve academic quality.

Objective:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Complete automation	Examination and result	Library	Office work including cashless office	Admission		

13.8 Stakeholders Involvement:

Objective-1: Productive involvement of stakeholders in academic development.

Objective-2: Productive involvement of stakeholders in policy making and overall management.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Academic Council & Board of Studies	Yes	Yes	Yes	Yes	Yes	
2	Governing Body	Yes	Yes	Yes	Yes	Yes	
3	College	Yes	Yes	Yes	Yes	Yes	

		Year-1	Year-2	Year-3	Year-4	Year-5	
	Development Committee						
4	Parent-Teacher & Alumni association	Yes	Yes	Yes	Yes	Yes	

13.9 Manpower Management:

Objective-1: To maintain adequate workforce with the necessary skills and qualifications to perform efficiently.

Objective-2: To improve employee satisfaction for enhanced employee morale and motivation.

Objective-3: To optimise the use of existing human resources.

Objective:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Timely requirement as per govt. and university norms	Yes	Yes	Yes	Yes	Yes	
2	Appreciation and support for self-development	Yes	Yes	Yes	Yes	Yes	

13.10 Legal Compliances:

Objective-1: To conduct the working of college in strict adherence with college manual and university statute.

Objective-2: To keep statutory bodies functional for proper atmosphere in campus

Objective-3: To maintain transparency in handling legal issues

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Formation of statutory and non-statutory committees	Yes	Yes	Yes	Yes	Yes	
2	Conduct of committee meeting	Yes	Yes	Yes	Yes	Yes	
3	Display of various statutory notices and declarations.	Yes	Yes	Yes	Yes	Yes	

13.11 Creating Institutional Brand Image/ Ranking:

Objective-1: To create academic brand of the institution by developing talent of the students and teacher.

Objective-2: To create institutional brand which will attracts employers for recruitment.

Objective-3: To create the preferred brand amongst the parents.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Academic excellence	Yes	Yes	Yes	Yes	Yes	
2	Placement	Yes	Yes	Yes	Yes	Yes	
3	Creating societal impact of institution	Yes	Yes	Yes	Yes	Yes	

13.12 Research &Development:

Objective-1: Motivate faculty members to undertake research work and publications.

Objective-2: *Encourage students to engage in research and scholarly activities.*

Objective-1:							
Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Research Projects and Papers	Yes	Yes	Yes	Yes	Yes	
2	Students' participation in research	Yes	Yes	Yes	Yes	Yes	
3	Financial support for research participation	Yes	Yes	Yes	Yes	Yes	

13.13 Social Outreach Programmes:

Objective-1: To enhance institutes participation in social outreach programme and to create social impact.

Objective-2: To encourage students to participate in social outreach programme.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Programmes relating to creating social awareness	Voters Participation, Blood donation, Cleanliness drive, Tree plantation, Visits and donation to social institutions					
2	NSS and	Yes	Yes	Yes	Yes	Yes	

Sr. No.	Activity					
	NCC Programme					
3	Research on social issue	Yes	Yes	Yes	Yes	Yes	

13.14 Monitoring and Evaluation:

Objective-1: To strengthen monitoring and evaluation system of college.
Objective-2: To evaluate learning levels of students through continuous evaluation.
Objective-3: To facilitate the progress of students towards achieving desired goals.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Continuous evaluation system	Yes	Yes	Yes	Yes	Yes	
2	Result analysis	Yes	Yes	Yes	Yes	Yes	
3	Feedback from stack holders	Yes	Yes	Yes	Yes	Yes	

13.15 Employment:

Objective-1: To maximize placement opportunities through campus placements.
Objective-2: To train the students to enhance their employability skills.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Pool drives	Yes	Yes	Yes	Yes	Yes	
2	Campus interviews	Yes	Yes	Yes	Yes	Yes	
3	Mock interviews	Yes	Yes	Yes	Yes	Yes	
4	Grooming sessions including training and workshops	Yes	Yes	Yes	Yes	Yes	

13.16 Supporting Students from Disadvantaged Backgrounds:

Objective-1: To extend educational and monetary support to needy students.
Objective-2: To reduce the chances of dropout through institutional support.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Support through scholarship	Yes	Yes	Yes	Yes	Yes	
2	Student Aid-fund and teachers'	Yes	Yes	Yes	Yes	Yes	

	sponsored student Aid-fund						
3	Bicycle bank for girl students	Yes	Yes	Yes	Yes	Yes	
4	Psychological support to students through individual counselling	Yes	Yes	Yes	Yes	Yes	

13.17 Others:

Objective-1: To achieve women empowerment through leadership development.

