SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THE POONA DIOCESAN EDUCATIONAL SOCIETY VIDYA BHAVAN COLLEGE OF COMMERCE,

PLOT NO 26. CLOUD 9 NIBM ANNEX MOHAMAD WADI. NIBM ROAD
411048
www.vidyabhavancollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

The Poona Diocesan Educational Society (PDES) is committed to spreading education, particularly at the primary and secondary levels. It has established 5 Primary Schools, 9 High Schools, and one senior college, keeping with its vision to provide value-based quality education.

Vidya Bhavan College of Commerce was established in 1983 and is affiliated with the Savitribai Phule Pune University. The college was primarily set up to allow socially disadvantaged students to acquire a degree that would open up their possibilities for securing gainful employment and thus progress in life.

The Vaidya Bhavan College of Commerce was started by Rt. Rev. Bishop Valerian D'Souza, collaborating with Founder Principal Fr. Alfred Barretto in 1983. The college is a Christian Minority College managed by the Poona Diocesan Educational Society.

Vidya Bhavan College of Commerce grew as a natural process from the Vidya Bhavan School and Junior College when it started in July 1983. It was housed on the fourth floor at Model Colony, Pune, but was later transferred to the present premises at Bhairobanalla in 1993.

The college has A state-of-the-art multipurpose auditorium with a seating capacity of about 250 and a computer laboratory. The library is a quiet and reflective ambiance for the students and the teachers. It is well-stocked with books, Journals/ Magazines, e-books, and e-journals.

The codes of professional ethics guide all college stakeholders about its integrity, accountability, inclusiveness, commitment, and sustainability principles. The stakeholders work within the college's framework, policies, and practices to satisfy the Vision and Mission.

The college practices a well-structured mentoring system to guide students in not only choosing the right career path but also to help them become confident and emotionally secure individuals.

The college is committed to making students conscious of their social responsibility through outreach programs organized by NSS to enhance students' social awareness and sensitivity toward the upliftment of the underprivileged sections of society.

UGC recognized the college under 12(b) and 2(f) in2002. The college has a magnificent past, and efforts are being made for its bright future; therefore, every action is carefully planned to foster the region's mixed cultural heritage. With the enrolment of 457 students, the college has the distinction of providing instructions in the single faculty of as many as 55 subjects, including job-oriented and market-friendly vocational subjects, offering a post-graduate diploma course in Banking and Finance and some interdisciplinary job-oriented Add-on Courses. The college is very particular about the discipline and attendance of the students and enforces strict regulations to ensure that the students imbibe the correct values and approach toward life. The college conducts internal examinations, notifies the study results to parents, and informs the parents about the student's attendance in the college. The college builds inter-religious understanding, dialogue, and awareness through

prayer services, lectures, and openness to all faiths and cultures.

The college was accredited by NAAC in 2004 with a B+ grade and was due for reaccreditation in 2009-10. The process got delayed due to turmoil and other unavoidable circumstances. Now, the college is ready to get accreditation from the NAAC for cycle-2. The IQAC and NAAC committees gathered requisite information and data from the internal and external sources and consolidated the same in the format provided by NAAC

Vision

The vision of the college:

"To provide an anchor to the less privileged, for those students who scored a lower percentage, and to allow them to experience the same academic excellence offered elsewhere."

The vision took seed and germinated on the borrowed premises of Vidya Bhavan School in Model Colony. The sapling was later transplanted to our building at Fatima Nagar. Undeterred by the lack of funds, taking one step at a time, we grew from a single-shelf library to a separate reading room with enormous books and magazines. Gradually, our infrastructure was consolidated by acquiring an independent computer laboratory where students could use the innovative learning process

Mission

The mission of the college:

Educate students to prepare them for life through a threefold process: being critical, disciplined, and cultured. The students graduating from this college may be successful in life and be faithful to the commitment of life."

Thus, our vision has been realized to go beyond the self-centred, enabling the students and teachers to look inward and outward and embrace the needs of the more comprehensive and changing society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Active and helpful management.
2. Pro-active and visionary management.
3. State of the Infrastructural art facilities and technically advanced.
4. Sufficient land for expansion of the programs.
5. General college with mono faculty like Commerce Faculty.
6. Recognized u/s 2(F) & 12 (B) by the UGC.
7. Dedicated, qualified, experienced, and dynamic teaching faculty who have Ph.D. , M Phil., NET and SLET
8. Highly disciplined students and dynamic leadership qualities among students
9. The examination results are promising.
10. Sufficient land for future expansion.

11. Good participation of the students in sports and cultural programs.
12. The harmonious relationship between faculty members, management, and the students.
13. Sprawling, beautiful, and vibrant campus with ample green coverage.
14. Remedial coaching facility for Minorities, SC/ST, OBC, and slow learners.
15. Proper education facilities for poor and underprivileged students.
16. Significant playground, well-ventilated classrooms, seminar hall, auditorium, and good Furniture.
17. Computers with the latest configuration in a separate computer lab with internet connectivity and a UPS facility.
18. Rich Library collections of books and journals.
19. Strong Educational background.
20. Clean, green campus, Good brand name, and trustworthy.
21. The social reach of the college is good.
22. Zero-Tolerance Policy' towards sexual harassment.
23. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation, and sustaining of the overall quality of the college.
24. The campus is plastic-free, produces minimal waste, protects biodiversity, and practices self-sustainability in power, water and cleanliness.

Institutional Weakness

1. Several permanent teaching and non-teaching posts are vacant.
2. Single Faculty College focuses on teaching and learning activities rather than on research.
3. The college is an affiliated institute bound to follow the curriculum prescribed by the university and therefore does not allow for flexibility in curriculum design, development, and delivery.
4. Meagre collaborative programs.
5. Limited range of the academic program.
6. Limited resources in the use of digital technology to enhance teaching-learning on campus
7. Limited MOU, Linkages, and collaborative programs.
8. M. com. undergraduate program runs on a self-financing basis.
9. No hostels for boys and girls students on the campus.
10. Alumni Association is not registered with the charity commissioner.
11. Most admitted students are qualified with a previous examination in vernacular language.
12. No Night library and non-availability of 24/7 library.
13. The limited number of RO water purifiers.
14. Conventional Classrooms.
15. Generation of funds is often a severe limitation of expansion and up-gradation of campus facilities.

Institutional Opportunity

1. The college has developed its credibility and established strong bonds with industrial partners through the Placement Cell.
2. Availability of land area for expansion of infrastructure.
3. To procure more grants from UGC and other funding agencies.
4. Opportunity to start more employability provided add-on courses.

5. Option to create UGC approved B. Voc. Programs.
6. Good location of the college.
7. Opportunities for the introduction of more industry-oriented technical programs/courses.
8. Opportunities for introducing UGC financial assistance schemes.
9. Undertaking interdisciplinary research/projects

Institutional Challenge

1. The college offers one PG program in Commerce, and no research is conducted at the college level. The university conducts the examinations, and only teaching is held in the college.
2. The limited scope is available for research at the post-graduate level.
3. Recruiting qualified faculty for grant-in-aid program.
4. Employability of the students of all disciplines and education programs.
5. Production of good human resources to accept global challenges.
6. To equip students with communication and soft skill.
7. Establishing linkages/ collaboration with industry.
8. The students have a poor socio-economic background.
9. Low students intake the problem.
10. Admission of students and attracting talented students from the vicinity.
11. Challenge from emerging competitors.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has a clear vision for learning, research, and extension and is an instrument of change for peace, progress, and prosperity. The college makes every effort to realize its mission of developing competent human resources through quality education, creating an innovative educational environment, and promoting creativity to produce skilled human resources.

