



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SHRI BRAHMANAND SWAMI SHIKSHAN PRASARAK
MANDALS ARTS AND COMMERCE COLLEGE**

DODI BU, TAL - SINNAR, DIST - NASHIK
422606

<https://www.dodicollege.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The higher education challenge for rural area in the Maharashtra is three-fold, namely necessary infrastructure, permanent qualified teaching faculty and appropriate job-oriented courses. Shri Bramhanand Swami Shiksha Prasark Mandal is a leading educational institution in Maharashtra. It was founded and named after the grant. Sant Shri Bramhanand Swami. Late. Dada Patil Kedar was the founder of the institution. All his life he remained a revolutionary and was fully devoted to social cause. The present institution Shri Bramhanand Swami Shikshan Prasarak Mandal was established in 1979 to provide education to the under privileged and socially and economically weaker section of society. The college is committed to promote innovation in learning processes and to emerge as a center of academic excellence.

Vision

To transform rural life through Higher Education of High Quality, being a pioneer institution dedicated to high-quality education offering a conducive academic environment.

Mission

To be universally respected & to inspire students to perform and achieve goals.
To build a world -class institution that fosters Innovative thinking. To be a pioneer institution dedicated to high quality Education and to offer conducive academic environment for various job & business oriented courses

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Interactive, supportive and dynamic management.
2. Highly motivated and dedicated teaching faculty.
3. Located in a suburban setting and serving the cause of rural students especially girl students.
4. Dynamic and student-friendly management.
5. Airy and well-ventilated classrooms.
6. The eco-friendly ambiance in the college.
7. Well-equipped laboratories.
8. Resourceful library with a e-learning & reading room.

9. High discipline and good results.
10. Good internet connectivity.
11. Active Placement Cell.
12. Modern Teaching aids like computers, laptops, and LCD projectors, with heavy duty battery back-up.
13. Quick grievance redressal mechanism.
14. Scholarship and Free-ship facilities are available to the various categories of students.
15. Remedial classes for slow and advanced learners.

Institutional Weakness

1. The rural background of the students requires lots of effort to bring them up to a threshold level.
2. Poor English proficiency among the students being from hilly area.
3. Completely Self-financed semi-urban located college thereby constraint in attracting and obtaining Ph.D. / qualified faculty members.
4. No Government Funds.
5. Limited MOUs and meagre collaboration programs.

Institutional Opportunity

1. Location of the college in a place with convenient connectivity – adjacent to city Bus stop & behind Railway station
2. Having ample classrooms & area, the college has the opportunity and scope for an increase in the enrolment of the students.
3. Introduction of need-based add-on certificate courses which enable the students to get employment in MSME
4. Potential for better social outreach programs.
5. Promoting the use of ICT in the teaching-learning process.
6. Start post-graduate programs in commerce and science streams.

Institutional Challenge

1. Enabling the students to acquire capacities for accessing emerging opportunity structures.
2. To enhance ICT facility for all.
3. To equip students with communication and soft skill.
4. Encouraging the students for competitive examinations and higher studies.
5. Employability & placement of the students of all disciplines and education programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers undergraduate programs in BA and BCom, which are affiliated to the Savitribai Phule Pune University (SPPU), Pune. The curricula of all the programs are designed, developed, constantly updated, and revised periodically by the University. The concerned Board of Studies of the university emphasizes knowledge, skill, social development, and employability. A college is especially, a teaching unit that entirely depends on the university, for legitimizing its academic and administrative processes. The college adopts the curriculum overview provided by the university and operationalizes the curriculum within the overall framework provided, in its way depending on its resource potential, goals, vision, mission and concern, and so on. The college has ensured academic flexibility. The curriculum is further strengthened and supplemented by offering add-on certificate courses. The teachers of the college have actively participated in the syllabi restructuring workshops organized by the University. Cross-cutting issues such as gender-sensitization, environment, and sustainability, human values, professional ethics are included in the present curricula. Feedback on the curriculum is obtained from the students, teachers, parents, and alumni. Industrial visits, guest lectures, interaction with successful entrepreneurs have been arranged to upgrade the knowledge and skills level of the students.

Teaching-learning and Evaluation

The grievances handling mechanism is fully transparent. Beginning of each semester, all teachers described the evaluation process for internal and external evaluations to the students. Internal exam calendars are created and communicated to the students in advance. To ensure that the test is carried out correctly, an exam junior supervisor is used in class and the answer sheet is evaluated by the respective subject teacher within seven working days. Internal exam complaints are resolved timely. Marks lists of subjects are published on notice board for students' information. The rules for entering and exiting the examination room are strictly observed, so there is nothing to complain about in this area. The scores of the final events examinations are uploaded to the university portal.

Students must secure minimum 40% marks in their class internal tests, and also in the university examination. The minimum marks to be secured in a Bachelor's degree examination is 40% for B.A. & B.com students. For General Students, the minimum marks are 40% marks in each subject for B.A. students and 40%. All course has to attained compulsory 132 credits and 8 credits are depending on grade subjects for example value added

course, physical education, democracy etc. Students must have to achieve 140 credits, then only student's degree will be awarded.

Our college has applied methods of experiential learning, participatory learning, and problem-solving to enhance students' educational experience. Various participatory and experiential learning activities took place in our college.

Our college also offers opportunities for students of quality learning; outside the classroom through guest lectures, seminars and workshops that align academic goals and outcomes. Co-curricular and extra-curricular activities are an integral part of the holistic education of students through the various branches.

Student participation in learning is also facilitated by the innovative elements of the modular assessment panel, such as focus group discussions, quizzes, poster presentations, paper presentations, games, simulation exercises and demonstrations.

The results-based training for the program is framed by theoretical and practical courses for all specialized courses and special elective courses, which facilitate the students' understanding of the theoretical concepts learned and practical sessions.

Research, Innovations and Extension

The college is familiar with that entrepreneurship is the destiny of the worldwide economic system and has made an extrude of coronary heart toward self-employment. The college has made its middle consciousness directly to increase entrepreneurship abilities amongst younger aspiring college students as to allow them installation new company and organizations in destiny and has taken initiative through guiding them thru visitor lectures on entrepreneurship and Self Employment. To allow them installation new company and organizations through guiding them through visitor lectures on entrepreneurship and Self Employment. Teaching of college students for top and included citizenship provision for higher training centers for Students.

A few techniques had been used as Field visit, Group Discussion, Agro primarily based totally industries visit, Power Point Presentation, Graphical instruction, Surveying, Maps, Journal Writing, Tour Report and lots of more.

Infrastructure and Learning Resources

The organization has awesome infrastructural centers and academic methodologies used for coaching studying manner. The college campus is prepared with centers and academic sources to acquire instructional excellence consistent with the strategic imaginative and prescient and goals. The major purpose of the College is to offer excellence in education. Educational sources consist of the sources and centers wanted for libraries, classes, events, meetings, and workshops.

An open level helps and promotes cultural activities & sports. College is independent with twelve class rooms, ICT supported rooms and one seminar hall. The ICT rooms are prepared with internet, ICT coaching aids like LCD projector, display etc. Class rooms, seminar hall is nicely ventilated. Seminar hall is prepared with chairs, tables, benches with appropriate air ventilation, and internet connection applied for accomplishing of visitor lectures, education, and workshops. As the a part of network studying university additionally awareness on

making college students aware of diverse societal duties.

Fire extinguishers are positioned in campus for emergency firefighting. The university has a Computer Lab and overall 22 computers installed and linked to net through LAN. Students make use of Computer lab for his or her assignment, on line surfing.

Sports gadgets for out of doors and indoor sports is always available to all the college students. The college campus has adequate open ground & space to suffice the outdoor activities & games. The college has utilities like drinking water, toilets, Staff room, playground for different sports, not unusual place rooms etc.