Objective-2: To strive for holistic development of students through various experimental learning programmes.

Sr. No.	Activity	Year-1	Year-2	Year-3	Year-4	Year-5	
1	Activities for holistic development of girl students.	Self-defence camp, health check camp, health awareness and guest lectures Workshop for development of entrepreneurship skills and personality development					
2	Experimental learning programmes	Students' active participation in organizing Trade fare, Inter college quiz and other competitions, Cultural activities and other programmes.					

14. Metrics and Targets:

Provide the targets against the deliverables as listed below (A, B, C, D, E) (A-100%, B-75%, C-50%, D-25%, E-0%)

Indicator(s)	Present Rating	Target Rating (after 5 yrs.)
GOVERNANCE QUALITY INDEX		
% of Faculty Positions vacant	17 (20%) A	10%
% of non-teaching staff to teaching Staff		
Total no of under graduation programs	3	3
Total no of post graduate programs	2	3
Total no of doctoral programs	0	1
Faculty appointment- turn around/ cycle time in months	NA*	
Delay in payment of monthly salary payment of faculty	NA*	
ACADEMIC EXCELLENCE INDEX		
Delay in exam conduction and declaration of results *	D (20-40 days)	A-no delay
Plagiarism Check *	D	B
Accreditation	A	A
Teacher Student ratio	1.69	1.40

% of Visiting professors *	E	D?
% of students passing out with 60% or more marks	B	A
% of graduates employed by convocation	D	B
% Number of students receiving awards at National and International level	E	C
% Of expenditure on Library, cyber library, and laboratories per year	C (>9 lacs)	B
% Of faculty covered under pedagogical Training	D	B
% Of faculty involved in "further education"	E	C
Dropout rate	A (2-5%)	A
No foreign collaborations	E	D
Subscription to INFLIBNET	A	A
EQUITY INITIATIVE INDEX		
SC Student %	10%	5%
ST Student %	0.6%	0.5%
Gender Parity	A	A
Existence of CASH (Committee Against Sexual Harassment)	A	A
Existence of Social Protection Cell	A	A
Language assistance programs for weak Students	A	A
RESEARCH AND INNOVATION INDEX		
Per-faculty publications	D	C
Cumulative Impact Factor of publication	D	C
H Index of scholars	D	C
% Of staff involved as principal researcher	C	B
% Of research projects fully or more than 50% funded by external agencies, industries, etc.,	E	C
Total no of patents granted	NA	NA
% Of faculty receiving national/ international awards	D	C
% of research income	D	B
Doctoral degrees awarded per academic Staff	C	B
% Doctoral degrees in the total number of degrees awarded	D	B
% Expenditure on research and related Facilities	C	B
Digitization of master's and Doctoral thesis	E	B
UPE/CPE	NA	NA
% Of Income generated from non- grant Sources	D	B
STUDENT FACILITIES		
No. of new professional development Programs	1 (BBA)(BCA)	5 (MCA)
Existence of Placement Cells and Placement Plan	Yes	Yes
% Of expenditure on infrastructure maintenance and addition	5-10%	15-20%
Availability of hostel per out-station female student	Yes	Yes
Availability of hostel per out-station male student	Yes	Yes
Student Experience Surveys	Yes	Yes

Infrastructure and Others		
% Income generated from training courses	0%	2%
% Income generated from consulting	1%	5%
Computer coverage	Yes	Yes
Internet connectivity of Campus	Yes	Yes