The college is affiliated with Savitribai Phule Pune University and follows the curricula prescribed by the university.

The college has introduced market-demanding programs, diplomas, and courses like B. Com., M. Com., Post-graduate Diploma in Banking and Finance, and Add-on Courses on Tally, GST, MS-Office, and Personality Development and Interview Technique, Yoga and Meditation, and Spoken English.

The educational process of the college is streamlined with meetings, induction programs, timetables, workload distributions, preparation of the academic calendar, CIE examinations, and semester-end examination schedules and teaching plans.

The college teachers utilize ICT-enabled tools and available infrastructures like a computer laboratory, well-equipped library, seminar Hall, Auditorium, interactive boards, visualizers, LCD projectors, and ICT-enabled classrooms, making it possible for the students to participate in a modern teaching-learning process.

The college provides opportunities for better student exposure by conducting field visits, industrial visits, and

project work and conducts training workshops by inviting resource persons from various institutes.

The college has IQAC to look after the effective implementation and timely completion of the curriculum of all the subjects taught in the college. The college design and develops a curriculum of add-on-courses to offer diversity and flexibility to learners to a greater extent.

The college motivates the students to participate in activities like essay competitions, poster presentations, quiz, and debate competitions and organizes seminars, guest lectures, industrial visits, and field visits to upgrade the students' knowledge and skills.

The cross-cutting issues like gender sensitization, environment and sustainability, human values, professional ethics, and Human Values are taught to the students.

The college collects feedback from the stakeholders on the university's curriculum once a year. The collected feedback is analysed, and action taken reports are posted on the college website.

Teaching-learning and Evaluation

The college focuses on the students' holistic, intellectual, social, emotional, and aesthetic development.

The college faculty members create enthusiasm, ignite passion, and generate curiosity among the students during the teaching-learning and evaluation process.

The college admits students belong to Christian, SC, ST, OBC, and Physically Handicapped categories as per the Government of Maharashtra rules and regulations laid down in this regard.

The admission committee manages the process constituted for the smooth conduct of the admission process, responsible for designing admission forms and prospectus and counselling the entry-level students.

The timetable committee designs a general timetable, providing specific time slots for internet browsing, library services, invited lectures by eminent personalities, sports, and other activities.

The college assesses the learning levels of the students after admission and organizes special programs for the slow and advanced learners.

Remedial coaching classes are arranged for the slow learners in Financial Accounting, Mathematics and Statistics, Business Economics, Functional English, and Banking and Finance. Special attention is given to the students from economically weaker sections.

The advanced learners are encouraged to participate in several competitions, extra-curricular activities, poster presentations, and challenging tasks. They are involved in the internal committees as student representatives on the committees like IQAC, NSS, Student Council, Sports, and Cultural, Magazine, and Grievances Redressal.

The evaluation procedure is elaborated upon in the prospectus and restated during subsequent classes to ensure effective implementation of the internal assessment. The students are assessed continuously through innovative and reformed techniques such as group discussions, assignments, analytical tests, practicals, and projects. The internal assessment mechanism is transparent and robust in frequency and variety.

The teachers are deputed to participate in conferences, seminars, symposia, orientation, and refresher courses to boost their teaching skills and make their teaching more innovative and effective.

The mentor-Mentee System has been introduced in the college to benefit the students.

Program Outcomes, Program-specific Outcomes, and course Outcomes for all programs offered by the college are stated and displayed on the college website and communicated to the faculty members and the students. The Examination Committee of the college evaluates the attainment of POs, PSOs, and COs.

Research, Innovations and Extension

The college has constituted a Research Committee to promote research culture among the faculty members and the students and provides financial and academic. Human resources support enables the faculty members to submit project proposals and approach funding agencies to avail resources for the research in their research areas.

The Research Committee organizes meetings and orientation courses to create research spirit among faculty members and the students.

The faculty members have published their research papers in National and international research journals, Books with ISBN, and conference proceedings with ISSN numbers.

The college is actively involved in extension activities to help society with its services. The extension activities are done through the NSS Unit and Student Development Cell, through which the college renders social and community services.

The college organizes several extension and outreach activities with the help of the NSS Unit and Student Development Cell during the assessment period are, like Tree plantation drive, Swachh Bharat Mission, Road Safety and Security, National Youth Day, Gender Equality, Save the earth, Water, Electricity, Birth and Death Anniversaries of the Indian Icons, Women International Day, Seven Day NSS Special Camp, Blood Donation, disaster management, Save the Girl Child, Protect the Environment, and Control the pollution, Social Awareness program during Covid-19, Stay at home, take care, and stay safe, Wash the hands frequently with the sanitizers, Maintain social distance in public places, Wear the face mask, Help the needy and Covid-19 affected families, Provide necessary help to senior citizens.

Infrastructure and Learning Resources

The college has a clear-cut policy for improving the infrastructural facilities, facilitating the teaching-learning process.

The college has an aesthetically designed building that is architecturally striking and responsive to environmental concerns, and it provides easy access to the students, including differently-abled students and people.

The college has about 126542 sq. ft. built-up area on 4 acres. Includes 05 classrooms with proper lighting, seating, and ventilation, one technology-enabled smart classroom, a state-of-the-art auditorium with a seating capacity of 250, equipped with modern audio and visual instruments, one seminar hall, administrative block, principal office, trustee office, storeroom, staff room, Examination Room, NSS, SDO, IQAC, standard rooms for boys and girls students, and examination cell, partly automated library with more than 56000 books and journals, 2154 e-journals and 51746 e-books with relevant hardware and software, and a rich repertoire of learning resources.

The vacant land is utilized for vehicle parking, kho-kho, kabaddi, volleyball, basketball, and long tennis courts. The students regularly use these playfields with the proper guidance of the Director of Physical Education. Indoor sports hall and Gymnasium, first aid centre, and adequate washrooms. Uninterrupted electricity supply is ensured on the campus with the help of UPS systems.

In IT infrastructure, the college is equipped with more than 30 computers. Besides having interactive boards with visualizers and LCD projectors installed in the seminar hall, auditorium, and classroom, all are internet-connected.

Student Support and Progression

The college forms several committees to benefit the students, and their representation is involved in these committees. Their representatives play a pivotal role in the organization of the various activities in the college. The Student Council, IQAC, Placement Cell, Student Support Cell, Grievance Redressal Cell, Women Empowerment Cell, Anti-ragging Cell, NNS, Sports, Cultural Cell, and Literary Activities Committee solve the students' issues with the discussion of principal and committee presidents.

The Student Support committee takes care and provides various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities and extra-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. The college publishes its updated prospectus, which highlights the facilities available in the college having information about different college committees, annual college calendar, NSS, library facilities, sports activities scholarship and free ship support system, and career counselling.

The college conducts coaching and remedial classes for aspiring students. It provides career counselling, entrepreneurship development, and placement cells to guide students towards a better career and provide job opportunities through campus interviews with the support of prospective employers visiting the college for placement of students in service, retail, and other employment.

The college conducts various capacity-building and skill enhancement activities like ICT training, soft skill development, bridge course, yoga and meditation, personal counselling, NET guidance, and SLET guidance for competitive examinations. The sports and cultural committee leads multiple events annually to uplift and motivate student participation.

The college's Alumni association is non-registered and has elected members consisting of the President, Vice-President, Secretary, Treasurer, and Members. Alumni Association assists in conducting events in college, counselled the students in higher studies, guided and trained the students to help crack competitive exams, and given instructions to face interviews.