Student Support and Progression

The facilities and programs are published in the prospectus and uploaded on the college website on regular basis. The college provides academic support to the students through the activities like internal tests, field visits, study tours, project work, internship, remedial coaching, bridge course, various competitions, and skill development courses. The college has established various cells - like Placement Cell, Career Guidance Cell, Anti-Ragging Cell, Grievance Redressal Cell, Environmental Awareness Cell, Internal Compliance Cell, etc., to provide timely support to the students. The statutory committees like Reservation Cell, SC, ST, and OBC committees under the leadership of the senior faculty member have been constituted by the college and through these committees' central and state governments' scholarships and freeships benefits are made available to the students belonging to those categories. The college has a transparent mechanism for timely redressal of the students' grievances. Not a single case of ragging or harassment of any kind occurred in the last five years. The Placement Cell of the college is vibrant and helps the students for their placement. The student's progression to higher education is good. The college encourages the students to participate in various sports and cultural events organized by the University and College. The students are given representation in official bodies like Student Council, IQAC, Sports, Cultural, library, and Ragging Prevention Committee.

Governance, Leadership and Management

The college is affiliated to Savitribai Phule Pune University, Pune and follows the rules and regulations laid down by the Govt. of Maharashtra. The college mobilizes funds through the parent institute Shri Brahmanand Swami Shikshan Prasarak Mandal Dodi Bk. The CDC, The Principal, The IQAC, and all faculty members play a vital role in designing and implementing its quality policies in teaching, learning, research, and extension activities. The formal and informal arrangements in the institution to coordinate the academic and administrative planning and implementation reflect the college efforts in achieving its vision. The involvement of the leadership is clear in ensuring the policy statements and action plans for the fulfilment of the stated mission.

Teachers work as decision-making bodies of institutions such as College development committee, The Principal forms committees of teachers and supporting staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. This decentralization has resulted in increasing the overall quality and effectiveness of the system and at the same time empowering and strengthening the capacities of the various branches of

administration. The college promotes a culture of participative management and follows the principle of delegation of authority inviting suggestions & feedback from all etc. The administrative setup includes the Principal observed with the aid of using the college in-charge, Head clerk, Junior Clerks, Assistants, and supportive staff.

Heads of Department, Assistant Professors, Librarian and Director of Physical Education play an vital position withinside the organization.

The library committee is shaped for the right functioning of the library.

Different committees play a vital position withinside the execution of duties and sports at the campus.

Institutional Values and Best Practices

BEST PRACTICE I -

1] Title of the Practice: Rural Community Development

2] Objective of Practice :

- To create sense of social responsibility and belongingness among the students.
- To build the image of the institution of being socially aware and professionally operated.
- To contribute for upliftment and betterment of nearby society and environment though whole hearted involvemnt and support of the intitution, students, villagers and other stakeholders.
- To create social awareness among the villgers on various issues.

BEST PRACTICE II -

1] Title of the Practice: Support to Economically Backward Students.

2] Objective of Practice :

- To provide financial assistance to economically weaker students.
- To reduce dropout of economically weaker students.
- To create interest in higher education among the economically weaker students and moral values among the students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---------------------------------------------------------------------------|
| Name | SHRI BRAHMANAND SWAMI SHIKSHAN PRASARAK MANDALS ARTS AND COMMERCE COLLEGE |
| Address | Dodi Bu, Tal - Sinnar, Dist - Nashik |
| City | Dodi |
| State | Maharashtra |
| Pin | 422606 |
| Website | https://www.dodicollege.org |

| Contacts for Communication | | | | | |
|----------------------------|-----------------------|-------------------------|------------|-----|------------------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sandip Bhaguji Bhabad | 02551-261838 | 9284761268 | - | artscom.dodi@gmail.com |
| IQAC / CIQA coordinator | Someshwar Kiran Balak | 02551- | 8459806928 | - | artsandcommercecollege_dodibk@reddif.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details | | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | Savitribai Phule Pune University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|------------------------------------|--------------------------------------|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Dodi Bu, Tal - Sinnar, Dist - Nashik | Rural | 2 | 3253 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|-------------------------------------------------------------------------------------------|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Commerce | 36 | XII Passed | English,Marathi | 120 | 52 |
| UG | BA,Arts | 36 | XII Passed | English,Marathi | 120 | 79 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 2 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 16 |
| Recruited | 8 | 7 | 0 | 15 |
| Yet to Recruit | | | | 1 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | | |
|-------------------------------------------------------------------|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 1 | | 0 | | 1 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|------------------------------------------------|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 174 | 0 | 0 | 0 | 174 |
| | Female | 171 | 0 | 0 | 0 | 171 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 9 | 15 | 20 | 22 |
| | Female | 3 | 11 | 10 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 17 | 13 | 7 | 16 |
| | Female | 10 | 3 | 8 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 182 | 189 | 193 | 195 |
| | Female | 183 | 180 | 140 | 149 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 19 | 6 | 10 | 12 |
| | Female | 9 | 16 | 13 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 432 | 433 | 401 | 423 |

Institutional preparedness for NEP

| | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The college has proposed multidisciplinary/interdisciplinary courses to inculcate and promote academic growth and overall personal development among the students. In this interdisciplinary curriculum, few programs will be offered by the college and the choice will be given to students to choose their own course of interest. The infrastructure and staff have been one of the few obstacles in implementing these courses, therefore the college has started and is almost done with the availability of more infrastructure to provide ease of access and facilities to the students as for the staff requirement the number of faculty members were recruited during past few months and years.</p> |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Academic bank of credits (ABC):</p> | <p>The college implements the Academic Bank of Credits (ABC) based on the guidelines of the affiliated university. During the implementation of this ABC, a well-established digital database has to be developed to store the previously earned academic credits and achievements by the students along with a centralized database and the database of the college. These earned credits will be forwarded when students enrolled themselves into the program again. The creation of proper technical support for the real monitoring of ABC is of utmost importance.</p> |
| <p>3. Skill development:</p> | <p>The college implements the Academic Bank of Credits (ABC) based on the guidelines of the affiliated university. During the implementation of this ABC, a well-established digital database has to be developed to store the previously earned academic credits and achievements by the students along with a centralized database and the database of the college. These earned credits will be forwarded when students enrolled themselves into the program again. The creation of proper technical support for the real monitoring of ABC is of utmost importance.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>India is one of the most multilingual and multicultural country in the world and the varied languages and cultures are our heritage and legacy to pass on to the next generations. Considering its importance college focus on conducting courses to promote Indian Language and culture through curricula. In addition to the existing programs, efforts will be taken to promote the Indian knowledge system by introducing important aspects such as cultural studies, awareness of nature and heritage sites, field visits, visits to the forest, and natural and historical places as a part of the curriculum.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The main aim of this outcome based curriculum is to design the uniform syllabus for all the courses in all the affiliated colleges in the Savitribai Phule Pune University, and for this the variety of different methods and skills of teachings like workshops on hands skills, guest lectures, seminars, conferences, field visits, implementation of practical's into small projects for students, industrial tours and field work, emphasis on research work, employability values, internships and apprenticeship programs has to be introduce at college level as per affiliated university guidelines.</p> |

| | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Distance education/online education: | The institution provides a facility to promote education through Online mode. It is proposed to establish a lecture capturing facility and provision other facilities required for online education. During pandemic we have taken online lectures. After pandemic also we arrange online seminars and guest lectures. |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Institutional Initiatives for Electoral Literacy

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. Electoral Literacy Club (ELC) has been set up and maintained. The Electoral Literacy Club is a platform that engages students in engaging activities and hands-on experiences to educate them about their voting rights and the voter registration and voting process. The club is for new voters (ages 18-21) who have graduated from college. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, Coordinating faculty member is appointed by the College. Yes, we have fully functional ELC with Faculty co-ordinators and student co-ordinators. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | College celebrates National Voter's Day. 1. Voter Registration camp for the eligible students in the campus. 2. Voter awareness rally at local area. 3. Voter awareness camp conducted for disabled persons & senior citizen at various villages. 4. Voter awareness guest lectures conducted for in-house students. 5. Voter awareness through street play. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | A guidance session was organized on "Voter's role and Democracy" in collaboration with Election Branch Tehsil. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible | New Voter's Registration program was organized in the college for students above 18 years. The institution has taken efforts to register, Nonregistered eligible students. Students were registered in the |

students as voters.

current academic year by the college and submitted to the Election branch in Tehsil. ELC has helped with the registration of Teaching Faculty for the Teacher's constituency.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 377 | 423 | 411 | 439 | 432 |

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

2 Teachers

2.1

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

Response: 19

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 12 | 13 | 13 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6.58 | 5.96 | 11.63 | 13.30 | 10.88 |

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| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Shri. Brahmanand Swami Shikshan Prasarak Mandal's Arts And Commerce College Dodi BK, follows the academic calendar of Savitribai Phule Pune University, Pune (SPPU) and provides quality means-based education resource potential. The institution has developed a structured and efficient system of curriculum implementation. Here are the different means by which it is done.

