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

Best practices 1:

1. Title of the Practice: GREEN CAMPUS INITIATIVE

2. OBJECTIVES OF THE PRACTICE:

Foster an understanding of environmental concerns within the student body, faculty, and broader community.

Enhance sustainability within the campus environment and enhance the well-being of all stakeholders.

Explore innovative solutions for addressing environmental challenges.

Implement rainwater harvesting techniques to preserve water resources.

Integrate green protocols into the daily routines of both students and faculty members.

Cultivate environmental awareness and motivation among staff, students, and educators.

Cultivate rare and medicinal/herbal plants across the college campus.

Implement efficient groundwater recharging through rainwater harvest.

Implement efficient waste management and recycling systems.

Implementation of e-waste management.

Campaign a plastic-free campus environment.

Champaign no-vehicle zone inside campus during college working hours.

Curtail wasteful and unsustainable resource usage.

Optimize management of waste, water, and energy resources.

Reduce energy consumption to enhance energy efficiency.

Transform the campus into a pollution-free and environmentally responsible setting.

Host seminars, workshops, and expert lectures on topics related to the environment.

Actively support and engage in the "Swachh Bharat Abhiyan" for a healthier India.

3. THE CONTEXT:

Addressing global environmental pollution is a pressing concern. In the context of Ahmednagar City, which serves as the largest district in Maharashtra State, India, the issue of environmental pollution is particularly relevant. The historic city of Ahmednagar, also the district's headquarters, is experiencing rapid urbanization, contributing to environmental challenges. This urbanization, coupled with the conversion of agricultural green areas into industrial and residential zones, has exacerbated pollution. The effects of these transformations are keenly felt by Ahmednagar College, situated at the city's core. The college's surroundings have evolved significantly in the past five years, primarily due to the construction of a flyover that intersected the college property, reducing its campus size.

Ahmednagar College confronts a multitude of challenges related to water resource management, waste disposal, natural resource conservation, sustainable building practices, greenhouse gas emission reduction, waste recycling, and the prevention of plastic pollution.

To address these concerns, the college has initiated a Green Campus campaign aimed at fostering environmental awareness among both students and faculty. This campaign underscores the college's commitment to promoting sustainable and eco-friendly practices within its campus. Ultimately, the objective is to contribute to the creation of a more habitable Earth for all living beings. The Green Campus campaign is indispensable for securing a prosperous and sustainable future for generations to come.

4. THE PRACTICE:

The college has played a significant role in addressing environmental challenges, with active involvement from students, staff, and teachers in the Green Campus campaign. Various programs and activities have been implemented as part of this initiative, including:

No Vehicle Inside Campus: An initiative aimed at reducing the carbon footprint within the campus. Vehicles are strictly prohibited during working hours, and both staff and students are encouraged to use bicycles within the campus.

Barrier-free movement on the campus: To enable barrier-free movement, the physical infrastructure of the campus is designed and constructed with accessibility in mind. This includes properly graded and paved pathways, ramps with appropriate slopes, and doorways and entrances wide enough to accommodate wheelchairs and mobility aids. All infrastructure complies with accessibility standards and regulations. Barrier-free movement on campus is a crucial aspect of creating an inclusive and accessible environment for all individuals, including those with disabilities. It is essential to ensure that every student, staff member, and visitor can move around the campus freely, comfortably, and independently, regardless of their physical abilities or mobility challenges. Creating a barrier-free campus promotes equality, diversity, and a sense of belonging.

Accessible Parking: The campus offers designated accessible parking spaces located close to main entrances, with adequate space and accessibility. Signage and pavement markings are clear and well-maintained.

Wayfinding and Signage: Signage and wayfinding systems is clear, easy to understand, and designed with various disabilities in mind.

Awareness and Training: Campus staff, including security personnel, receive training in disability awareness and how to assist individuals with disabilities when needed.