Governance, Leadership and Management

The Vidya Bhavan College of Commerce is a Christian Minority college managed by the Poona Diocesan Educational Society (PDES). The Government of Maharashtra has permitted grant-in-aid for the undergraduate B. Com. Program and M. Com. on a self-financed basis. The PDES appoints the principal and teaching and non-teaching staff per the UGC, SPPU, and Government norms. The principal is the academic Head of the college, which sets internal policies and activities with the association of the Head of the departments, coordinators of various committees, librarian, Physical Director, CDC, and non-teaching staff.

The college prepares the budget sentiments and gets approved by the CDC and PDES. The principal disburses different departments and committees to purchase books, equipment, and other necessary expenditures.

The college has well-defined policies that aim to improve academic quality and infrastructure. The college interacts with students through a feedback mechanism, besides giving participation to students as members of various administrative committees. The society inputs are obtained through teacher-parent meetings and meetings with civil society and alumni associations. The Head of the institution affects the organizational changes for internal matters; however, changes at the higher level of the organizational hierarchy are carried out by the PDES.

The college has a well-established IQAC, which is instrumental a part of the college's developmental decisions, including infrastructural and academic development. The IQAC frames a schedule of meetings at the beginning of the session with different departments to assess their monthly progress.

The principal delegates his authority to the Head of the departments and committee coordinators and follows a decentralized and participatory management system of governance adopted to expedite decision-making and provide quality service to all the stakeholders.

The principal's authority is decentralized among all heads of the departments and practices. The departments are accessed for their academic progress, attendance records, the quantum of syllabi completed, tutorials, assignments, and students' presentations in the scheduled meetings. The departments are assessed for their infrastructural needs.

Institutional Values and Best Practices

 The college believes that students are admitted to becoming good human beings for a lifelong personal or professional life journey. Keeping this objective in focus, the college organizes various seminars, workshops, street plays, charity activities, days, and campaigns for practicing gender equality, understanding fundamental duties and rights, promoting universal values, and preserving the importance of nationalism.

The college has a well-defined code of conduct for students, teaching and non-teaching staff, and all programs are affiliated to SPPU; hence functioning of all the programs is carried out as per norms laid down by the university.

The many practices adopted by the college improve the teaching and learning process, improve students' overall performance, and adopt environment-friendly practices.

The college has a Women Empowerment Cell, Anti-ragging Cell, Sexual Harassment Prevention Committee, Discipline Committee, NSS Committee, Student Counselling Cell, and Student Welfare Committee. The college also has good sewage, drainage, and underground facilities to dispose of the liquid wastes. Computers, monitors, printers, and other electronic equipment that can't be repaired are discarded as scrap systematically with due permission from the concerned authorities. Separate dustbins are kept for waste. The college organizes National festivals and birth anniversaries of the great Indian personalities.

The college has taken several steps to induce transparency in the institution's functioning. The paperwork has been significantly reduced, and the computerized maintenance of student records, fee collection, salary, and other expenditure disbursements increased. Expenses of the College are within the budget set by the State Government.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	The Poona Diocesan Educational Society Vidya Bhavan College of Commerce,
Address	PLOT NO 26. CLOUD 9 NIBM ANNEX MOHAMAD WADI. NIBM ROAD
City	PUNE
State	Maharashtra
Pin	411048
Website	www.vidyabhavancollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Saroj Prakash Hiremath	020-26356913	9049005477	020-2980299 0	vbhavan148@gmail.com
IQAC / CIQA coordinator	Samuel Rao	-	8087694575	-	sam_rao642@redffmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	Christen
Linguistic	No
Any Other	No

Establishment Details	
Date of establishment of the college	20-06-1983

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-05-2003	[View Document](#)
12B of UGC	06-05-2003	[View Document](#)

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	PLOT NO 26. CLOUD 9 NIBM ANNEX MOHAMAD WADI. NIBM ROAD	Urban	1	2138.126

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,Banking And Finance	36	twelth commerce pass	English	120	60
UG	BCom,Compulsory English	36	twelth commerce pass		120	120
UG	BCom,Additional English	36	twelth commerce pass	English	120	120
UG	BCom,Business Communication	36	twelth commerce pass	English	120	120
UG	BCom,Business Economics Macro	36	twelth commerce pass	English	120	120
UG	BCom,Business Administration I	36	twelth commerce pass	English	120	60
UG	BCom,Business Administration Ii	36	twelth commerce pass	English	120	60
UG	BCom,Banking And Finance Ii	36	twelth commerce pass	English	120	60
UG	BCom,Business Administration Iii	36	twelth commerce pass	English	120	60
UG	BCom,Banking And Finance Iii	36	twelth commerce pass	English	120	60
UG	BCom,Business Economics Micro	36	twelth commerce pass	English	120	120

UG	BCom,Accountancy	36	twelth commerce pass	English	120	120
UG	BCom,Commercial Mathematics And Statistics	36	twelth commerce pass	English	120	120
UG	BCom,Business Entrepreneurship	36	twelth commerce pass	English	120	60
UG	BCom,Office Management	36	twelth commerce pass	English	120	60
UG	BCom,Advance Accountancy	36	twelth commerce pass	English	120	120
UG	BCom,Banking And Finance I	36	twelth commerce pass	English	120	60
UG	BCom,Organization And Management	36	twelth commerce pass	English	120	120
UG	BCom,Business Entrepreneurship I	36	twelth commerce pass	English	120	120
UG	BCom,Mercantile And Industrial Law	36	twelth commerce pass	English	120	120
UG	BCom,Indian Economy And Economic Problem Of Maharashtra	36	twelth commerce pass	English	120	120
UG	BCom,Business Entrepreneurship Ii	36	twelth commerce pass	English	120	60
UG	BCom,Busin	36	twelth	English	120	60

	ess Entrpreneurship Iii		commerce pass			
UG	BCom,Advanced Accountancy	36	twelth commerce pass	English	120	120
PG	MCom,Advanced Accounting	24	B.Com pass	English	60	30
PG	MCom,Management Accounting	24	B.Com pass	English	60	30
PG	MCom,Strategic Management	24	B.Com pass	English	60	30
PG	MCom,Financial Analysis And Control	24	B.Com pass	English	60	30
PG	MCom,Industrial Economics	24	B.Com pass	English	60	30
PG	MCom,Business Finance	24	B.Com pass	English	60	30
PG	MCom,Research Methodology For Business	24	B.Com pass	English	60	30
PG	MCom,Capital Market And Financial Services	24	B.Com pass	English	60	30
PG	MCom,Business Administration	24	B.Com pass	English	60	30
PG	MCom,Global Economics Environment	24	B.Com pass	English	60	30

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				1				0				7
Recruited	1	0	0	1	0	0	0	0	7	0	0	7
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	4	0	0	4
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

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Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	188	0	0	0	188
	Female	200	0	0	0	200
	Others	0	0	0	0	0
PG	Male	43	0	0	0	43
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	12	10	18	4
	Female	12	10	12	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	14	17	17	18
	Female	22	16	9	12
	Others	0	0	0	0
General	Male	65	65	61	97
	Female	55	60	73	74
	Others	0	0	0	0
Others	Male	105	99	107	111
	Female	126	133	119	122
	Others	0	0	0	0
Total		411	410	416	451