Principal-HODs Meeting:

Academic Planning regarding curriculum delivery issues are discussed at meetings convened by Principal. The Principal chairs the meetings attended by the heads of department. There are action plans described for the optimal and effective implementation of the curriculum.

Academic Calendar:

The academic calendar is based on the academic calendar of the University (SPPU) and needs were formulated at college level in relation to the action plans.

Lesson Plan:

Faculty members prepare a semester-wise teaching plan at the beginning of every term /semester. Every faculty member is provided with an academic diary containing time-table, workload, Annual and Semester teaching plan, actual teaching units, and responsibilities of different committees. The academic diary is monitored by the concerned Head of Departments and the Principal of the college.

Academic file:

The time-table committee prepares a general time-table and the head of concerned departments prepare departmental time-table. The teacher conducts classes according to the timetable.

Each faculty member maintains an academic record with the following information:

1. Individual Time Table
2. Approved Teaching Plan
3. Assignments/Tutorials

4. Students Attendance Record
5. Continuous Internal Evaluation Records

Course File:

A course file is maintained for each course and contains:

1. Course Syllabus
2. Question Bank
3. University Question Papers and model solution
4. Internal assessment test Question Papers and scheme & solution
5. College results with analysis

Action plans:

1. The effectiveness of the implementation of the programs is regularly monitored by the heads of department and reviewed by Principal.
2. Internal examinations are organized according to the academic calendar. In addition, a continuous internal assessment (CIE) is performed for the CBCS batches through surprise tests, etc.
3. Parents are kept regularly informed of student progress.
4. Remedial classes are conducted for slow learners.
5. Online learning resources are made available through University website, google classroom, audio clips of subjects , ICT tools etc.
6. Curriculum delivery is done by using conventional method, power point presentation, seminars, workshops, guest lectures, industrial visits, software’s etc.
7. Evaluation guidelines, teaching plans, assignments, demo sessional papers, question bank, university semester question papers mapped with course outcome, programme outcome and Blooms taxonomy.

The review of the results of the university is carried out by the department heads and is supervised by Principal.

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

1.2 Academic Flexibility

1.2.1

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

Response: 02

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

1.2.2

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

Response: 12.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 109 | 0 | 0 | 76 | 69 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum and extracurricular activities

Institute integrates cross-cutting issues on professional ethics, gender, human values, the environment and sustainability into its curriculum. In fact, the University decides the curriculum and the College has to abide by it. But within these limitations, the College is doing everything in its power to resolve the above issues. Here are some of the actions taken:

1. Gender

Numerous programs for pupils and students are carried out, e.g. Organization of dance competitions, hemoglobin testing camps, blood donation camps. (The Women's Harassment Prevention Committee and)Internal Complaints Committee organize programs for Women's Empowerment, Women's Rights, International Women's Day. Our college has been very active in conducting various expansion activities not only on campus but also in the adopted villages. Important gender issues are addressed through activities such as the Save Girl Child campaign Beti Bachav Beti Padhao, Rangoli Competition, Kanya Ratn Abhiyan, etc.

2. Environment and Sustainable Development:

The NSS promotes environmental protection through tree planting and other sustainable development program each year, the NSS unit conducts a variety of activities in the surrounding villages during special camps. The NSS organizes various programs related to the environment including tree plantation, village cleaning, street paly etc. Various activities such as quiz and poster competitions and guest lectures are organized to raise awareness of nature, biodiversity, environment and sustainable development, Jalasawardhan, Forts Preservation, Challenges before Youth in 21st Century, Indian Constitution, Voters Awareness etc. The college has started various activities to protect the environment, such as cleaning actions in temples, buses and public places, crematory etc. The cleaning schedule is arranged to clean ponds, water plants, celebrate various days like World Environment Day, NSS Day, etc. The College took the lead in the Swachch Bharat Abhiyan. The students contribute towards betterment of nearby surrounding via various activities of NSS, SDO and other collaborative Agencies like Pani Foundation.

3. Human values and professional ethics

To create a scientific approach and social awareness among students, Lectures and tests, essays, etc. are organized by the NSS and other non-governmental or governmental organizations/Body. The College also promotes the integration of ethical and human values through extracurricular activities. Programs running under NSS and the Department of History, Marathi, Political Science help to foster human values in the students. College conducts lectures on human values. value education for the students. National holidays such as Independence Day and Republic Day serve as a platform to revitalize patriotic and moral values. For giving real life experience to students, Institution always celebrate special days viz International Women's Day, World Environment Day, AIDS Awareness Day, etc. by conducting, lectures, rallies, street plays etc. The curriculum promotes various human values and professional ethics, sense of responsibility towards environment which is helpful to them in their everyday lives and careers of their choice.

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

1.3.2

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

Response: 58.09

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

Response: 219

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 149 | 157 | 147 | 206 | 210 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 240 | 240 | 240 | 252 | 252 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 75.09

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 79 | 86 | 84 | 95 | 93 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 114 | 114 | 114 | 120 | 120 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 31.42

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our college strives to integrate experiential, participatory and problem-solving methods by developing innovative teaching-learning methods that provide an engaging learning experience for diverse students. Involving the audience throughout the session was the best and most acceptable method of teaching and learning process. In the traditional classroom teaching method, students are engaged throughout the course session, but could not achieve student engagement, and the evaluation process is not based on performance. Traditional education focuses on the teacher, not the student. A teaching method that relies on the same traditional practices of instruction, content delivery and formative assessment is not an appropriate assessment for observing student learning experiences.

Our college has applied methods of experiential learning, participatory learning, and problem-solving to enhance student's educational experience. Various participatory and experiential learning activities took place in our college.

Our college also offers opportunities for students of quality learning; outside the classroom through guest lectures, seminars and workshops that align academic goals and outcomes. Co-curricular and extra-curricular activities are an integral part of the holistic education of students through the various branches of the Culture Department, Sports Department , NSS ,Students Development Office. Student participation in college and college competitions, cultural events, sports events at various levels enrich their professional ethics and social responsibility.

Student participation in learning is also facilitated by the innovative elements of the modular assessment panel, such as focus group discussions, quizzes, poster presentations, paper presentations, games, simulation exercises and demonstrations.

The results-based training for the program is framed by theoretical and practical courses for all specialized courses and special elective courses, which facilitate the students' understanding of the theoretical concepts learned and practical sessions.

The ultimate goal of student-centered methods such as experiential learning, participatory learning, and problem-solving methods used in our college is to enhance each student's participation in the learning process and improve learning outcomes.

Assessing Students' Learning Experiences, a number of formative assessment procedures have been developed and implemented.

A lesson with two or more stops provide an interactive and participatory learning method and appropriate assessment to observe student learning experiences. The class room lecture is generally structured in manner to build strong conceptual base, Question & Answer session followed by practical examples .The Mutual Learning Point was designed to improve the skills of slow learners with the help of fast learners using a technique known as the common learning technique. Student-centred interactive learning methods for assessing student learning experience show that there is a significant improvement in each student's active participation in the learning process as well as the observed improvement in learning process outcomes. The method used in our college also creates conditions for self-education.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 15 | 15 | 15 |

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

2.4.2

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

Response: 68.85

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 9 | 8 | 9 | 6 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The grievances handling mechanism is fully transparent. At the beginning of each semester, all teachers described the evaluation process for internal and external evaluations to the students. Internal exam calendars are created and communicated to the students in advance. To ensure that the test is carried out correctly, a supervisor is used in class and the answer sheet is evaluated by the respective subject teacher within seven working days. Internal exam complaints are resolved timely. Marks lists of subjects are published on notice board for students information. The rules for entering and exiting the examination room are strictly observed, so there is nothing to complain about in this area. The grades of the final events examinations are uploaded to the university portal. The occupant list is prepared in advance in accordance with Common Criteria, if a complaint is noted on it it will be processed for emergency reasons.