15. INSTITUTIONAL PROJECT BUDGET:

Sr. No.	Activities	Project Life Allocation	Financial Year				
1	**Infrastructure**		22-23	23-24	24-25	25-26	26-27
	1. Modernization and strengthening of laboratories including contractual technicians' recruitment		NA	NA	NA	NA	NA
	2. Establishment of new laboratories for existing UG and PG programs and new PG programs including contractual technicians' recruitment		NA	NA	NA	NA	NA
	3. Modernization of classrooms		NA	NA	NA	NA	NA
	4. Updation of Learning and Training Resources		1100000	1155000	1212750	1273388	1337057
	5. Procurement of furniture		NA	NA	NA	NA	NA
	6. Establishment/ Upgradation of Central and Departmental Computer Centres including contractual technicians' Recruitment		NA	NA	NA	NA	NA
	7. Modernization/improvements of supporting departments		1250000	1312500	1378125	1447031	1519383
	8. Modernization and strengthening of libraries and increasing access to knowledge resources		1000000	1050000	1102500	1157625	1215506
	9. Refurbishment (Minor Civil Works)		500000	525000	551250	578813	607753
	10. Staff and Students residential infrastructure like a hostel, mess, etc.,		NA	NA	NA	NA	NA
	11. Enhancing Sports, Cultural and Recreational Facilities with emphasis on the creation of Social Spaces		870000	913500	959175	1007134	1057490
	11. Creation of Public Realm and enhancing Quality of Life		NA	NA	NA	NA	NA

	on Campus						
	12. Investment in preparation of comprehensive master plan to guide future growth of campus		NA	NA	NA	NA	NA
2.	1. Research and Development support		60000	63000	66150	69458	72930
	2. Providing Teaching and Research Assistantships to existing and new M.Phil. and Ph.D. programs		NA	NA	NA	NA	NA
	3. Provision of resources for research support		40000	42000	44100	46305	48620
	4. Enhancement of R&D and institutional consultancy activities		10000	10500	11025	11576	12155
3.	1. Faculty Development Support						
	2. Faculty and Staff Development (including pedagogical training, and organizing/ participation of faculty in workshops, seminars, and conferences) for improved competence based on Training Needs Assessment		30000	31500	33075	34729	36465
4.	1. Institutional reforms		60000	63000	66150	69458	72930
	2. Technical assistance for procurement and academic activities						
	3. Institutional management capacity enhancement						
5.	1. Academic support						
	2. Creation of new departments/ courses						
	3. Enhanced Interaction with Industry						
	4. Temporary faculty engagement						
	5.Student support activities		10000	10500	11025	11576	12155
6.	Others						
	TOTAL		4930000	5176500	5435325	5707093	5992444

16. GAP ANALYSIS / SWOT analysis:

16.1: Self-Assessment for Need Analysis

Strengths:
- NAAC A grade
- Academic autonomy
- Awarded A grade in AAA (Academic & Administrative Audit)
- Scope for academic flexibility -Multidisciplinary programs available in campus
- Teaching in bilingual (Marathi and English) medium made available
- Registered Alumni Association

Weaknesses:
- Staff crunch
- Research centres not sanctioned
- Lack of industrial and professional exposure due to small and less number of local industries

Opportunities:
- Scope for Inter-institutional student exchange programmes.
- Strengthening of campus placements.
- Augmentation of consultancy services.
- Networking with alumni.
- Strengthening collaboration with industry
- Opportunity to start more Skill based/ Diploma/ Certificate courses

Challenges:
- Transfer theoretical knowledge from academics to industries
- Honing students with rural background
- Improvement in curricular components as per the local needs
- Enhancement of research and consultancy work

16.2: Financial Reports:

Institute prepares yearly budget in consultation with Management and other stakeholders which is further approved through CDC & FC. The budget is audited at the end of the academic year. After the award of the Autonomous status an extensive budget taking into consideration viz., Infrastructure, Examination, Library, Maintenance, Research, Training and Development.

Under the NEP-2020, there is scope for additional allocation under the heading viz., Physical infrastructure for teaching, learning and lab activities, Seed money for faculty and students, student support and extension activities, recreational spaces.

16.3: Goals:

1. To improve the education system according to the NEP-2020.
2. To increase value added courses focusing on the employment generation, skill enhancement and values
3. Promote value-based outcome through social responsiveness
4. To set a system for the credit accumulation and transfer mechanism through ABC platform.
5. To digitalize administrative, examination, data management processes.