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has a clear vision and mission. The college provides higher education to the underprivileged group of society and tries to fulfill its vision and mission. The vision of the college: "To provide an anchor to the less privileged, for those students who scored a lower percentage, and to allow them to experience the same academic excellence offered elsewhere." The vision took seed and germinated on the borrowed premises of Vidya Bhavan School in Model Colony. The sapling was later transplanted to our building at Fatima Nagar. Undeterred by the lack of funds, taking one step at a time, we grew from a single-shelf library to a separate reading room with enormous books and

	magazines. Gradually, our infrastructure was consolidated with the acquisition of an independent computer laboratory where students could use the innovative learning process. The mission of the college: "Educate students to prepare them for life through a threefold process: being critical, disciplined, and cultured. The students graduating from this college may be successful in life and be faithful to the commitment of life." Thus, our vision has been realized to go beyond the self-centered, enabling the students and teachers to look inward and outward and embrace the needs of the more comprehensive and changing society.
2. Academic bank of credits (ABC):	Academic Bank of Credits, a national-level facility, will promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of the students across the higher education institutions in the country with an appropriate credit transfer mechanism. The affiliating university has introduced the Academic Bank of Credits mechanism; obviously, the college will follow it meticulously.
3. Skill development:	The college is affiliated with the Savitribai Phule Pune University, and the university has introduced a Choice Based Credit System from the academic year 2019-20. The students need to earn two credits during the first and second semester by completing two value-added courses, i. e. one course for each semester. Guidelines for value-added courses: 1. Each value-added course will be conducted for semesters I & II. 2. Completion of the course is compulsory. 3. Each course has 15 hours and 30 marks. 4. The teachers or experts may deliver the course contents from external agencies as per the requirement. 5. The college needs to maintain proper records of the course, which consist of students' attendance, nature of assignments, and the statement of marks. 6. The credits earned by the students need to be shown on the semester-end mark sheet. 7. The Evaluation of value-added courses may be conducted by adopting any of the following methods suitable for the study: Written Test, practical examination, laboratory work, project work, and presentation.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers higher education in the following programs affiliated with the public university, namely Savitribai Phule Pune University. Bachelor of

	Commerce (B. Com), Master of Commerce (M. Com.), and Post Graduate Diploma in Banking and Finance (PGDBF). There is limited scope for appropriate integration of the Indian Knowledge system (teaching in Indian Language and culture, using online courses.
5. Focus on Outcome based education (OBE):	The college has started and displayed on its website and communicated to the teachers and the students about the Program outcomes, course outcomes, and program-specific outcomes. The college regularly evaluates the attainment of the program outcomes, program-specific outcomes, and course outcomes.
6. Distance education/online education:	The affiliated college has no privilege to start distance education and online education other than university-approved courses and programs.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64	56	48	48	48

File Description	Document
Institutional data prescribed format	[View Document]()

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
457	452	417	410	410

File Description	Document
Institutional data in prescribed format	[View Document]()

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
135	144	144	144	144

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
168	165	120	117	117

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 1

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
6.226	13.198	14.525	14.775	14.757

4.3

Number of Computers

Response: 30

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Response:

The Poona Diocesan Educational Society's Vidya Bhavan College of Commerce is affiliated with the Savitribai Phule Pune University, Pune, and the curricula of B. Com. & M. Com. programs offered by the college are designed, developed, and revised by the affiliating university periodically. The university has changed B.Com and M. Com. curricula from the academic year 2019-20,

A: The college is committed to providing the best learning experience to the students.

1. The teachers are encouraged to shift from a teaching paradigm to a learning paradigm of student engagement.
2. The teachers are expected to utilize active learning techniques that provide a more profound learning level and encourage learners to be more independent.
3. The learning components may be adequate to simply classroom engagement of students.
4. The college supports having a practical or extended opportunity to learn beyond the classroom, and co-curricular and extracurricular activities are aligned to the larger vision of the college.
5. The college offers various value-added courses to the students and strives to inculcate human values and life-supporting skills in the students by delivering multiple related subjects and activities in the curriculum

B: Preparing the Academic Calendar:

1. The college prepares Academic Calendar in tune with the university's Academic Calendar.
2. The planned activities which are practical and financially feasible are incorporated into the academic calendar, and activities are scheduled without compromising the University Calendar of Events.
3. The approved and finalized Academic Calendar is announced and displayed on the college website and displayed on the notice boards for the information of the students and the teachers at the beginning of the academic year.

C: Writing of Lesson Plans:

1. Lesson planning is considered a significant element of the teaching-learning system, and the teachers are prepared lesson plans for the course they are assigned to teach.
2. The lesson plans are prepared based on the accepted format/ template.
3. The lesson plans are scrutinized by the HOD and approved by the Principal.
4. The teachers are considered the curriculum plan as a base for their lesson plans and mention the

course outcomes in the lesson plan.

D: Maintenance of a Work Diary:

1. It is mandated that the teachers write a work diary and report the work completed each day.
2. The HOD is scrutinized and approved the same by signing on it weekly.
3. The Principal is to monitor the progress of academic work by inspecting the work diary.

E: Bridge courses:

1. The college recognizes the need to support the learning capacities of advanced and slow learners. They are differentiated at the entry-level based on their academic performances in the twelfth passed Board examinations.
2. At the beginning academic year, bridge courses in Accountancy, mathematics, economics, and English are conducted.

F: ICT and Add-on-Courses:

1. ICT is utilized in the teaching-learning process effectively.
2. Add-on-courses are acquainted with all resources to improve the employability of the students.

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Response:

The college is affiliated with the Savitribai Phule Pune University, and hence the Continuous Internal Evaluation rules and regulations prescribed by the university are strictly followed.

The university provides an academic calendar that specifies the commencement date and end of the teaching-learning process for each semester, along with the government holidays. Based on the norms set by the University, the Principal, HODs, and examination committee decide on the internal examination dates and the dates for other academic activities like workshops/ seminars/cultural/ sports events, and NSS regular and special camp activities.

Regular staff meetings are conducted to ensure adherence to the schedule given in the academic calendar. Each department prepares the Department timetable, facilitating the faculty members to allow sufficient time for each subject as per the workload allotted by the university.

The college emphasizes the need to provide a student-centric process in assessment. A formative and summative assessment is done and follows the affiliated university rules and regulations. The college implements a student-friendly constructive assessment system.

Examination Committee:

The examination committee is set up every academic year and is responsible for all the assessment and evaluation processes.

The committee consists of at least three senior faculty members who will be the committee's convener, and meet regularly, take decisions and ensure that all the assessment and evaluation processes are operating smoothly.

Continuous Internal Evaluation:

From 2016-17 to 2018-19, the examination pattern for the B. Com program was 80:20. It consists of the term-end examination of 60 marks and eventually converted into 20 marks and an annual assessment for 80 marks. The college conducts term-end examinations according to the affiliating university rules and regulations. From 2019-20, the university has introduced the Choice Based Credit System (CBCS) pattern to the B. Com program.

The M. Com program affiliating university has introduced the Choice Based Credit System (CBCS). The college conducts CIE as per the guidelines given by the university.

The college envisions the importance of continuous evaluation for better learning and growth. CIE is undertaken in multi-pronged ways and caters to diversity in the learning competencies of students. The college utilizes formative and summative assessment strategies to benefit the students.

At the classroom Level:

The faculty members are expected to monitor student learning at every lecture constantly. The questions and Answers method is an essential tool to gauge the same, and questions on concept clarity need to be regularly asked to check the attainment of learning.

Other tools for formative assessment used are:

It is decided and designed by the faculty members based on the student's requirements and the context of the subject.