Regular class tests will be held in all subjects in the month of November. The students who have not cleared first year are not allowed to appear in final year examination.

Students must secure minimum 40% marks in their class internal tests, and also in the university examination. The minimum marks to be secured in an batchlers degree examination is 40% for B.A. & B.com students. For General Students, the minimum marks are 40% marks in each subject for B.A. students and 40%. All course have to attained compulsory 132 credits and 8 credits are depend on grade subjects for example value added course , physical education , democracy etc. Students must have to achieve 140 credits ,then only students degree will be awarded.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Assessment of CO, PO are core academic activities and very relevant to assess a student's ability to learn. Evaluation of program performance is an ongoing process that supports teaching, learning and evaluation. It is the primary mechanism for monitoring the effectiveness of the evidence-based learning environment that determines whether students have achieved course outcomes and objectives.

Course outcomes identify the unique knowledge and skills that can be learned in a particular course. Program outcomes are one-level statements that describe what students should know and be able to do after completing a particular program. They relate to the skills, knowledge and behaviours that students acquire. Program-specific outcomes are what students in a particular program should be able to do while studying in the program. Program results are achieved through the achievement of course results.

- Curriculum includes the description of course outcomes and the assignment of POs and COs.
- These department-level committees set goals for the CO and PO prior to the start of the semester, taking into account past performance in the streak and current pass rate.
- Course coordinators have been given free rein to design the CO and map the COs from the PO, and assessment tools and rubrics will be determined by the course coordinator with the approval of the faculty board.
- The implementation of the PO includes direct and indirect evaluations. The direct rating was weighted at 70% and the indirect at 30%.
- The direct PO score is defined as the cumulative CO score.
- The mid-term evaluation includes test in a structured manner, oral examination, paper presentation, home assignment or combination of them as per choice of respective subject teacher.
- Institution takes feedback from faculty, students, alumni on achievement of CO, PO of curriculum.
- In general, the CO-PO mapping is performed by subject teacher. Departmental Head & members discuss the CO-PO and ensure adherence, implementation and achievement thereof before the start of the course.
- CO performance is measured based on the results of the cumulative internal exams and the university-administered end-of-semester exam. It is a form of direct measurement of success. The overall grade of a certain subject results from a weighting of 30% of the internal assessment instruments and a weighting of 70% of the final exam at the end of the semester.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Outcomes:

- Program Outcomes (PO) and Program Specific Outcomes (PSO) are achieved through the curriculum
- Course Objectives (CO) are defined for each course and assigned to POs and PSOs.
- A number of performance evaluation criteria are used to quantify CO
- Therefore, the implementation of the CO is evidence of the implementation of the PO and the PSO.

Direct Evaluation:

Continuous Assessment: COs are assessed through semester exams and lab assignments, assignments, and records. COs are assigned for each question and the CO analysis is performed by the faculty for each course and documented in the Faculty Course Evaluation Report (FCAR). The contribution of CO to the achievement of the POs/PSOs is rated as high, moderate and low.

Semester Theory Exams: End of semester exam questions are tested against all COs at various levels of the Blooms taxonomy.

Laboratory Records: Ongoing reviews and end-of-semester reviews will be conducted to verify CO results.

Indirect Evaluation:

Program Graduation Survey: This survey is for senior year students after completing the B.Tech program and provides comprehensive feedback for the PO/PSO assessment

Alumni Survey: This survey is conducted annually through Google Link or Alumni Email to get real-time input and suggestions on PO successes in a social setting.

Employer Survey: This survey is conducted by the employer to measure PO performance.

In addition, the institution maintains records of student seniority and graduation dates as

supporting evidence for PO assessment.

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

2.6.3

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

Response: 65.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 54 | 119 | 82 | 43 | 25 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 88 | 145 | 94 | 86 | 78 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.53

| File Description | Document |
|--------------------------------------------------------------|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college understands that entrepreneurship is the future of the global economy and has made a change of heart towards self-employment. The college has made its core focus on to develop entrepreneurship skills among young aspiring students as to enable them set up new firm & businesses in future and has taken initiative by guiding them through guest lectures on entrepreneurship and Self Employment.

To enable them set up new firm & businesses by guiding them through guest lectures on entrepreneurship and Self Employment.

The Arts & Commerce college, Dodi Bk is very proud of young aspiring men and women who aspire to change the future and be part of their journey.

- Teaching of students for good and integrated citizenship provision for better education facilities for Students. The students are guided through guest lectures on competitive exam such as MPSC and other competitive exams.

- Group discussion & Debates, Study Tours and outreach programmes and Using Films & documentaries as pedagogical tool.
- As global language & language of knowledge English has become the language of power this is an opportunity for the department to run interdisciplinary courses of English.
- Advancement in Social research, Research Activities can be further deepened.
- For subjects like Banking & Finance, Economics, History and Geography some methods have been used as Field visit, Group Discussion, Agro based industries visit, Power Point Presentation, Graphical instruction, Surveying, Maps, Journal Writing, Tour Report and many more.

Nearly a third of today's millennials want to start their own firm, according to global predictions, therefore the college has made it its purpose to support aspiring young entrepreneurs.

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

3.2.2

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

Response: 5

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.74

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 2 | 1 | 5 | 5 | 1 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Institutional data in the prescribed format | View Document |

3.3.2

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

Response: 0.11

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

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

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

1. The student volunteers regularly visit the surrounding villages and carry out various activities. Expanding neighbourhood community activities in terms of impact on students and awareness of social issues and holistic development over the past five years. Arts & Commerce College Dodi Bk organizes and participates in various outreach activities with the dual aim of not only raising students' awareness of various social issues, but also contributing to community development and increasing community participation. NSS & SDO units participate in various initiatives.
2. College NSS & SDO unit which runs a variety of activities in partnership with other organisations through the Sadak Suraksha Abhiyan, Awareness Scheme, cleanliness of religious places & supporting pilgrims, addressing environmental issues etc. and engaging young people. This joint venture promotes and facilitates various expansion programs, events such as student involvement, acting in partnership with other organizations to raise awareness.
3. India is the birthplace of yoga and by participating in International Yoga Day, students become global players in ensuring a healthy mind in a healthy body. As part of environmental awareness, programs such as drinking water conservation, tree planting have been implemented.
4. College Blood Camps are a regular event where students and staff donate blood for the cause. The camps facilitate the collection of blood up to 50 to be sent to the Government Blood Bank. The students are made aware and encouraged to contribute for floods and other catastrophic events at our college to sensitise students towards social cause. Blood Camp fosters empathy and compassion among donors, giving them a sense of commitment and ethical responsibility.
5. Conservation programs are organized concurrently at the Arts & Commerce College, Dodi Bk. All of these outreach activities have exposed participants to instances of unjustified deprivation and created a powerful incentive to alleviate this injustice. Also the importance of a clean environment, sanitation, neighbourhood hygiene, waste collection and community awareness of these important issues. All these initiatives have made a great contribution to the holistic development of the personality of the participants in these programs.
6. Women's empowerment programs shape awareness of their status and rights among students and boys' sensitivity to women's issues, leading to the dismantling of gender and patriarchal prejudice. All of this leads to an informed, sustainable and responsible citizenship. The activities listed above are indicative of how many issues of social, political and economic relevance are discussed and resolved in order to create sensitivity and understanding in the students and to contribute to the sustainable development of their personality, so that an engaged community and an ethically aware citizen emerges to be created.