Reducing Plastic Usage on Campus: This program focuses on minimizing plastic pollution, particularly through the reduction and elimination of plastic bottles, straws, utensils, and food packaging. The college canteen adheres to strict guidelines, and plastic packaging is kept to a minimum. Activities such as the plastic-free campus campaign, plastic recycling drives, and awareness classes on World Environment Day, World Wildlife Week, and World Ozone Day are organized.

Rainwater Harvesting Roofs: The college has incorporated rainwater harvesting in various blocks to recharge groundwater through wells. The campus boasts four wells for this purpose.

Separate Bins for Wet and Dry Wastes: Composting programs are in place, with compost plants constructed to recycle organic waste generated on the campus. Separate bins are provided for the collection of degradable and non-degradable waste.

Tree Plantation Program: The college actively participates in tree planting initiatives both on and off campus, often in neighbouring villages. On World Environment Day, the entire college

community engages in tree planting, and every department actively participates in this endeavor.

Energy Management: Energy-saving methods have been implemented, including the installation of solar panels in the College to reduce electricity consumption. LED bulbs have replaced CFL lamps across the campus.

Green Campus Committee: A dedicated committee takes proactive initiatives and actions for the campus's green initiatives. This committee is responsible for maintaining the college garden and nurturing the plants through a team of volunteers.

Green Auditing: The Green Auditing Cell conducts awareness programs on environmental issues and evaluates the impact of the Green Initiative campaign on campus. External green audit agencies are invited to assess the campus's sustainability efforts, and the recommendations from the audit reports are executed through the Green Campus Committee.

E-Waste Management: E-waste generated on campus is managed through an agreement with a recycling firm, Kuldeep E-Waste Disposals, which is a SEZ Authorized Vendor. This firm specializes in e-waste collection, transportation, and disposal, complying with the 'E-Waste Handling and Disposal Rules, 2016.

5. EVIDENCE OF SUCCESS:

The evidence of the success of the Green Campus Initiative at Ahmednagar College is evident in several key areas:

*Participation and Awareness***:** The active involvement of both students and the college in the Green Campus campaign has significantly contributed to decreasing environmental issues within the campus. This participation has created a sense of environmental consciousness among the college community.

*Reduction of Plastic Usage***:** The plastic-free campaign has been instrumental in encouraging people to give up bottled water and opt for filtered water facilities. This shift in behavior has reduced plastic waste and its associated environmental impact.

*Clean and Green Campus***:** The overarching concept of the Green Campus campaign, coupled with the adoption of environmentally friendly practices, has transformed the college campus

into a cleaner and greener environment. This has improved the overall aesthetics and ambiance of the campus.

Energy Efficiency: The substitution of LED bulbs in place of CFL bulbs and tubes has not only reduced energy consumption but also increased energy efficiency. This transition has had a positive impact on the college's energy footprint.

Water Management: Rainwater harvesting and waste diversion strategies have proven beneficial for recharging the groundwater table. By effectively managing water resources, the college has demonstrated its commitment to sustainable practices.

Awareness through Plantation: Tree plantation activities have played a dual role by raising environmental awareness among students and contributing to the overall greenery of the campus. This afforestation effort has the potential to improve air quality and biodiversity.

Reduced Air Pollution: Encouraging students to use bicycles as an alternative to motor vehicles has not only reduced traffic within the campus but has also contributed to a decrease in air pollution. This is a tangible step towards a healthier and more sustainable campus.

Effective Waste Management: The segregation of non-degradable and degradable wastes into separate bins has streamlined waste management processes. This separation ensures that waste can be more efficiently disposed of and recycled, reducing the environmental burden associated with improper waste disposal.

Digital Display of Temperature and Humidity: The college campus has a display of relative humidity and temperature.

Green Power Generation: The use of solar panels for green power generation has not only reduced the college's reliance on conventional electricity but also contributed to a reduction in carbon emissions. This showcases the college's commitment to clean energy solutions.

Feedback and Continuous Improvement: The review of the green auditing process has provided valuable feedback on the Green Campus campaign's progress. This feedback, in turn, has led to the identification of areas that require improvement and the implementation of remedial measures to address challenges encountered during campaign activities.