1. Debriefing questions at the end of the activity are conducted in the classroom.
2. Asking students to summarize the class.
3. Individual/ group presentations after activity.
4. Oral presentations.
5. Surprise tests and quizzes.
6. Tests at the end of the chapter.
7. Preparation of Practical Journal and Field visit Report.
8. Preparation of the Project Report.

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 2

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 34

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	7	7	7

File Description	Document
List of Add on /Certificate programs	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 88.3

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
242	375	425	410	425

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Response:

The integrated cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics are incorporated into the Curriculum by the Savitribai Phule Pune University as per the guidelines given by the University Grants Commission.

The college taught the following subjects to the students of F. Y. / S. Y. / T. Y. B. Com & M. Com. part I & II classes as per the curricula prescribed by the university, and these subjects/courses are included cross-cutting issues like Gender, Human values, Environment and sustainability, and Professional Ethics.

The name of the subjects like English, Economics, Environmental Science, Financial Accounting, Business Organization and Management, Business Communication and IT, Corporate Accounting, Cost Accounting, Rural Development, Agricultural Business, Business Regulatory Framework, Advertising and Salesmanship, Insurance, Banking, Management Accounting, Principles and Practice of Management, and several Add-on-courses have been included some topics on Gender, Human values,

Environment and sustainability, and Professional Ethics.

Environment and Sustainability:

About Environment and Sustainability related issues, the students got information on the Environmental Awareness course in the second year B. Com class.

The college teaches values connected to the environment, pollution, climate, biodiversity, ecology, and supportability through different practices and projects.

The college conducts Poster Competitions, Essay Competitions, celebrates Worldwide Forest day, and participates in the save the earth program and Save the Water Campaign. No Vehicle Day, Plastic Eradication, Use of Paper Bags, Paper Bag Making, Tree Plantation, Lectures of Experts on environmental issues, Swaccha Bharat Abhiyan and Street Plays on the Environment, Activity on Renewable Energy Sources and E-Waste Management.

Gender Equity: Gender equality is fundamentally linked to sustainable development and globally accepted as a necessary factor in promoting human rights. Gender equality is critical as women, men, and people with diverse gender identities face different challenges for full participation, representation, and decent work opportunities.

The college discusses gender dynamics, focuses on the different needs and priorities of women, men, young girls, and boys, and focuses on gender-sensitive strategies and tools for gender analysis, mainstreaming gender, and gender-responsive.

The college is aware of the students regarding gender equity in the following ways:

1. Increase the knowledge about gender concepts and relate to the latest insights in gender-responsive governance.
2. Adopt tools for conducting gender analysis, gender mainstreaming, and development initiatives.
3. Design strategies for equitable service delivery and socio-economic empowerment of marginalized groups;
4. Compare different approaches for meaningful participation of marginalized groups in development initiatives;
5. Improve effective communication and action planning skills for a meaningful change in the program activities.
6. Avoid segregation of boys and girls in the classroom.
7. Mix boys and girls to work on projects together.
8. Explore gender concepts and roles from different communities.

Human values:

The college is based on five human values Truth, Right Conduct, Peace, Love, and Nonviolence, and developing these five inherent human values.

Professional Ethics:

The college teaches professional ethics, honesty, trustworthiness, loyalty, respect for others, adherence to the law, doing good and avoiding harm to others, and accountability.

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 28.79

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	15

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 23.85

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 109

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
URL for stakeholder feedback report	[View Document]()

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document]()
URL for feedback report	[View Document]()

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 263.63

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
458	451	416	410	411

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

2020-21	2019-20	2018-19	2017-18	2016-17
166	166	165	169	149

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 77.06

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
117	99	115	113	103

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Response:

The college offers B. Com. & M. Com programs affiliated with the Savitribai Phule Pune University. The students enrolled in these programs are labeled slow and advanced learners based on their entry-level examinations. Data collected and interaction help the slow and advanced learners are identified. The college organizes special coaching classes to bridge the gap between slow and advanced learners.

The college organizes an orientation program after the completion of the admission process. The principal informs the vice-principal, head of the departments, and committee chairpersons of the organization of the orientation program. They prepare the notice and agenda of the orientation program and inform the faculty members and the newly admitted students about their participation in the program.

The principal inaugurates the orientation program with the keynote address. He discusses in detail daily home assignments, class assignments, seminars, group discussions, quizzes, class tests, projects, viva-voce examinations, examination patterns, rules and disciplines on the campus, co-curricular and extra-curricular activities, scholarships, formation of the student council, sports events, mentor-mentee system, placement cell, grievances redressal mechanism, and cultural activities available to the students in the college.

The vice-principal and head of the departments declare that slow and advanced learner lists are based on data collected during the admission process. The faculty members and committee chairpersons review the academic progress and counsel students to improve their performance to ensure academic growth.

The activities conducted for slow learners are as follows.

1. Counselling Sessions: The slow learners are counselled by respective subject teachers to improve their performance.

2. Communication Skills: The students whose performance is low in their previous qualifying examination are identified and given individual attention during Communication skills training sessions which helps them improve their communication skills.

Organizing extra classes, remedial coaching, and tutorial tests, encouraging them to study courses on developing soft skills to the master understanding of language, enabling them to participate in various.

The activities conducted for advanced learners are as follows.

The college motivates and supports advanced Learners to perform better in their respective programs. The students are encouraged to participate in seminars/ conferences/ workshops/ Inter-collegiate competitions, debate, group discussion, problem-Solving, decision-making exercises, and quizzes are organized and nurtured. They get an opportunity to participate as a student representative on the committees like Student Council, IQAC, Grievance Redressal Cell, Anti-ragging Cell, and women empowerment Cell, and financial support is provided to students for participation in National and International Conferences. Extra

reading material is provided to improve fundamental understanding of the subject.

The student's academic achievements are incredibly motivated and highly praised by the college, giving them medals and cash prizes.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 57.13

File Description	Document
Any additional information	[View Document](#)

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

Response:

Response:

The college adopts student-centric methods to enhance their involvement as a part of participative learning and problem-solving pedagogy.

1. Experiential Learning:
    1. Experiential learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside the traditional academic classroom setting, including field trips, field research, service-learning projects, Participation in competitions, hands-on experience, and surveys. The faculty members identify the ways of experiential learning methods, Plan and organize the industrial visits for students to provide exposure to industrial work culture, and Guest lecture by eminent experts from industry and academics from across the world are organized to supplement the teaching process and provide experiential learning.
    2. Impact of Experiential Learning Methods:
    3. Experiential learning methods provide realistic, hands-on experience correlating theoretical concepts in business settings. The activities conducted in this method expose the students to the real-world functionalities
2. Participated Learning:
    1. Participatory learning is the body of the lesson, where the students are involved in as

activity in the lesson process as possible. A sequence of actions helps the students achieve the specified objective outcomes. The faculty members adopt role-play methods, especially in management and PG courses, to supplement teaching through participative learning. The department organizes students' activities to promote the spirit of Teamwork. The activities and Camp of NSS, institutional social responsibility through Village Adoption, Tree plantation. Swatchh Bharat and Health awareness camp to help students learn the art of living in a team for Social and community welfare. Debates are organized in many subjects where students are required to develop different opinions and thought processes; thus, the learning process gets justified in the argue-mental way of learning. Practical workshops in all individual and group work under the guidance of teachers are also conducted.

2. Impact of Participative Learning Methods:

3. These activities develop students' teambuilding and leadership skills. Participative learning activities stimulate students' reflective thinking by exchanging and sharing views. Listening and Communication Skills are also enhanced through such activities.