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

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies

Response:

In 2003, the Shree Bramhanand Swami Shikshan Prasarak Mandal, Dodi Bk started a village Senior College for boys and girls from rural areas. Since Sinnar is a taluka place and it is 18 kms away from Sinnar town, most of the girls were deprived of higher education. This matter is Identified by the honourable president of the organization Mr. Pandurang Ganpat Kedar & he started senior colleges in rural areas namely Dodi Bk. with the intention that students from rural areas should get higher education especially girls. Today the Arts & Commerce College, Dodi Bk. has two faculties/programmes namely Arts and Commerce. The fact that a large number of students from Dodi area and Panchkroshi are studying in these two faculties/programmes is remarkable and proud of us and all of us. Arts & Commerce College, Dodi Bk has a tradition of excellent results in Savitribai Phule Pune University Examinations. The college under Savitribai Phule Pune University continues the tradition of quality education. Arts & Commerce College, Dodi Bk. has a highly diverse and educated faculty and a dedicated servant class. In our academic year 2018-2019 the admission process is being started online which is an important matter for us.

So since our efforts and students active participation we have received awards from college level and state level competitions.

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

3.4.3

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

Response: 29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 7 | 5 | 6 |

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

3.5 Collaboration

3.5.1

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

Response: 11

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus of Shree Bramhanand Swami Shikshan Prasarak Mandal Dodi Bk is blessed with 2 acres of land. The institution has excellent infrastructural facilities and educational methodologies used for teaching learning process. The college is equipped with modern facilities and educational resources to achieve academic excellence in line with the strategic vision and goals. The main goal of the college is to provide excellence in education. Educational resources include the resources and facilities needed for libraries, classes, events, meetings, and workshops.

The college provides facilities such as classroom with ICT facilities, well-equipped ICT facilities, canteen with hygienic food, medical facilities such as First Aid Kit. An open stage facilitates and promotes cultural activities. College is structured with twelve classrooms, two ICT class rooms and one seminar hall. The ICT classrooms are equipped with internet, ICT teaching aids like LCD projector, white screen etc. Class rooms, seminar hall is well ventilated. Seminar hall of seating capacity 150 is equipped with chairs, tables, benches with proper air ventilation, light and internet connection utilized for conducting of guest lectures, training, and workshops. As the part of community learning college also focus on making students aware about various societal responsibilities by conducting programs under NSS and Student Development Department which helps them to think beyond the syllabus. College has Facility of UPS backup is provided wherever necessary. Fire extinguishers are placed in campus for emergency firefighting. The college has a computer lab and total 22 computers area available and connected to internet via LAN. Students utilize computer lab for their assignment, online surfing. The digital language lab software is available in computer lab. The common facilities are utilized in campus for various festivals and cultural events. Sports equipment for outdoor and indoor activities is accessible to all the students. The skill development program is conducted in college which is beneficial for students to upgrade their knowledge and skills. Institute's whole campus is under CCTV surveillance, electricity supply is in 3Phase manner.

For undisturbed teaching and learning process a Generator is installed in campus (Capacity: 05 KV) and a inverter of 3 KV, battery 200 AH for uninterrupted power supply which gives 24X7 electric supply. The college provides training and web-based materials through e-PG Pathshala, SWAYAM platform, EContent Learning Module of Pune University, google classroom etc. For self-learning reference books, journals, e-resources and databases are available in the library with book bank facilities and departments also provides customised self-learning material to the students for self-study. The college has utilities like RO drinking water, toilets, Yoga Room, Staff room, playground for outdoor games and other

activities, common rooms etc.

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

4.1.2

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

Response: 42.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.15 | 1.91 | 4.92 | 5.94 | 3.74 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- A library has collection of books, periodicals, newspapers, maps, Library has a huge collection of Text books, Reference books and others books with, peer-reviewed journals.
- Library also provides book bank Facilities students.
- The reading room is well furnished to accommodate 55 students at a time and provides conducive environment for study. Library discipline strictly maintained by students and staff
- New Arrivals of books and journals are displayed on rack.
- Library provides list of open access journals to staff & Students. Recently College Dodi Bk.is proving access of NDL portal to staff & Students to access e-resources on various subjects.
- Access to the books is given to the students as per the scheduled time. Daily home lending services of books for the staff & Students. Students books issue- return register is maintain regularly.
- College purchases books of subjects every year as listed by department.
- Rules and Regulations of library are defined and implemented properly.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Various digital technology devices are available at the college. The college has smart classrooms with LCD projector, computer and white board, and digitally equipped seminar hall. There is also a sufficiently equipped computer room at the College. College students have access to a computer room. The College has BSNL Broadband internet connection with 50 MBPS available in office and computer lab. Access to Wi-Fi connectivity is open to all students and staff. Teachers make use ICT in classroom as needed. Using a digital device, students are shown different learning locations. Most of the official work is done with ICT such as computers, printers, scanner, Xerox machine etc.

There are total computers available in the computer lab and LCD projectors are available in Seminar Hall, IQAC and smart classroom. Computing and communication resources give students the ability to send email, surf the web, do documentation work like preparing resume, business letters etc. The college updates its website regularly. The library is automated with Koha ILMs Software.

License Software available –Quick heal Antivirus and its own online admission software of Agasti

Technologies Pvt.Ltd., Pune. The college is under CCTV surveillance which covers classrooms, library , corridors, common room, examination room, administrative office, seminar hall etc.

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

4.3.2

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

Response: 20.94

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

Response: 18

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 57.19

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.42 | 4.04 | 6.71 | 7.35 | 7.13 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 81.12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 294 | 309 | 348 | 389 | 349 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 14.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 0 | 53 | 59 | 102 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 30.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 20 | 27 | 12 | 22 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 54 | 119 | 82 | 43 | 25 |

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

5.2.2

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

Response: 9.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 7 | 3 | 3 | 5 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 19.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 1 | 22 | 27 | 24 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The college has a registered alumni association. It contributes to the overall development and contribution of the college. It contributes significantly to the development of the institution through financial services and other support services.

- Maintaining a directory of all alumni of the college and its permanent directories.
- Keeping information about all students up to date.
- Encourage, nurture, and nurture strong relationships among graduates themselves.
- Promote a lasting sense of belonging to the institute through regular contact with the alumni.
- Transmission and dissemination of information about his college, alumni, professors, and students among alumni.
- Encourage and support efforts to obtain funds and support for development in monetary and non-monetary form.
- Guide graduates and help them engage in productive activities for the benefit of society.
- Alumni Association achieves these goals by organizing an annual program through communication,
- Discuss and share practical life experiences and guide new batch regarding areas of new challenges and opportunities in the various fields of life and contribution for overall development of college.
- College conducts get together/meet of the Alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision-

Shree Brahmanand Swami shikshan prasarak mandal's arts & commerce college is a premier institute of higher education with the vision statement "vidya vinayen shobhate" viz. the knowledge benefits with humility.

Mission-

To provide education to socially and economically under privileged students of the society.

We want to generate knowledge for academic development and ethics. We want the students to meet social, regional and Indian needs. Our institution aims to develop the discovery potential of students under the given circumstances and opportunities.

The values we want to in still in our students are academic honesty, responsibility and respect for all people and all professions. We are also committed to addressing the national and global concerns of our students. We teach our students that hard work and hard work done at this level will contribute to record achievements in the future of the country. Any goals they set are fundamental steps toward their own future and that of the community.

We affirm the following core values:

- Doing the best for the institution and students
- Putting people first
- Respecting integrity
- Valuing diversity of background and showing strength
- Inviting and change hugs.

It is true that good values make students responsible citizens, which will help to protect values in society. Together they can make society a better place to live. Dishonesty and violence must be eliminated from society through moral values.

The CDC, The Principal, The IQAC, and all faculty members play a vital role in designing and implementing its quality policies in teaching, learning, research, and extension activities. The formal and informal arrangements in the institution to coordinate the academic and administrative planning and

implementation reflect the college efforts in achieving its vision. The involvement of the leadership is clear in ensuring the policy statements and action plans for the fulfilment of the stated mission.