16.4: Detailed description of Goals.

1. To improve the education system according to the NEP-2020.

The institute will align its functioning in the future for achieving the goals set at National level in NEP-2020 policy. The college will be accordingly planning the programme structure, yearly academic plans, teaching-learning process and pedagogy, bringing IT reforms in assessment, administration and management aspects.

2. To increase value added courses focusing on the employment generation, skill enhancement and values

College also focuses on the inclusion of certain value-added courses such as to enhance soft skills, technical skills, analytical skills, human values, employability skills which can assist to increase the employability skills and values. College plans to transfer the credits for the value-added courses accumulate the credits through ABC platform. A dedicated placement cell will look for an increase in placement ratio through establishing contacts with prospective employers viz., Companies, Institutes, NGOs, GOs, R&D organizations, Start-up programs and other academic and non-academic organizations.

3. Promote value-based outcome through social responsiveness

College will be conducting various activities for social responsiveness towards citizens, gender sensitization, human values, community, etc. through student's and various cells (ED Cell, Women Empowerment Cell, ICC Cell, Incubation Cell, Research Cell, Consultancy cell) and Various associations (Commerce Association, Management Associations) aiming to promote the value-based outcome.

4. To set a system for the credit accumulation and transfer mechanism through ABC platform.

To successfully achieve the multiple entry and exit options provided in the NEP-2020 policy, our college has already taken initiatives to register our college on the ABC platform. In this regard the students were made aware and special support was given to open ABC ids through devised mechanism developed by ABC Cell of the college.

5. To digitalize administrative, examination, data management processes.

Our college aims bring IT reforms in the entire processes relating to academic, administrative, examination and assessment. Additionally, we will also devise methods to digitally capture, store, retrieve and assemble data required for NAAC, AISHE, NIRF, etc.

16.5: Year-wise Activity Plan (description of milestones and activities)

Milestone / goal	Year -I Activity	Year -II Activity	Year -III Activity	Year -IV Activity	Year -V Activity
1. To improve the education system according to the NEP-2020	-Designing and implementation of curriculum structure and framework according to NEP-2020	-Monitoring the progress of implementation of curriculum and reviewing yearly the action taken report	-Monitoring progress of honours and research degree as envisioned in NEP-2020	-Monitoring progress of honours and research degree as envisioned in NEP-2020 -Contemporary topics on research for students, induction training, RM trainings, report writing and publication	-Overviewing of progress in respect to NEP-2020 goals. -Setting new goals based on previous experiences of implementation of first four years UG course under s[i]NEP -Designing and implementation of curriculum structure and framework according to NEP-2020 for PG
2. To increase value added courses focusing on the employment generation, skill enhancement and values	-inclusion of the value-added courses relevant for job industry - Placement efforts for integrating employability skills	-Provisions for the credit transfer for the value-added courses -Providing prospectus available to stakeholders on various platforms viz., website, FB, Instagram, Local Newspapers, WhatsApp groups through publicity cell.	Monitoring the functioning of the credit-based value-added courses. -Offering counselling services, question banks, library services, continuous assessments, expert talks etc.	-Linking students to placement cell, mock interview, training, soft skills trainings etc.	-Recapping the experiences for sustainability of courses for strengthening of enrolment ratio. -Setting new goals regarding enrolment ratio.
3. Promote value-based outcome through social	-Designing the value based outcome by ensuring the	Monitoring the implementation of the course outcome and	Review of yearly plans and setting the next year	Increasing number of programs based of	Setting new goals aligned with the value based social

responsiveness	programme outcome, course outcome - Implementation of the goals focusing on social responsibility	program outcome through cells and association initiatives	action plan of various cells and associations	previous experiences.	outcome.
4. To set a system for the credit accumulation and transfer mechanism through ABC platform.	-Establishing ABC and exam cell -Registration of Institute on ABC platform -Student awareness regarding ABC id	-Capturing data of students as per the requirement of ABC -linking student ABC id with institutional platform	-Monitoring credit accumulation and transfer mechanism -addressing queries regarding ABC	-Generating and visualizing the final degree certificate	-Remoulding the required system for successful implementation of ABC
5. To digitalize administrative, examination, data management processes.	Building full proof mechanism for admission of the students through online availability of prospectus, form, payments, allotment of course, generation of ID card with unique id, service to upload necessary documents etc.	Devising online mechanisms for library services, internal examinations, tutorials, results etc.	Providing mechanisms for admin services viz., scholarships, certificates, transcripts, LC, payment gateways, hostel facility, etc.	Digitalization of data required for NAAC, AISHE, NIRF, DHE/MIS etc.	Sustaining best practices in digitalization of services