Overall, the evidence of the success of the Green Campus Initiative in Ahmednagar College is manifest in the positive changes seen in campus practices, environmental awareness, and the

reduction of the college's ecological footprint. These initiatives collectively illustrate the college's commitment to fostering a sustainable and eco-friendly campus environment.

6. PROBLEMS ENCOUNTERED:

During the COVID period when everything was closed college composting unit was not able to be maintained and during the green audit committee visit the composting system on the campus was not functional and was under maintenance. Later the work in the vermicompost system was reinitiated. There were a number of barriers to executing the green campus campaign like it was a tedious task to ban plastic completely on campus. The attitude of faculty and students towards changing the campus into plastic plastic-free environment is not fully positive. Recycling of non-degradable waste material is very expensive and time-consuming. Climatic conditions adversely affected the survival of tree saplings planted by green campus volunteers during the summer months. An air quality monitoring system is lacking in the campus.

Best practices 2:

1. Title of the Practice: MENTORING SYSTEM FOR STUDENTS

2. OBJECTIVES OF THE PRACTICE:

Mentoring is a dynamic and vital practice within the educational sphere that empowers students to achieve their full potential, both academically and personally. It involves an experienced and knowledgeable individual, often a teacher or an older student, guiding and supporting a mentee in their educational journey. The mentoring system for students is designed to foster growth, learning, and personal development. Its objectives are multifaceted and aimed at creating an environment that nurtures the holistic development of young minds.

***Academic Success*:** The primary objective of a mentoring system is to enhance students' academic performance. Mentors provide valuable guidance on study techniques, time management, and subject-specific knowledge. This support helps mentees overcome academic challenges, improve their grades, and develop a deeper understanding of their subjects.

***Personal Development*:** Beyond academics, mentoring focuses on personal growth. Mentors encourage students to set and achieve personal goals, develop self-discipline, and build confidence. Through open and constructive communication, mentees learn to navigate the complexities of adolescence and develop essential life skills.

Career Guidance: One of the crucial aspects of mentoring is career guidance. Mentors offer insights into various career paths, helping students make informed decisions about their future. They can introduce mentees to networking opportunities, internships, and industry knowledge that can be invaluable as students prepare for their professional lives.

Emotional Support: Students often face emotional and psychological challenges during their educational journey. Mentors provide a safe space for students to express their feelings and concerns. They offer emotional support, helping mentees deal with stress, anxiety, and self-esteem issues.

Building Positive Relationships: The mentoring system promotes positive relationships between students and their mentors. These relationships are built on trust, respect, and understanding, which can have a profound impact on a student's overall well-being. Through these relationships, students learn the importance of healthy interpersonal connections.

Goal Setting and Planning: Mentors assist students in setting and achieving short-term and long-term goals. This process helps students develop a sense of purpose and direction. It also teaches them the importance of planning and perseverance.

***Encouraging Critical Thinking*:** Mentors encourage critical thinking and independent problem-solving. They challenge students to think outside the box, analyze information, and develop a deeper understanding of the world around them. This empowers students to become lifelong learners.

Diversity and Inclusion: A mentoring system can also foster diversity and inclusion by connecting students from various backgrounds. This helps in breaking down stereotypes, promoting tolerance, and creating a more inclusive educational environment.

Motivation and Inspiration: Mentors serve as role models and sources of inspiration. Their success stories and experiences can motivate students to strive for excellence and pursue their dreams.

Gradual Independence: Ultimately, the objective of a mentoring system is to help students become independent learners and thinkers. As students grow and develop, they gradually rely less on their mentors, becoming self-sufficient and capable of making informed decisions.

A mentoring system for students is a powerful tool for nurturing their academic, personal, and emotional development. It plays a pivotal role in shaping well-rounded individuals who are not only academically proficient but also equipped with the life skills and resilience needed to thrive in a rapidly changing world. The objectives of this practice reflect a commitment to empowering students to become the best version of themselves.