Teachers work as decision-making bodies of institutions such as College development committee, The Principal forms committees of teachers and supporting staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. This decentralization has resulted in increasing the overall quality and effectiveness of the system and at the same time empowering and strengthening the capacities of the various branches of administration. The college promotes a culture of participative management and follows the principle of delegation of authority inviting suggestions & feedback from all etc.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college is affiliated to Savitribai Phule Pune University, Pune and is governed by the parent institute Shri Brahmanand Swami Shikshan Prasarak Mandal, Tal-Sinnar, Dist-Nashik. The college is having three-tier systems for its governance. At the college level, the Principal is the apex of the internal administration and is assisted by the Head of Departments, staff and IQAC. The College Development Committee (CDC) monitors policy decisions of the college.

Administrative Setup:

Decentralized at different levels :

- The administrative setup consists of the Principal followed by the faculty in-charge, Head clerk, Junior Clerks, Assistants, and supportive staff.
- Heads of Department, Assistant Professors, Librarian and Director of Physical Education play an important role in the organization.
- The library committee is formed for the proper functioning of the library.

- Various sports events and activities are conducted by the department of physical education.

Service Rules:

For the service conditions and rules, the college follows the rules and regulations laid down by the Government of Maharashtra and Savitribai Phule Pune University, Pune. (Maharashtra Public University Act-2016)

Procedures for Recruitment:

In the college the recruitment is carried out in two different ways:

Permanent Posts:

UGC Regulations on Minimum Qualifications for Appointment of Teacher and other Academic Staff in Universities and College and Measures for the Maintenance of Standards in Higher Education, 2018.

Temporary Posts:

These posts are recruited by the Shri Brahmanand Swami Shikshan Prasarak Mandal, Tal-Sinnar, Dist-Nashik. according to the norms of the University and the Government of Maharashtra.

Procedures for Promotion:

For the promotion, the college follows the rules and regulations laid down by the Government of Maharashtra, and Savitribai Phule Pune University, Pune. (Maharashtra Public University Act-2016).

The Alumni Association:

The college has a Registered Alumni Association for better functioning of the college with all its expertise and representation from different fields.

College Committees:

Different committees play an important role in the execution of responsibilities and activities on the campus. It is through the committees, the college seeks decentralization of power structure.

Grievance Redressal Mechanism:

The college has an Anti-Sexual Harassment Committee, Anti-Ragging Committee, Internal Complaint Committee (ICC), and Disciplinary Committee (DC) for grievance redressal of the student and the faculty members.

Case study: Digitization in Academic and Administration Activities

Admission:

Customized software of Agasti Technologies used for online admission and Generating Roll Calls,

Identity Card, Merit list, Leaving certificates, Eligibility etc.

Fee Records:

The student database is useful in maintaining the fee records and disbursement of scholarships from various agencies.

Examination:

The college conducts first-year examinations and uses Agasti Technologies software for the generation of admits cards,

Barcode, marks entry, Mark Sheets, and Result Analysis.

G-Suite:

Use institutional email id for enhancing academic and administrative activities.

Internet Facility:

The College provides 200 Mbps opti link connection with Wi-Fi Facility.

Facebook Page:

The College has its Facebook Page

Link- <https://www.facebook.com/groups/940272903319392>

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Shri Brahmanand Swami Shikshan Prasarak Mandal's Arts And Commerce College, Dodi Bk. trusts the contribution of the employee towards the overall development and progress of the college. The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their work culture and efficiency.

Welfare for teaching staff:-

- Sponsoring for attending conference workshops.
- Incentives for publications of papers, research article.
- Granting medical leave, maternity leave, Duty leave, Study leave
- Interest free advance give to staff to meet emergency needs .
- Group mediclaim insurance policy for teaching staff in installments of which some amount of the premium paid by the college .
- Gift & memntoes during teachers day celebration.
- Employee Provident Fund Scheme

Welfare schemes for non -teaching staff.

- Gift during teacher day celebration.
- Granting medical leave, Duty leave
- Interest free Advance give to meet emergency needs .
- Group mediclaim insurance policy for non-teaching staff in installments of which some amount of the premium paid by the college .

- Incentives for attending orientation programmes , workshops & conferences.
- Employee Provident Fund Scheme

Performance Appraisal System for teaching-staff:

The college follows the guidelines of UGC regulation, 2018. These Regulations are called the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018. And necessary action is taken for the improvement.

The teacher performance appraisal forms consist of:

Category I: Teaching, Learning, and Evaluation Related Activities

Category II: Professional Development, Co-curricular and Extension activities

Category III: Research and Academic Contributions.

Evaluation by students: The college collects structural feedback from students on teacher’s performance at the end of every academic year for further improvement and implementation.

Performance Appraisal System for non-teaching staff:

Confidential reports: The overall performance of the non-teaching staff within the campus is evaluated by Heads of the concerned departments and the confidential report is submitted to the Principal for the final evaluation and those reports are forwarded to the parent institute to take reviews for next academic year appointment.

Other informal means: Student's suggestion box is another mechanism that is instrumental in collecting information about the level of satisfaction they get from the services provided by the staff. Their suggestions are also considered to decide the promotional issues and the aspect of transfer of the teaching and non-teaching staff from one college to another college run by the parent institute.

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

6.3.2

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

Response: 29.51

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 0 | 05 | 05 | 05 |

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

6.3.3

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

Response: 22.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05 | 02 | 05 | 05 | 05 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 07 | 07 | 07 | 07 | 07 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college is affiliated to Savitribai Phule Pune University, Pune and follows the rules and regulations laid down by the Govt. of Maharashtra. The college receives funds from Savitribai Phule Pune University, Pune and other funding agencies for academic and infrastructural development. Apart from this, the college mobilizes funds through the parent institute Shri Brahmanand Swami Shikshan Prasarak Mandal Dodi Bk.

The financial sources of the college are:

- The budgetary resources of the college include Plan and non-plan grants received from Savitribai Phule Pune University, Pune.
- Grants received from Savitribai Phule Pune University, Pune under the Quality Improvement Programme (QIP) for carrying out various academic programs like seminars, conferences workshops, expert lecture series, educational equipment, sports equipment, and construction.
- Various funding is received from Savitribai Phule Pune University, Pune (Board of Student Development) for implementing the Karmveer Bhaurao Patil 'Earn & Learn Scheme' and N.S.S.
- The grant for examination work is received from the Savitribai Phule Pune University, Pune and constitutional scholarships are received from the Government of Maharashtra.
- Admission, tuition, and other fees are collected by the college from students as per norms and other grants (Bank Interest, a fee charged for issue of certificates) for the college development.

Optimum utilization of financial resources:

The following system is adopted by the college for the optimal utilization of resources;

- The College invites requirements from all departments and accordingly prepares the budgetary plan. The purchase committee sanctions the budget by considering the financial resources and needs of the departments and presents it to the Principal and College Development Committee. CDC approves the budget.
- Each and every transaction is supported by the vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode.
- The utilization of the sanctioned budget is monitored by the CDC and the audit department of the parent institution.
- The Institutional accounts are audited regularly every year by the Chartered Accountant appointed by the parent institute. The two- tier system of the Internal and the External audit is followed by an effective check on the accounts.

Internal Audit- The management of the college has appointed an internal auditor to detect errors at the earliest and devise effective control system to prevent their occurrence . Suggestions of the internal auditor to improve the accounting financial system are incorporated. Internal audit is done on periodical basis. Observations made by the auditor are brought to the notice of accountant and principal of the college.