3. Problem-solving Methodology:

   1. The problem-solving methodologies are processes through which a situation and issues may be analysed and solutions implemented. The faculty members are skilled in bringing experts together and sharing knowledge and information with the students. The case study method is adopted in the teaching-learning process to give the students logical thinking and practical knowledge to develop problem-solving abilities. It is commonly assumed in management programs and while teaching Business Law, Human Rights, Value Education, and cyber laws. The quizzes are conducted by subject teachers in the UG and PG programs.

   2. Impact of Problem Solving Methods:

   3. These methods help in developing the decision-making abilities of students.

   4. Impact of Collaborative Learning Methods: These methods help students develop managerial skills such as Planning and Execution.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Response:

The college motivates teachers and students to use ICT-enabled tools in teaching-learning.

The teachers try to make the best use of the technology in their teaching process. The teachers have the knowledge and skills to use new digital tools to help the students achieve high academic standards.

ICT is an effective tool for acquiring information from multiple sources to help the students enhance their knowledge database.

ICT in education is the new model of education that uses technology to support, enhance, and optimize information delivery.

In this direction, the college encourages intensive use of ICT-enabled tools, including online resources for effective teaching and learning.

The college has implemented ICT tools in the computer lab and classrooms to impart the students' education.

It is ascertained that ICT can lead to improved student learning and better teaching methods. The application of ICT in the teaching-learning process greatly influences achieving educational objectives.

ICT in teaching is influential in shaping students learning attitude, creativity, knowledge construction, learning environment, teaching strategies, problem-solving skills, and understanding of concepts.

Most of our teachers use ICT tools and resources available in the college.

Of 5 classrooms, one room is equipped with the necessary ICT facilities.

The ICT-enabled tools such as smart boards, LCD projectors, Internet connections, computers, laptops, and speakers are installed to play PowerPoint presentations; video lectures to make the learning process more effective. Implementation and practice of ICT in the college are hereunder:

Teachers make use of PowerPoint presentations and video links in imparting specific topics.

Teachers use computer applications for their routine work like preparing time-table, lesson plans, circulars, question papers for class tests and internal exams, presentations, maintaining records, etc.

The teachers keep encouraging the students to use available ICT and online resources and provide essential web links for online sources of information to make them more vibrant in the teaching and learning process.

ICT is used in the special lecture programs, seminars, and workshops conducted in the college for students and teachers. The students are encouraged to build a strong base of aptitude and creativity.

They are motivated to use it for critical thinking, innovation, and creativity in their learning process and do their given assignments using the ICT facility.

Teachers browse through Internet blogs, e-resources, INFLIBNET, SWAYAM, Patashala, etc., 'self-learning tools' to update their skill set in delivering the curriculum distinctively and improving research knowledge.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 57.13

2.3.3.1 Number of mentors

Response: 8

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 35

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	3	3

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.13

2.4.3.1 **Total experience of full-time teachers**

Response: 121

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

 Response:

The Saitribai Phule Pune University has introduced an annual examination pattern to the B. Com program during 2016-17 to 2018-19, and from 2019-20 has introduced a Choice Based Credit System. The M. Com program has a Choice Based Credit System from 2016-17.

The college follows a Continuous Internal Assessment System and has reformed the system from teacher-centric to student-centric.

For the strategic allotment of internal assessment marks, the college conducts term-end examinations for the B. Com program and internal assessments every semester for the M. Com program under the Examination Committee's supervision.

The term End and internal assessments schedule are communicated to students and teachers at the beginning of the term/ semester through the college's academic calendar, which is prepared based on the University Academic Calendar.

The college conducts internal assessments through case studies, Class Tests, Open Book tests, Field visits, Study tours, Project & Internal Viva-Voce, Home assignments, and Newspaper reading.

Internal evaluation of the students is an important activity. Concerning this, Examination Committee is formed by the Principal at the commencement of every academic year, and the committee is constituted with a co-ordinator and three to four teachers.

Examination Committee: Internal examination/ term-end examination is one of the significant criteria for Internal Assessment.

The duties performed by this committee are:

The orientation program is arranged to create students' awareness about Internal Assessment.

The students are informed about the question paper pattern and evaluation procedure.

One internal examination/term-end examination is conducted for each semester.

The date and timetable for the internal examination are communicated to the students through the notice board, WhatsApp, and messages.

Question papers are prepared for the internal / term-end examination in the prescribed pattern the affiliating university prescribes.

HOD carries out scrutiny of the prepared question paper to ensure the quality of the question paper.

Examination Committee collects the question papers from the teachers in printed form and keeps them confidential.

Examination Committee assigns the invigilation duties to teachers.

The seating arrangement is designed so that there is no chance for malpractice.

The college provides the answer books for the internal / term-end examination and maintains transparency and conduct of the examination systematically.

After completing the internal examination, teachers evaluate answer books and distribute them to the students to ensure transparency and assess themselves.

The teachers submit the mark list of the internal test to the examination committee; along with the internal test, other parameters like assignment, group and individual presentation, seminars, group discussions, attendance, and class participation are also considered for internal assessment.

Teachers use the students' performance in internal assessments to identify slow and advanced learners in their respective subjects.

The consolidated Internal Assessment Marks List is displayed on the notice board.

If there are any grievances about Internal Assessment marks Students Redressal Cell Committee handles them.

Parents-Teachers meeting is called to discuss the students' performance, ensuring that parents know their children's marks.

After displaying on the noticeboard, the final internal assessment marks are uploaded to the university web portal.

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Response:

The college has a well-defined grievance redressal mechanism under the name Students Grievances Redressal Cell, which addresses the grievances of the students relating to academic and non-academic matters such as attendance, examination fees, internal assessment, university examinations, change of combinations, lateral admissions, marks sheets, convocation certificates, and harassment.

The Mechanism for evaluation of grievances redressal is:

a) At College Level:

The office staff immediately sorts out any hall tickets or fee-related issues.

Shortage of attendance and reasons are addressed, and any discrepancy in awarding the internal marks is settled with suitable suggestions.

Any mistake found in the list announced is rectified immediately and is uploaded on the notice board for the information to the students.

Examination Committee makes arrangements for smooth conduction of internal and university examinations.

The students who want to join master's courses or professional courses require transfer certificates issued on time by the office staff.

The information about the convocation is available at the office, which helps the students to get their graduation certificates.

b) At the University Level:

the students are instructed to file a written complaint with prior permission from the subject teacher if internal assessment marks are omitted.

The complaints received from the students are forwarded to the University Rectification and necessary corrections in the marks statements.

Any grievances such as the issue of the result, mark statement, provisional degree certificate, and convocation certificates are dealt with per the university's guidelines.

In case there are problems in the announcement of the results of students. The students can request in writing to the principal. Then entire requests from the students are sent to the Registrar for Evaluation. The college receives the rectified results from the university and announces the results to the students immediately.

A requisition is submitted to the university after paying specified fees if any student wants to apply for re-totaling or revaluation.

The college has an efficient component for redressal of assessment-related complaints.

The students can move toward the teachers, College Examination, and principal to change the assessment-

related complaint according to the necessity and purview of the complaint.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Response:

The Savitribai Phule Pune University has clearly stated the learning outcomes of the Programs and Courses.

The college follows the following mechanism to communicate the learning outcomes to the teachers and students.

1.   The hard copies of the subject-wise and program-wise curriculum are made available in the library and the department for ready reference to the teachers and students.

2.   The curriculum copies are up-loaded on the college website, which is shared with the students through their WhatsApp and emails.

3.   The curriculum copies are displayed on the notice board at the commencement of the academic year for the students' information.