16.6: Institutional Project Budget

Our institute does allocate enough budget for updating of learning and training resources, upgradation of computer centre, strengthening of library, refurbishment as and when necessary, student's hostel and mess, support for consultancy activities and student support activities etc.

However, there is much scope for the modernization and strengthening of laboratories, establishing new UG-PG programs, recruitment of contractual staff, modernization of classrooms, staff residence, enhancement of sports, cultural and recreational facilities, research and development support (seed money), faculty development support (pedagogical

training, participation in trainings, workshop, seminars and conferences), interaction with industry etc.

16.7: Overall Institutional Performance Targets

Our college is one of the well-known institution in the region and the Maharashtra state established under the aegis of Shri A. P. D. Jain Pathashala, Solapur. The college has been awarded with A grade by NAAC, UGC-CPE status, Autonomous status and A+ grade in the Academic and Administrative Audit by PAH Solapur University, Solapur.

As per the ambitious targets set under NEP-2020, the college needs to improve in many aspects for long-term sustainability of the quality education viz.,
1. Creation of an eco-system to promote multidisciplinary education
2. Teaching infrastructure
3. Student support related areas
4. Physical infrastructural facilities
5. ICT related requirements
6. 20% increase in enrolment ratio
7. Fulfilling required teaching and admin staff

16.8: Implementation Plan

The college proposes to fill the existing gaps in consultation with our proactive management and other stakeholders. Each consecutive year conducts SWOT analysis to identify strengths and weaknesses of the institution. Accordingly, the IQAC prepares a perspective plan to fill the gaps in the institution. Based on the identified opportunities and challenges, the institution undertakes phase-wise improvement of the short-term, medium-term and long-term targets.

Phase-I- Feasibility checking for multidisciplinary courses, and new courses
Phase-II- Implementation of set targets in phase-I
Phase-III- Establishments of new departments, laboratories, classrooms, ICT, administrative departments, developing human resources.

16.9: Measures to ensure Sustainability

Various committees are established in the college to monitor and implement the policies devised by the IQAC and further approved by CDC. We have a set mechanism for quality control to ensure sustainability in all facets of education. With the changing scenario at the National and International level, there is always a need to constantly improve on various dynamics within the higher education institution for ensuring sustainability viz.
- Brain-storming at the highest-level policy making bodies- GB, CDC, BoS, AC, FC
- Achieving benchmark standards of teachers through training and re-trainings
- Need assessment and necessary action for creation of infrastructure
- Providing necessary support and platform for overall growth of students
- Striving to achieve financial autonomy through collaborations with industry, NGO, GOs, R&D institutions, Creation of Incubation centres and consultancies.

16.10: Bridging the Resource Gap

- As per the NEP-2020 guidelines, establishing multidisciplinary professional courses may address part of resource gaps.
- Our management has a history of taking pro-active steps to create minimum required infrastructure (establishment of Bio-tech, Nano-tech centres).
- The institution must address in future to fill the resource gaps viz., appointment of contractual teaching and admin staff, strengthening of research and development facility, outsourcing of IT services, enhancement of consultancies services.
- Courses in collaboration with industry, NGOs and in collaboration with local and regional stakeholders based on the need assessment.
- Sponsored courses by Alumni, Donors and R&D organizations.

17. Financial and Budgetary Sustainability

The institute receives major funds from different government bodies under Ministry of Education and Ministry of Social Justice and Empowerment etc. but to be financial sufficient institute will generate funds from various sources viz., self-financed courses, CSR `activities, research and extension services etc.

18. Documents on Stake Holder's Consultation

Institute is consistently engaged with stakeholders of higher education viz., students, parents, teachers, alumni, industries etc.