External Audit – The management has appointed R. A. Mahadevkar and associates as an external auditor. The financial statement of college including cash books of accounts, statement, vouchers etc. are audited by the external auditor. Further all necessary audits as per the requirements of the university (SPPU) Carried out by college. The university carry out an audit of all the funds forwarded to the college by them under the NSS, as well as the audit of examination funds and BSD. Internal and external financial audits carried out during last five years with the mechanism of settling audit objections.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Learning include the complete follow up of university exam schemes, academic calendar of university and college, ICT teaching, study tour/industrial visits, project work for students, etc. Programme outcomes are developed by head of the department and subject teacher compiles course outcome and also prepares course outcome attainment sheet of subject. A teaching-learning plan and a course schedule along with the academic calendar will be given to the faculty member well before the commencement of the semester. The subject teachers periodically submit the syllabus coverage report verified by HOD to principal. The quality of teaching by the faculty is monitored. The staff member is advised to have thorough study & preparation of content for the delivery before taking a class. Feedback from the students is taken to assess the quality of teaching. A standard questionnaire- simple and straight forward, is used with key factors on which the faculty member's performance is assessed and the students have to do the individual faculty member evaluation. Based on all the feedbacks, HOD & principal give constructive comments to improve the quality of teaching and the teaching- learning process. The different tests, academic activity are some of the assessment mode of the subject. A revision of difficult portion, if required is taken. Assignment topics and class test questions are checked regularly. Attendance record of subject is verified at the end of the semester.

Teachers give self-learning material of corresponding subject to the students for self-study purpose. System for Identifying slow / advance learners and organized activities to address their needs is developed.

Outcome: These methodologies help to build up good academic knowledge base of the student and college ensures the attainment of learning outcomes of each course and program.

2. Community Development Engagement -

1. The institution has established NSS & SDO unit, through which camps for blood donation, tree plantation and health care check-up are organized to inculcate the social responsibility among the students and faculty members.
2. Programs on Beti Bachao, women's rights, Self Defence for girls, Sexual harassment, and plastic hazard awareness are organized to create awareness among staff and students.
3. The institution serves its neighbourhood community through NSS & SDO activities by organizing awareness rally, social awareness and cleaning programs in the nearby temples & public places .
4. Our institution has executed various activities via NSS camps for creating awareness about cleanliness and eco-friendly environment.
5. The Digital India awareness program is arranged through NSS to acquire knowledge in e-education.
6. Students actively participated and contributed to Kerala flood people when there was a flood in rainy season.

Outcome: This methodology creates social awareness in the students and staff and help to improve the overall development and sense of accountability of students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Women-specific facilities for:

1. Safety and Social security
2. Counselling
3. Women Empowerment Initiatives.

The Institution recognizes that India is now the youngest country in the world with 60% of the population aged between 18 and 35. This demographic dividend that India has achieved should be used for the progress of the nation. It is very important to the institution to recognize the desires and aspirations of the new generation and to find ways to enrich the professional skills and abilities of boys and girls without discrimination.

Safety and Social Security:

Considering the current social scenario, the institution notes that the safety of not only students but also staff a top priority and provides a robust system of supervision to ensure that all students, especially female students, feel safe and secure to continue their educational endeavors.

College organizes the programs on Women empowerment, Kanya Ratna Abhiyan and Nirbhay Kanya Abhiyan by means of which girl's are sensitized about gender equity. Every year college organizes and celebrates International women's day with zest and enthusiasm. The institution has various committees such as the Anti-Ragging Committee, the Student Complaints Committee, and the Disciplinary Committee, Internal Complaint Committee that track down students to provide quick remedial action and ensure that a dignified and moral atmosphere is maintained on campus.

CCTVs are installed at the Library, Examination department, computer lab, Administration Office, Staff Room and corridors of different floors of the College to ensure the safety and security of students and staff.

The campus is set with a complaint box, which is positioned near the Administrative office intended to collect any suggestions or any complaint from female staff and girl students of the campus concerning any abuse or harassment. Annual medical check-up is arranged for the students .

Counselling:

The college continually strives to build students' confidence in order to bring out their innate talents. The college said the counselling can have a profound effect on students' psyches and help them deal with difficult life situations. Teachers advice and counsel the psychological and emotional problems faced by the students.

Common Room:

Common room is a basic facility needed by students to meet their personal needs. The girl's common room is available in college. It is place for girl's students to relax. As a result, the facility provided a common room with sufficient seating for the girls. It has well ventilated washroom dressing mirror, news paper and notice board. There are separate toilets for boys ,girls and staff. Hygiene Safety through Provision of Sanitary Napkin decomposing system in ladies' Wash Rooms & common room.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

| File Description | Document |
|-----------------------------------------------------------------------------|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

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

- 1. Green audit / Environment audit**

- 2. Energy audit
- 3. Clean and green campus initiatives
- 4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

| File Description | Document |
|-----------------------------------------------------------------------------------------|-------------------------------|
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

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

Response:

The College is committed to creating an inclusive environment with regional, cultural, linguistic, social and community harmony within the College, which can be understood through the initiatives of the College's various committees and units.

Independence Day and Republic Day are celebrated with a flag-raising ceremony by college with the active participation of staff and students contributing to immersed patriotism and awareness to next generation.

College strongly believes in unity in diversity and strives to instill that value in our students. Students are encouraged to respect different religions, languages and cultures. We feel that the college is our second home and all the faculty and staff are like family. Students stay together and work together during NSS camps which develop dignity of labour and sound relations. College regularly conduct the tree plantation activities in the campus and students take care of the plant throughout the year to save the environment. Every year under Swachh Bharat Abhiyan the value of cleaning explained to all villagers and cleaning of campus and one village is done by students and Health check-up camp is organized for students. AIDS awareness, Covid 19 awareness and health awareness rally, and the proper guidance is given to students to stay fit and healthy. International Yoga day celebrated in the college every year on 21st June. The students take part in these activities with great zeal and enthusiasm.

College Celebrates Teachers Day, Yuva Mohtsav where faculty, staff and students share happy moments

and connect with each other. Similarly, many other committees, such as the NSS SDO run regular awareness campaigns to raise awareness of the rights of the socially and economically disadvantaged sections of society and to provide them with appropriate support when needed. College celebrates Mahatma Gandhi Jayanti, Savitribai Phule Jayanti, Sardar Vallabhai Patel Jayanti, Late Dada Patil Kedar Jayanti, Dr. Ambrkar Jayanti, Mahatma Jyotiba Phule Jayanti, Chatrpati Shivaji Maharaj Jayanti etc. to create value among students and share life lessons of these great personalities with the students. Constitution Day is celebrated with students and professors under NSS. The Marathi Bhasha Divas is celebrated in the college with full enthusiasm.

All these activities help students to develop respect, tolerance and harmony towards different cultures and religions and to accept and respect socio-economic and cultural diversity. It also creates an inclusive environment at the college and in society.

The college strives to promote value based education, social justice, social responsibilities and good citizenry amongst its student community. Some up the activities that are undertake for creating learning environment that may foster positive social interaction, active engagement in learning and self-motivation.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I -

1] Title of the Practice: Rural Community Development

2] Objective of Practice :

- To create sense of social responsibility and belongingness among the students.
- To build the image of the institution of being socially aware and professionally operated.
- To contribute for upliftment and betterment of nearby society and environment though whole hearted involvemnt and support of the intitution, students, villagers and other stakeholders.
- To create social awareness among the villgers on various issues.

3] The Context:

Sinnar is a taluka place and it is 19 kms. away from this village Dodi Bk. Arts & Commerce College Dodi Bk, Sinnar has two branches namely Arts and Commerce. A large number of students from Dodi area and Panchkroshi are studying in these two branches. The college has a tradition of excellent results in university examinations, a more diverse and highly educated faculty and a dedicated servant class. The location of the college is in the rural area. The college is academic center of the village and villagers expects the college to possess high standards, human values and fulfillment of social responsibility. Hence rural community development and upliftment is always at the core of the college motto. For this college undertakes various programmes and activities to fulfill this crucial objective of community development.

4] The Practice:

The college conducts various social awareness activities under NSS and SDO like rallies on awareness of social issues like AIDS awareness, Beti padhao beti bachao, Pani Adva Pani Jirva, COVID 19 awareness, Efforts during Pandemic by providing rooms to the covid patient, mask nirmiti v vatap, mazi kutumb mazi jababdari etc. to create awareness among the villagers. The NSS volunteers take lead in cleaning the public places like temple, crematory, tree plantation, digging pits for tree plantation for school etc. Further the college took lead and motivated the students to donate for severe flood occurred on 16 August 2018 in the south Indian state Kerala, due to unusually high rainfall during the monsoon season.