4.   The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and general meeting of the teaching faculty.

5.   The students are made aware of the same through the induction programs.

6.   The workshops are conducted before the commencement of the actual teaching in the classes and decide program educational objectives and learning outcomes at the college level.

The college offers an undergraduate program in B. Com. and a post-graduate program in M. Com.

Department of Commerce Program Outcomes:

a)   The programs provide well-trained professionals for Industries, Insurance Companies, Transport Agencies, Banking sectors, financial companies, Warehousing, etc., to meet the well-trained human resources requirements.

b)   The graduates will get hands-on experience in various aspects acquiring skills for Marketing Manager, Selling Manager, and overall Administration abilities of the company.

c)   It provides students with knowledge and technical skills in the accounting and financial fields. Program Specific Outcome.

d)   The students should possess the knowledge, skills, and attitudes during the end of the B.com degree course.

e)   Through the training, they can become a Manager, Accountant, Management accountants, Bank managers, Company Secretary, Professor, etc. Course Outcomes.

f)   The student should know the accounting practice prevailing in partnership forms and other allied aspects.

g)   By completing this subject, the students learn about the various types of business organizations and office management.

h)   To enable the students to learn principles and concepts of Accountancy.

i)   The students are enabled with the knowledge of the practical applications of accounting.

j)   The students should be well versed in the fundamental concepts of auditing, entrepreneurship, knowledge in the financial institution, project report incentives, and subsidies.

k)   This course aims to provide in-depth knowledge of Income Tax provisions and familiarize with recent amendments in Income-Tax.

l)   To keep the students conversant with the ever-enlarging frontiers of Cost Accounting knowledge.

m)   The student should be able to work efficiently in MS-PowerPoint and Tally.

n)   The courses enable the students to learn about capital budgeting, Working capital, cash management, and financial management techniques.

o)   The student acquires knowledge in the Management Accounting Techniques in business decision making.

p)   To understand the nature of human resources and their significance to the organization.

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Response:

The college has introduced a mechanism for measuring the levels of attainment of course outcomes, program-specific outcomes, and program outcomes, enumerated as follows.

Attainment of the Course Outcomes

The course outcomes are measured through the prescribed curriculum, completion of the curriculum, continuous internal evaluation, university examination evaluation, and results.

The concerned subject teachers who are engaged in the classrooms strive to complete the courses in time, and in some cases, extra classes are conducted for the slow learners.

The 75 percent of compulsory attendance to qualify for writing the course examination ensures students' participation in the classrooms.

The continuous evaluation is done on three parameters:-

a. Internal assessment,

b. Practical examination,

 c. University examination, for the university examination, question papers are set for seventy marks (three hours duration). Evaluation is done continuously.

Attainment of the Programme Specific Outcomes:

The program-specific outcomes are measured by taking the aggregate result of all courses/ subjects in a given program of an individual student and then the average performance of all the students in a given program.

Attainment of the Programme Outcomes:

The college is utilized under mentioned methods for measuring attainment:

1. Annual and End Semester University Examination:

The affiliating University conducts examinations per semester and annual pattern through which the

college measures program outcomes based on the course attainment level fixed by the program. It is a natural evaluation process.

1. Internal and External Assessment:

Internal assignments are given to the students, mostly aligned with the Program Outcomes of the respective subject. External experts evaluate external assessment for the Practical examinations appointed by the University through Viva-Voce and practical files.

1. The College Examination and Tests:

The students are evaluated at the college level throughout the year through a unit test, surprise test, and terminal examination. The student's performance is analysed to assess the attainment level of program outcomes and program-specific outcomes.

1. Feedback Evaluation:

The college collects feedback from students, Alumni, Employers, Teachers, and Parents, which is a primary method of measuring attainment with the objectives of identifying the attainment level of the students in terms of the program, subject, course, and syllabus outcomes and understanding the impact of the teaching-learning process.

1. Internships:

The students are encouraged to take up internships, projects, and fieldwork which helps them obtain the necessary skills and practical experience in their chosen discipline.

1. Placements:

One of the essential Programme Outcomes of an Undergraduate Degree is students' employability upon completing their degree program.

1. Higher Studies:

Another parameter to measure the attainment of POs, PSOs, and COs is students' progression towards higher studies in educational institutions.

2.6.3 Average pass percentage of Students during last five years

Response: 56.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	38	52	65

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

2020-21	2019-20	2018-19	2017-18	2016-17
168	165	120	117	117

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.84

File Description	Document
Upload database of all currently enrolled students (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, Chairs 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, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 12.5

3.1.2.1 **Number of teachers recognized as research guides**

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
2	22	2	2	2

File Description	Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Response

The PDES's Vidya Bhavan College does not have any defined ecosystem, including an incubation center established under the mandate of any statutory authority. Still, it has developed a spirit encompassing various outreach programs to create and transfer knowledge and skills. The college has taken initiatives for the creation & dissemination of knowledge and skills and establishing the state-of-the-art infrastructure.

The initiatives taken by the college are as under:

1. Research Committee: The college constituted a research committee to facilitate and monitor research activities in the college. The Research Committee encourages and guides the faculty members and M. Com., students regarding research and project work preparation.

2. Career Guidance and Counselling cell: The cell has been established for collaborative activities in training and research areas with other institutions and to arrange field/industrial visits, guest lectures, hands-on training, and campus interviews. The B. Com. & M. Com. program students take the guidance and necessary information from the cell, and accordingly, they complete their project work, field visit report, and practical journals.

3. Sharing the Knowledge with Schools: The college has established an Academic Guidance cell, through with answers and replies to questions, solutions to problems, visual images, graphics process and procedures, software, learning sources, and knowledge are shared with the high schools run by the Poona Diocesan Educational Society, and schools are located in the vicinity of the college by way of sponsoring knowledge in different fields.

4. Publication: The college publishes an annual magazine, prospectus, every year. It includes admission procedure, scholarships, free ships available, courses and programs details, examination patterns, and co-

curricular and extra-curricular activities organized in the college. The teaching and non-teaching staff have strived individually and collectively in different areas. The students' related achievements are also included.

5. Youth Festival: The college organizes a youth festival every year and gives a common platform to the participants to think, perform, act, art, music, sports, and work together. It serves as a means of accumulation, storage, and transmission of human experiences. The college promoted the participation of students in different co-curricular activities such as cultural rallies, extension service, art and craft, seminar presentation, cultural programs, group discussion, brainstorming, role-playing, and many more to equip the students and motivate them for all-round development.

6. Other activities: The College took the initiative to organize an awareness program on environmental issues and a self-defence awareness program for girls' safety and security. The college organizes skill Development Courses on Tally, MS office, and Literary Training Program for non-teaching staff. The college has a well-equipped central Library, Physical Education Department, safe drinking water facility, hygiene canteen, and vending waste disposal machine to ensure students' safety, security, and learning environment.

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.88

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	6	5	4

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Response:

In keeping with the college's vision, Mission, and core values, there is an endeavor to groom the students to become responsible citizens of the country.

The college performs extension and outreach activities in the neighbourhood community, sensitizing the students to social issues for their holistic development, promoting the values of philanthropy, brotherhood, patriotism, concern for the needy, and the holistic development of the students.

The NSS unit coordinates various augmentation exercises to elevate the organization of the neighbourhood community to sharpen the students toward local area needs.

The NSS volunteers effectively take an interest in friendly assistance exercises prompting their general turn of events.