19. Follow-Up and Evaluation

Institute is consistently engaged in follow-up and evaluation processes for improvements in teaching-learning pedagogies, examinations, research endeavours, extension services, and performance of teachers, departments, administration etc.

20. TEMPLATE FOR MANDATORY DISCLOSURES about INSTITUTIONAL DEVELOPMENT PLAN (IDP):

	Research Universities/Teaching Universities/Autonomous Colleges	*Remarks*
Mandatory Disclosures	**(a) Up-to-date copies of the Act, Statutes, and Ordinances.**	**Ref:Appendix 2**
	(b) Minimum working days in the university, period of vacations, examination days, and the number of days when actual teaching is conducted excluding the days for the preparation for the examination.	**Academic Calander prepared for all Programs-Link in Appendix 3**
	(c) Where there are admission tests a note indicating the minimum criteria laid down along with admission policy and variations, if any, from the basis specified for admission.	**Admission policy available taking into consideration the minority College rule and regulations**

	(d) The statistics of the students admitted below the minimum qualifications referred to in clause (c) and justification for the same.	After all merit lists are displayed, if seats are vacant and available admissions kept open to all. Entrance Test taken for admissions to BBA, BCA Admissions to MBA as per AICTE rules procedure.
	(e) Residential accommodation for students.	Separate hostels available within campus for girls and Boys
	(f) Residential accommodation for staff.	Yes
	(g) The annual accounts of the university shall be prepared on an accrual basis as per the "Formats of Accounts" approved by the Ministry of Human Resource Development, including the Audit Report.	Audit Reports are prepared and validated by CA annualy.
	(h) The total staff strength in different categories with qualifications and research experience. This could be intimated by the university once in every three years, with changes, if any, to be intimated every year	41
	(i) Courses offered at different levels.	Appendix 4
	(j) Student's strength at various stages.	2499 (2022-23)
	(k) Teacher-student ratio.(2022-23)	Total Students: 2499 Total Teachers-41 Ratio:1:60
	(l) Results of examinations with divisions.(March 2023)	Results enclosed- Appendix No 5
	(m) Status of accreditation of the University and its colleges by a recognised agency.	A Grade by NAAC
	(n) Status of compliance with various regulations of University Grants Commission/Regulating Body.	NEP 2020 implemented for first year UG and PG Programs

		from 2023-24 AAA conducted
	(o) Status of off-campus centres or study centres and distance education centres being operated by the university/college	**IGNOU Study Centre, YCMOU(MCA)**
	(p) Self-financing courses are being offered by the university/college	**Yes**
	(q) Teaching staff - non-teaching staff ratio.	**Approx 1:0.90**
	(r) Position of vacancies against teaching staff posts.	**3**
	(s) Innovation in academics, research, and management, if any.	**Multidisciplinary, skill based , Value Added ,vocational courses introduced as per NEP guidelines**
	(t) Conformity with norms and requirements or regulations of various professional Councils.	**Yes-Guidelines of UGC, DHE, DTE AICET followed**
	(u) Grants received from Funding Agency or Central Agencies, scheme-wise during the last financial year and position of utilization.	**No**
	(v) Pending utilization certificate in respect of University Grants Commission grants, if any.	**No**
	(w) Programmes of study being offered in collaboration with any foreign university, with details thereof.	**No**
Digital Interface ONE Nation ONE Data		**Frequency updates or disclosures**
Unique ID for HEIs	TAN-PNEW01141A AISHE-C-15708	Constant except in case of merger / takeover etc.
Unique ID for Teacher	Teacher Information Format (TIF) designed to collect the data on each teachers' details of all the teachers employed with the University/ Institution of Higher Education through Data Capture Format (DCF) of AISHE (2016-17 onwards) may generate unique end-to-end encrypted data.	Periodic in case of employee turnover Available
Unique ID For Students	End to End Encrypted Unique Student ID[Aadhar Number (12 Digit Numeric) – Not mandatory OR DDMMYYYY (DoB) / YY (Year of Admission) /	In every academic Session Available