The village comprise many senior citizens and lack technical skills. So the college students are encouraged to develop the e-payment habits among these senior citizens so as to enable senior citizens to perform the payment transaction with ease without need to use and carry cash. This helps to reduce chance of cash theft, embezzlement etc.

The main occupation of majority of the villagers is farming. So the college takes initiative to create awareness among the farmers through various guidance programs like weather awareness, crop guidance, e-apps etc.

5] Evidence of Success:

Notice, Report, Photos of the activities and other relevant record maintained by the college.

6] Problems Encountered and Resources Required:

Active involvement of all the stakeholders like students, staff, villagers and management is very much necessary for success of practice of **Rural Community Development**. Sometimes the college face problem of lack of involvement and participation of the relevant stakeholders like senior citizen are seem to reluctant to learn the new things and find themselves comfortable in following old ways. Further it is also observed that farmers follow traditional ways of doing farming without use of weather updates and farming updates which are available on e apps because of illiteracy, lack of awareness and inability to use smart phone. Collaborative support from nearby institutions is also one of the area of concern. However the college tries its level best to cope up with them and deliver the best out of the available resources.

BEST PRACTICE II -

1] Title of the Practice: Support to Economically Backward Students.

2] Objective of Practice :

- To provide financial assistance to economically weaker students.
- To reduce dropout of economically weaker students.
- To create interest in higher education among the economically weaker students and moral values among the students.

3] The Context:

Majority of the students of the college are from backward classes and nearby villages. There is huge economic disparity in the society. The institution helps the students of rural areas to prevent them from losing their education due to economic conditions. The institution is seen to be fulfilling its social responsibility by helping the poor student's education. The institution helps students from rural area who are financially weak to provide them a helping hand.

4] The Practice:

The college provides this unique service to the students. Most of our students belong to rural areas. Providing economic assistance to such students really helps to increase and retain the number of students. They can take admission and complete their higher education. If the students from the poor classes get educated, they will help to improve society. They will become economically independent. It will be a service to the nation. This practice makes them responsible citizen who in turn help the needy people remembering the helping hand which they got in their bad times. The scheme carried out under SDO namely Earn & Learn develops the habit of becoming self independent in all aspects of life and develops quality of Labor dignity among the students.

5] Evidence of Success:

- Applications of Delay condonation for the payment of Admission Fees.
- Applications of inability to pay the University Exam Fees .
- Acknowledgement of payment of University Exam Fees of needy students.
- List of students whose Admission Fees remitted or exam fees paid by staff/other
- Record of Earn & Learn Scheme.

6] Problems Encountered and Resources Required:

Availability of fund and donor's willingness are the resources which are required for the effective outcome of the practice. The college faces financial problem in implementing the practice as the college is privately unaided college. Lack of active involvement of stakeholder, provision and adequate availability of fund etc. are some of the important challenges in effective execution of the practice. However college takes initiative to resolve the issues by adopting the measures like management involvement, teacher support, follow up with regulators etc.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The higher education challenge for rural area in the Maharashtra is three-fold, namely necessary infrastructure, permanent qualified teaching faculty and appropriate job-oriented courses. Shri Brahamanand Swami Shikshan Prasark Mandal is a leading educational institution in Maharashtra. It was founded and named after the grant. Sant Shri Bramhanand Swami. Late. Dada Patil Kedar was the founder of the institution. All his life he remained a revolutionary and was fully devoted to social cause. The present institution Shri Bramhanand Swami Shikshan Prasarak Mandal was established in 1979 to provide education to the under privileged and socially and economically weaker section of society. The college is committed to promote innovation in learning processes and to emerge as a centre of academic excellence.

Mission

To provide education to socially and economically under privileged students of the society.

Vision

Shri. Brahamanand Swami Shikshan Prasarak Mandal's Arts and Commerce College is a premier higher education institution with the vision statement “vidya vinayenshobhate” viz. The knowledge benefits with humility.

Objectives

- To emerge as a center of academic excellence.
- To focus on to faster their knowledge information and understanding of their rights.
- To promote every student by several amount reach project & programs.

The motto of the institute is ‘Dnyan Jyot’. Since its inception, this institution has been committed to educational development and has started 2 secondary schools, 2 junior colleges and 1 senior college in the At Dodi Bk. In 2003, the organization started a village senior college for boys and girls from rural areas. Since Sinnar is a taluka place and it is 19 km away from this village, most of the girls were deprived of higher education. This matter is identified by Mr. Pandurang Ganpat Kedar ,the president of the organization and he started senior colleges in rural areas like Dodi Bk. with the intention that boys

from rural areas should get higher education especially girls. Majority of the students of the college are girl students. Generally parents of these girl students are reluctant to send them at distantly located senior colleges at tehsil like sinnar.

Our college is very important for providing higher education to these girls students who otherwise gone out of flow of higher education. Majority of the students of the college are from Nomadic Tribe. Today the college has two branches namely Arts and Commerce. The fact that a large number of students from Dodi area and Panchkroshi are studying in these two branches is remarkable and proud of us and all of us. The college has a tradition of excellent results in university examinations, a more diverse and highly educated faculty and a dedicated servant class. The college is affiliated to under Savitribai Phule Pune University continues the tradition of quality education. In our academic year 2018-2019 the admission process is being started online which is an important matter for us.

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

5. CONCLUSION

Additional Information :

As per the guidelines by The National Assessment and Accreditation Council (NAAC), the institution has formed Internal Quality Assurance Cell (IQAC) on 22 August 2022 with an aim of quality sustenance and enhancement. The IQAC has been actively involved in developing a mechanism for conscious, consistent and catalytic improvement in the overall performance of the institution. After the establishment of the IQAC, It has successfully channelized all efforts and measures of the institution towards promoting its holistic academic excellence.

Concluding Remarks :

The Institution aims at :

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :02 Remark : DVV has made changes as per the report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 211 Answer after DVV Verification: 219 Remark : DVV has made changes as per the report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made changes as per the report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>114</td> <td>114</td> <td>114</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>86</td> <td>84</td> <td>95</td> <td>93</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 114 | 114 | 114 | 120 | 120 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 79 | 86 | 84 | 95 | 93 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 114 | 114 | 114 | 120 | 120 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 79 | 86 | 84 | 95 | 93 | | | | | | | | | | | | | | | | | |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 114 | 114 | 114 | 120 | 120 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 114 | 114 | 114 | 120 | 120 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 15 | 15 | 15 | 15 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 15 | 15 | 15 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 5 | 8 | 5 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 5 | 5 | 1 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification :

Answer After DVV Verification :11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24.7 | 22.4 | 24.4 | 20.7 | 38.9 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.15 | 1.91 | 4.92 | 5.94 | 3.74 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22.7 | 22.4 | 24.4 | 20.7 | 38.9 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.42 | 4.04 | 6.71 | 7.35 | 7.13 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20 | 1 | 20 | 25 | 22 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 1 | 22 | 27 | 24 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 9 | 10 | 9 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 0 | 05 | 05 | 05 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 7 | 22 | 17 | 14 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05 | 02 | 05 | 05 | 05 |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 07 | 07 | 07 | 07 | 07 |

Remark : DVV has made changes as per the report shared by HEI.

6.5.2 **Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**

| | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <p>1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|-------|-------|-------|
| 1.1 | <p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1193 986 1305"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24.7</td> <td>22.4</td> <td>24.4</td> <td>20.7</td> <td>38.9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1384 986 1496"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6.58</td> <td>5.96</td> <td>11.63</td> <td>13.30</td> <td>10.88</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 24.7 | 22.4 | 24.4 | 20.7 | 38.9 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 6.58 | 5.96 | 11.63 | 13.30 | 10.88 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 24.7 | 22.4 | 24.4 | 20.7 | 38.9 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 6.58 | 5.96 | 11.63 | 13.30 | 10.88 | | | | | | | | | | | | | | | | | |