3. THE CONTEXT:

A student mentoring system is vital in the education sector as it provides the necessary support and guidance for students to excel academically, grow personally, and make informed career choices. By addressing the challenges related to maintaining an ideal mentor-mentee ratio, institutions can ensure that every student benefits from a mentoring program tailored to their needs and goals. Students undergo various problems of stress- personal, academic, physical, and mental. Students are new to college life. It creates a lot of stress, especially for hostel students who are away from family. Students from educationally weak backgrounds feel complex and hesitations in class and are unable to perform well due to inhibitions. The COVID-19 pandemic has had a profound impact on education and student well-being. In this context, the role of a mentoring system has become even more critical during and post the COVID-19 situation. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students in class. One solution, therefore, is a 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

4. THE PRACTICE:

• A centralized office called the Students Facility Centre is created in the college.

• Mentoring is done in Academic, Career-related, and Administrative (admission and examination)

• Each teacher is assigned around 15 students for the complete duration of their study.

• They meet to discuss, clarify, and share various problems which may be personal or academic, etc.

• Services like Advice, Guidance, Counselling, Referral, Financial support assistance to the differentially abled, Earn and learn scheme, wave in fees, concession in fees, and Hostel facility are provided.

• The mentors encourage the students to participate in co-curricular and extracurricular

activities and sports.

• Their academic performance and other activities are all recorded.

• The mentors also keep in touch with the parents on their attendance, test performance,

fee payment, examinations etc.

• The mentors also counsel the students in need of emotional problems.

• When the students have any problem in any department either with the staff or with

work completion the mentors speak with the respective staff and sort out the problem.

• Mentors take special care of weak students, who are given advice on how to study,

And prepare a timetable for study.

• Students' problems are discussed with the departmental heads, and other faculties, and

necessary action is taken to solve it.

• The mentoring process follows the pattern of like, Mentee selects the appropriate channel or the student is guided for the same, then the mentee mentions the issue at the appropriate desk the case is forwarded to the appropriate help provider, the case is addressed, and recorded and finally feedback is obtained.

The centralized office called the Students Facility Centre created in the college

5. EVIDENCE OF SUCCESS:

Emotional Support and Mental Health: The pandemic has brought about increased stress, anxiety, and emotional challenges for students due to isolation, disruption in routines, and concerns about health. Mentoring systems have played a crucial role in providing emotional support, helping students cope with these issues, and promoting mental well-being.

Remote Learning Assistance: With the shift to online and remote learning, students have faced unique challenges in adapting to new technology and learning environments. Mentors have helped students navigate these challenges, offering technical assistance, study tips, and motivation to stay engaged in their studies.

Addressing Learning Gaps: Many students have experienced learning gaps during the pandemic due to the closures of colleges and interrupted education. Mentors identify and address these gaps by providing personalized support and supplementary learning resources to help students catch up.

Digital Literacy and Technology Skills: The pandemic accelerated the need for digital literacy and technology skills. Mentoring systems have focused on enhancing students' digital literacy, ensuring they can effectively use technology for learning and other purposes.

Adaptive and Resilient Learning: Mentors have helped students develop adaptability and resilience as they navigated the uncertainties of the pandemic. This includes teaching problem-solving skills, stress management techniques, and helping students stay motivated in an ever-changing educational landscape.

Career Guidance in a Shifting Job Market: The job market has transformed due to the pandemic, with new industries emerging and others undergoing significant changes. Mentors offer insights into these shifts, help students make informed career choices, and provide guidance on remote work and job-seeking strategies.

Promoting Equity and Inclusion: The pandemic has exacerbated existing inequalities in education. Mentoring systems played a vital role in promoting equity by providing additional support to marginalized and underprivileged students, ensuring they have access to the resources they need to succeed.

Support for Hybrid Learning Models: Institutions adopted hybrid learning models that combine in-person and online instruction. Mentoring systems have assisted students in adapting to these hybrid models, managing their time effectively, and making the most of their educational experiences.

Strengthening the Connection Between Students and College: With remote learning, some students have felt disconnected from their college and peers. Mentoring systems have helped bridge this gap by maintaining a sense of belonging and community among students.