	XXXXXXXXX (PAN of Institution) / ZZZZ (Serial No of Admission in HEI in that session) (To be generated automatically by HEI Portal at the time of registration of DHE/MoE). The Unique ID shall be generated for each student across the country in a given academic session at the time of first entry to HEI and shall remain invariant throughout the life capturing In every academic session *Institutional Development Plan for HEIs	2022* **19** Working Group Report the following details: - Name of Student - Date of Birth (DD/MM/YYYY) - Gender (M / F/ T) - Reservation Category (GN /OBC/ SC/ST) - A person with Disability (Yes / No) - Year of Admission (YYYY) - Mode of Admission (R/O//P/L): regular, - ODL, Part Time/Lateral Entry - HEI Code - State Code (SS) as per transport authority. - Course Level (B- Bachelor, M-Masters-Doctoral, etc.) - Course Stream (A- Agriculture, H-Horticulture, F-Fisheries, etc.) - Email Id - Mobile (10 Digit Numeric) - Nationality - Blood Group (Optional) - Address - Admission Date (DD/MM/YYYY)	
Physical Infrastructure [Within the framework of DST F.No.SM/25/02/2020 (Part-I) dated 15th February 2021: Guidelines for acquiring and producing Geospatial	Following Thematic Maps by the integration of Remote Sensing with GIS data [spatially referenced data represented by vector and raster forms (including imagery) and attribute tables represented in tabular format] shall be uploaded by HEIs for online monitoring of the following features:	*After the details are uploaded once, only incremental changes as and when affected shall be uploaded* Available as per standard Norm

| Data and Geospatial Data Services Including Maps] | • Boundary with a schedule of boundaries of related pockets of HEIs
• Footprints of each building (structure) and its use (residential, commercial, etc.), number of levels (storeyies), community centres, community toilets, schools, health clinics/post offices, and religious structures.
  - Structures related to garbage collection, boundary walls and fencing and other utilities, plinth level of each building structure.
  - Open (vacant) plots, playgrounds, parks, and gardens
  - Commercial and non-household based activity areas such as small factories and manufacturing units if any.
Data Layers in GIS A layer represents geographic data, such as a particular theme of data. Examples of map layers include streams and lakes, terrain, roads, political boundaries, parcels, building footprints, utility lines, and or the photo imagery. Each map layer is used to display and work with a specific GIS dataset. Various layers can be superimposed over each other to create various maps and do spatial analysis as described below:
• Width and length of plots of all occupants within the building footprints of HEIs.
• Approach road, streets, lanes, by-lanes in the HEI.
• Existing land use such as residential, commercial including petty shops or others.
• Type and length of existing roads (CC, BT, WBM, and earthen)
After the details are uploaded once, only incremental changes as and when affected shall be uploaded
Institutional Development Plan for HEIs | 2022
20 Working Group Report | Ref Appendix 5 |

	- Existing water supply lines and details of Public Stand Posts (PSPs), bore wells, hand pumps, and individual connections. - Details of sewerage system and Sanitation services – individual, community, and public toilets. - Details of storm water drains and the pucca / kutcha drains leading to final disposal points. - Solid waste management system with details of dustbins and collecting points. - Street lighting with pole number, location, type of fixture, and distance to the transformer and its capacity. - Community Hall, Health Centre, primary school, and other educational institutions. - Contours at 0.5 m and 1.0 m intervals shall be incorporated through total station or similar spatial survey techniques. The third-party **Data Verification and Validation (DVV)** through its Technical Cell experts and/or its designated officials or Empaneled Agency shall carry out checks to ensure the following: - Index grid and inventory of the cadastral sheets, as much as available. - Inventory of the other maps like development plan, infrastructure / facility/amenity maps with the date(s) of production - Clarity and readability of the scanned files. - Correct mosaic - Digitization accuracy - Layers name in digitization and colour codes - Topological accuracy - Metadata for scanned files - Correctness, mapping accuracy, and consistency of the output produced with respect to the input map.	

	The geotagged images that shall be required to be uploaded are given as follows:	
	• Land records and survey data for property, land, water, and holding, etc.	
	(The spatial features can be extracted From Ariel imagery using photogrammetry methods.)	
	• Utility infrastructure GIS data capture for water lines, road network, pavements, sewerage network, and other related features.	
	• Environmental and geological GIS Data capture from geological maps, weather maps, mining and mineral exploration maps, etc.	
	• Details of transportation facilitation, hydrographic mapping, vegetation, and other types of related features; with analysis of regional/cultural issues,	
	• Electrical power networks	
	• Navigation data for easy navigation	
	The Disclosures regarding Physical Infrastructure and relief features must support the following:	
	• Spatio-Temporal Analysis (Land use: what has changed over the previous years in the vicinity of HEIs, garbage dump, etc., and why?)	
	• Resources inventory (what is available and where?)	
	• Network Analysis (How to get to a place in the shortest amount of time?)	
	• Location Analysis (Where is the best place to locate a garbage dump, industry, warehouse, etc.?)	
	• Terrain Analysis (Which areas are most vulnerable to a natural disaster such as flood? Or where to locate a cyclone shelter?)	
	• Calculation of areas, distances, route lengths.	
	• Proximity Analysis (finding out the area surrounding a place or an	

	event for decision making) The threshold value prescribed by DST for 1. On-site spatial accuracy shall be one meter for horizontal or Planimetry and three meters for vertical or Elevation. 2. Gravity anomaly shall be 1 milli-gal. 3. The vertical accuracy of Bathymetric data in Territorial Waters shall be 10 meters for up to 500 meters from the shoreline and 100 meters beyond that. 4. The attributes in the negative list, different threshold values as well as regulations as warranted can be laid down.	
Conformity to IDP and roadmap for improving the conducive Teaching-learning environment based on SWOC to be earmarked on land parcels available with HEIs	• Strategic Framework for Campus Development • Academic Facilities on Campus • Residential Facilities –Staff and Students • Sports Recreation and Campus Facilities • Campus Utilities	Proposed new building with academic facilities, hostel facility and other campus utilities under construction
Modern Record Rooms/Land Records Management Centres	Support for upgrading modern record rooms/land records management centres with a) a storage area with compactors/storage devices for physical storage of records and maps, b) an operational area with computers/servers, storage area network (SAN), printers, etc., and c) a public services area for waiting / reception, etc. The land records details may be indexed and stored. A document management system, i.e., scanning of old records, digital storage, and retrieval system should be introduced for online storage and retrieval of the records, indexing of data and images, etc. so as to move towards cyber record rooms / maintenance of land records in the dematerialized (demat) format.	**Yes, all data and other important related data is maintained in the office**

	Data Security	The asset safeguarding and data integrity may conform to the sets of standards codified by the International Organization for Standardization (ISO): one is the ISO/IEC 27001, also called the information security management system (ISMS) standard of 2005; the other is ISO/IEC 27002:2005, a codification of practices for information security management. The ISO/IEC 27001 (earlier called ISO/IEC BS-17799) lists the standards required from any management in implementing information system security functions.	**Data is password protected through Firewall/ Sonic Wall Dedicated Server is utilized for data management. Data backup is kept in external hard disk Office data is maintained through government portal-Sevarth . Admission and exam related data is managed through Contineo Software.**

Appendix

Appendix No	Content	Links
1.	NAAC Certificates	https://drive.google.com/file/d/1I6yDbuoAxc4tv0UhDqCyeaIhWUwSr4iM/view?usp=drive_link
2	Acts ,Statues, Ordiances	https://drive.google.com/file/d/1mxq4oFbk75is3YULxNTZj1KQrRVXVvg4/view?usp=drive_link
3	Academic Calendar 2022-2023	http://hnccsolapur.org/wp-content/uploads/2023/11/Academic-Calendar-2022-23.pdf
4	Courses Offered	https://docs.google.com/spreadsheets/d/1YjoRY6jpnga1sLGaLtElQyHmK6f3r3vS/edit?usp=drive_link&ouid=111306341265961572139&rtpof=true&sd=true
5	Result	https://drive.google.com/file/d/1Wwmgb0-W7yE10cgPI9dvF6LCSNaWrw3o/view?usp=drive_link
6	Infrastructure	http://hnccsolapur.org/wp-content/uploads/2024/02/4.1.1-4.1.2-Infrastructural-Facilities.pdf