Post-Pandemic Transition: As the pandemic subsides, mentoring systems continue to assist students in transitioning back to in-person learning, addressing any anxieties or academic gaps that may have developed during the remote learning period.

Mentoring to junior faculty: The theory constructs and research pieces of evidence promote that mentoring should not be restricted to only the students. A senior faculty may offer mentoring to the junior faculty. The following objectives were framed to improve the mentoring service. To offer the mentoring service from senior faculty to the junior faculty.

Suggestions received on the policy documents benefitted all stakeholders in discharging their duties effectively.

Mentoring systems during and post-COVID-19 have proven to be adaptable and resilient tools to address the evolving needs of students. They have played a pivotal role in supporting emotional well-being, academic success, and career development in an educational landscape profoundly impacted by the pandemic. As the world emerges from the pandemic, mentoring systems will remain invaluable in helping students thrive in the "new normal" of education.

Evidence of the success of the practice includes enhanced performance through university ranks, better results in the examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus, and respectful relationships between teachers and students. The students are more exposed to many campus selection processes and many of them are successful in getting placement through the

campus placement drive. Feedback on the whole process is obtained from students and registers are maintained for the same.

In light of efforts taken by Ahmednagar College, Ahmednagar in developing a mentoring system. The HRDC offered an opportunity to coordinate FDP on Mentoring and Counselling Skills.

6. PROBLEMS ENCOUNTERED:

Mentoring systems, while highly beneficial, encounter several challenges that need to be addressed for their successful implementation. These challenges include:

The number of permanent staff is decreasing yearly which is reflected in a high ratio of mentor-mentee. A large number of students makes it challenging to assign dedicated mentors to each student. Limited resources, including faculty and staff, make it difficult to ensure that every student has access to a mentor continually. Institutions offer diverse academic programs; it can be particularly challenging to match students with mentors who have expertise in their specific field of study.

Matching Mentors and Mentees: Finding the right mentor-mentee pairing is essential for a successful mentoring relationship. Challenges arise when the interests, goals, or personalities of the mentor and mentee are not well-matched, potentially leading to a lack of connection or effective guidance.

Time Commitment: Both mentors and mentees face time constraints. Mentors may have busy schedules, and students may have extracurricular activities or part-time jobs. Finding mutually convenient meeting times was challenging.

Lack of Training: Mentors did not always receive adequate training on how to be effective mentors which could have impacted the quality of the mentoring relationship.

Technology and Access: In an increasingly digital world, access to technology and the digital divide can pose challenges for mentoring programs. Not all students may have the necessary equipment or internet access for effective online mentoring.

The mentoring facilitators proposed that the services should be discharged from one place. Student Facility Centre should be strengthened.

Students Achievement 2018-19 Batch

RCDA

Para Kabaddi National Winning Player

Wadekar Sushil
S.Y.B.Sc (Math.)
1st Madhava Math. Comp.

Joy Linta
S.Y.B.Sc (Math.)
2nd, Madhava Math. Comp.

Sanket P. Santosh
1st T.Y.B.Sc. (Maths.)

Borde Anne
1st M.Sc. (Maths)

Prajakta Dalvi
M.Sc. Comp. Science
4th, National Level Aerial Silk Yoga..

Gaikwad Pratiksha
1st B.Sc Comp. Sci.

Joshi Sheetal
1st B.B.A.(CA)

Rajput Aakash
1st BCA (Sci)

Khamkar Abhijit
1st MCS

Kinjal Jagad
1st T.Y.B.B.A.

Simran Narang
First, M.Com.

Rhushikesh Suryawanshi
CSIR-UGC Test for NET J.R.F.

Mangesh Mahale
M.Sc. II Zoology
International Research Paper

Neelam Ganganmale
First, T.Y.B.Sc. Zoology

KavitaHiralal Pardeshi
First, M.Sc. II Zoology

Shaikh Sayama Anwar
First, B.Com

Ritika Puri
M.Com. 1st State Dance Comp.

Ganesh Gadakh
First, T.Y.B.Sc. (Physics)

Pooja More
First, M.Sc (Physics)

Aishwarya Baraskar
S.Y.B.Sc, 3rd Acting, State Level

Manjiri Bhavsar
S.Y.B.Sc
2nd Acting, State Level

Pratik Pol
T.Y.B.Sc
2nd Light Arrangement

Kamaljeet Singh
T.Y.B.A
3rd Debate

Saniya Naikwadi
S.Y.B.A
1st, Dist. Youth Parliament

Tanya Multani
S.Y.B.A
2nd National Level Debate

Students Achievement 2019-20 Batch

Student Rank Holders

Sayed Sajeb Alam
from TYBBA(CA)
scored 75.58 %
and stood first

Jyoti Kumari
from TYBCA(Sci)
scored 84.03 %
and stood first

Pratiksha Bora
from MSC II scored
CGPA 9.75 & 82.50%
and stood first in college

Shaikh Taufik A from T.Y.B.C.S.
scored 88.85% and stood first

Student Toppers

OMASE GANESH KASHINATH
TOTAL MARKS: 1138/1600
(71.13%) First Rank MA-II

VILIVI -V- ACHUMI
TOTAL .MARKS: 1132/1600
(70.75%) Second Rank MA-II

W WONCHILO EZUNG
TOTAL .MARKS: 1104/1600
(69.00%) Third Rank MA-II

**PAWAR INDRAYANI
DNYANDEV**
GRAND TOTAL 931 /1200
First Rank TYBA

**PARBHANE TEJASWINI
DINKAR**
GRAND TOTAL 905 /1200
Second Rank TYBA

MONIKA SUNITA DEVI
GRAND TOTAL 889 /1200
Third Rank TYBA

Students Achievement 2020-21 Batch

SUO Rukwal Jyoti
RCD 2021 SSB Online

JUO Darshana
EBSB Online1
SSB Online

Lcpl. Avadhut
EBSB Online 1

Lcpl. Yash
EBSB Online 1

Lcpl. Firdos
EBSB Online 1

Cpl. Bhavika
EBSB Online 2

Lcpl. Abhijeet
EBSB Online 2

Cdt. Prithviraj
EBSB Online 2

Cdt. Shweta
EBSB Online 2

CQMS Akash Panwar
National level Trekking

SGT Pratik Dalvi
National level Trekking

JUO Mayank Kumar
National level Trekking

JUO W Anish Singh
National level Trekking

Bharat Zanwar
World Book of Record
Running Marathon

Anil Deshmane SYBBA CA
Appreciation, Dutch Govt.
Reporting hacking

Bhakti Borude
Qualified SET
Economics

Ganesh Toge
Third, District level
Quiz Competition

Shinde Akash
Qualified SET
Mathematics

Shelke Rahul
Qualified SET
Mathematics

Ekhe Tushar
Qualified SET
Mathematics

Kakade Pravin
Qualified SET
Physics

Marbhal Vivek
Qualified SET
Physics

Soni Kajal
Qualified SET
Physics

Mujawar Tahenishjahan
Qualified SET
Physics

Devaki Dhokane
Qualified SET
English

Shankar Shinde
Qualified SET
Chemistry

Adhav Trupti
Qualified SET
Physics

Chede Bhagitra
Qualified SET
Physics

Chavan Baliram
Qualified SET
Physics

Sumit Lolage
Qualified SET
Physics

Prashant Hazare
Qualified SET
Geography

Students Achievement 2021-22 Batch

Students Achievements

Bhargavi Barnabas
1st in SPPU
BA English

Amruta Khadke
9th in SPPU
BBA

Pranav Pallod
7th in sppu
BBA

Abha Rannaware
1st in M.COM

Shinde Vaibhav
1st MSC 2nd
Biochemistry

Ahuja Jeevam
1st MSC 2nd
Biochemistry

Satalkar Pankaj
1st MSC 2nd
Drug Chemistry

Thonbe Savrav
1st TYBSC
Biotechnology

Khose Dipali
1st Msc
2nd Physics

Akansha Kolhe
1st TY BSC
Biotechnology

Suvarna Folane
Awarded M.Phil
by SPPU.

Rupali Kadam
Awarded M.phi
By SPPU.

Aarti Narang
Qualified
GATE 2022

Hanza Sayyer
Represented In
SPPU Cricket

Rishi Shukla
Represented In
SPPU Basket ball

Nashra Baig
Represented In
SPPU Croph ball

Rajendra Singh
Represented In
SPPU Basket ball

Mohit Chavdhari
Represented In
SPPU Cricket

Himanshu Chavan
Represented In
SPPU Foot ball

Bishakha Kunari
Represented In
SPPU Basket ball

Varun Jain
Represented In
SPPU Basket ball

Ankur Rai
Represented In
SPPU Basket ball

Mosin Shaikh
Qualified GATE 2022
NET 2022

Mayur Sabale
NET (LS & JRF)
IIT, GATE Zoo

Amol Jawale
NET (LS),
GATE, Zoo

Students Achievement 2022-23 Batch

Mr. Salve Shubham
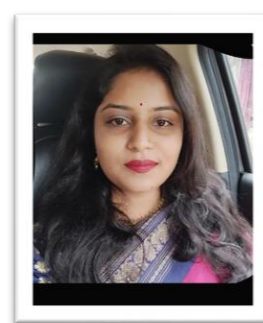
Qualified GATE
Physics Dept.

Ms. Pawar S Nandkishor

Qualified SET exam
Physics Dept.

Ms. Aishwarya D Dattatray

Appointed as Full-time
Assistant Professor in Physics

Ms. Shruti Bhos

PGT Physics
K V, Ahmednagar

Mr. Shirsath A Ravindra
Qualified SET in Physics

Ms. Akshada Wakchaur
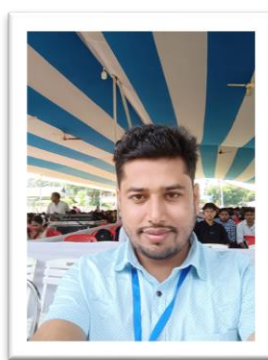Appointment at Kirabiz
As Front-End Developer

Ms. Tejas Sunil Kawade
Appointed as Senior tester
Engineer at Coforge Ltd. Pune

Ms Snehal Sarode

Sports Achievement

In college Sports events

Mr. Minal Huda

Appointed as Assistant

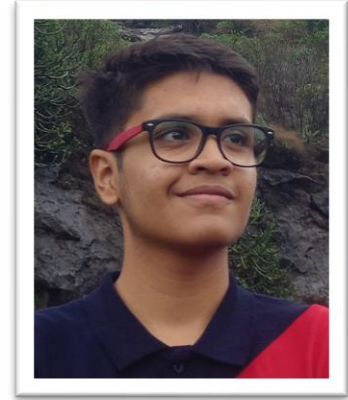Professor in English

Mr. Avadhoot P Bedarkar

NCC 'B' & C Certificate

Avishkar 2022 University Level

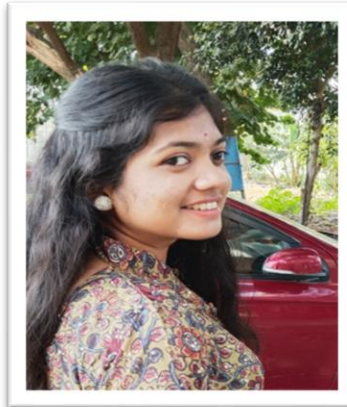**Ms.Kakade Komal Vishnu**

System Associate at Infosys

Mr. Sayed M M Sajid

Cleared CA Intermediate May 2022

Mr Anuj Sanjay Gandhi

Cleared CA Inter exam

Mr. Aniruddha S Chinchine

Gold Medal in Gandhi Vichar

Ms. Rajeshwari Anand Kilor

1st position in acting competition

Mr. Sagar Balasaheb Thube

Avishkar competition Zonal level

Mrs. Shaikh Ayesha Rashid, Qualified SET exam (English)