NSS unit coordinates a private multi-day camp in a neighboring embraced town. A few exercises were completed by NSS volunteers resolving social issues which incorporate tidiness, tree plantation, water protection through the development of Bandara, road development, Shramdan, Social communication, Group conversation, Eradication of odd notions, Beti Bacho Beti Padhao, Environmental mindfulness, Women strengthening, National Integrity, Aids mindfulness, Veterinary direction, Farmers meet, Awareness about rancher's self-destruction and so on.

The NSS unit of the college coordinates different augmentation exercises such as tree plantation, village road repairing, wellbeing awareness, save fuel save a country program, Swachhta Abhiyan, and National correspondence mindfulness.

Other than the NSS unit, the different groups of the college are aware of its responsibilities regarding forming the students into mindful residents of the country by making the students conscious of social issues through various projects like Environmental Awareness, Personal Health and Hygiene, Diet mindfulness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic destruction, No vehicle day, Jananisuraksha, Program on female foeticide, organizing a visit to Orphanages and Anganwadi, Voters mindfulness, Blood group discovery, Health check-up camps, Blood donation camps, Dental examination camp.

This large number of referenced exercises decidedly affect the students, creating students' local area relationships, administration expertise, and self-assurance.

It likewise helped develop the students' secret character and made mindfulness among the students.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 8771

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
740	1949	1999	2120	1963

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 413.67

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
740	1949	1999	2120	1963

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	**View Document**

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	**View Document**

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Response:

PDES' Vidya Bhavan College, Pune, has constantly endeavoured to provide quality education and ensure the overall development of the students to create awareness, responsibility, and empowerment of the girl students. The college has an architectural, aesthetically striking landscape with a well-maintained, user-friendly, and resilient infrastructure conducive to teaching, learning, and comprehensive development of the students.

The college has a well-developed high-tech campus of one acre, of which a total of 23049.00 sq. ft. has been constructed in the form of RCC (Reinforced Cement concrete) buildings and equipped with spacious building, computer laboratory, modern facilities, and learning resources to achieve academic excellence according to its vision and strategic objectives.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for a library, computer laboratory, and classrooms.

(b) Support facilities include non-resident students' centre, canteen, seminar hall, Auditorium, committee rooms, and sports grounds.

(c) Utilities include safe drinking water, restrooms, and power generators.

The classes are scheduled for optimal utilization of the available physical infrastructure.

The college strives to create and enhance infrastructure in buildings and other facilities to provide an excellent teaching-learning environment.

The college has the following infrastructural facilities

Sr. No.	Particular	Quantity	
1. 1	Classrooms	5	
1.	Commerce Lab	1	
1.	Administrative Block	1	
1.	Central Library	1	
1.	Reading Hall	1	
1.	Principal Cabin	1	

1.	Staff Common Room	1	
1.	Girl Students Room	1	
1.	Store Room	1	
1.	Medical and Counselling Room	1	
1.	Gymkhana	1	
1.	Vice Principal Cabin	1	
1.	Exanimation Room	1	
1.	Manager's Office	1	
1.	Seminar Hall / Auditorium	1	
1.	Washrooms for staff, boys and girl students	6	
1.	Big Play Ground	1	

Overall facilities:

There are five classrooms, of which one is ICT enabled, and one is ICT enabled Auditorium. Each classroom has sufficient desks, a podium, green & whiteboards, and tablets and is well ventilated. The computer laboratory is well-equipped with UPS facilities.

The computer lab has computers with LAN, Wi-Fi, and UPS and is protected by antivirus.

Indoor and outdoor sports equipment are available.

The central library provides reference, circulation, e-content access, and reading room facilities.

The college has an MOU with PDES to use its ground to conduct annual sports day events. The campus has an RO drinking water facility, First Aid, Fire Extinguisher facility, and Ramp for divyangjan.

The college has ample space for parking bicycles, two-wheelers, and four-wheelers.

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Response:

Response:

PDES's Vidya Bhavan College is committed to offering resourceful infrastructure for the holistic growth of the students. It includes adequate facilities for cultural activities, indoor and outdoor sports, and amenities. A spacious, fully equipped, air-conditioned Auditorium and Multi-Purpose Gymnasium are

available for students to organize and participate in co-curricular, recreational, and cultural activities.

The college gives utmost importance to the overall development of the students and organizes various sports, games, and cultural activities on campus.

The college has spacious grounds to organize various indoor and outdoor sports activities for the students and has a physical education department headed by the Director of Physical Education. The college has a big playground where students are trained in sports. Indoor and outdoor sports activities like athletics, running events, jumping events, and throwing events, football, cricket, chess, badminton, ball badminton, cross country, volleyball, hockey, kabaddi, basketball, gymnastics, and Physical Education activities, shuttle run test, college queen, stepping test, sit and reach test, sit-ups test, standing broad jump test, agility test, muscular, and muscular strength, and endurance test, speed tests. These facilities are provided to the students. The students are constantly encouraged and supported to pursue extracurricular activities, and their physical health and fitness are equally important.

Dance Club: The cultural committee has constituted in the college, and students are motivated to participate in dancing activities through the committee. They seek active participation in the dance club, learn dance, and practice dance available through speakers and music systems. With this, many cultural events keep happening in college and college events. The college has a modern Multi Gymnasium for students of boys and girls. The students have won Medals and Prizes in various competitions organized Inter-Zonal and National level participation and have brought many laurels to the college.

Cultural Activities: Cultural activities are an integral part of the study and are monitored by the artistic committee. The students can participate in various cultural activities inside and outside the campus. It provides personal growth by learning skills, meeting new people, and passing on cultural traditions.

Yoga's Support System: The yoga and meditation coaching is arranged frequently and encourages the students to participate in the learning process of yoga and meditation.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 99.84

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.226	13.108	14.525	14.757	14.757

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Response:

The Poona Diocesan Educational Society's Vidya Bhavan College has a central library headed by a qualified librarian.

The library has a considerable collection of Textbooks, reference books, and other books with foreign publications, peer-reviewed journals and weekly magazines.

The library has a reading room that is well furnished to accommodate 70 students at a time and provides a conducive environment for study.

The visitor record is maintained for students and faculty members manually.

The new arrivals of books and journals are displayed on racks for the students' and teachers' information and benefit.

The library has subscribed to e-resources like e-journals-shodhsindhu Membership, and e-books.

The library has installed closed-circuit television (CCTV) surveillance cameras for surveillance and security purposes.

OPAC: (Online Public Access Catalog)

The library has developed the database of its collection through library software.

The library is partially computerized with a barcode-based issue-and return process, online public access catalog (OPAC) facility is made available in the central library.

The students and teachers use OPAC to search for books by Title, Author, Subject name, etc.

E-Resources:

Internet and reprography facility with a computer system. CDs, DVDs, CD-ROM databases, barcode scanners, printers, and audio-video units are available in the library.

Library Automation: All the active book collection is updated in the library software database, and the online public access catalog (OPAC) is available for students and teachers. The issue and return of the book have been activated in the library manually.

The initiatives taken by the college are the following:

1. WI-FI, internet access, download, and printout facility have been provided.

2. Reprographic facilities.

3. Organization of Book Exhibitions/Display of new books.

4. Proper system of feedback from users to improve library services.

5. System of recommendation for purchasing books through subject teachers and the purchase committee.

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 12.04

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 56

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response:

The college has the following Information Technology.

Computers, laptops, LCDs, printers, scanners, UPS, CCTV surveillance systems, internet connections, pen drives, telephones, software, video conferencing equipment, audio and visual technology, One smart classroom, one computer lab, and one digitally equipped Auditorium.

The college students can access the smart classroom, computer lab, and digitally equipped Auditorium.

The college building is facilitated with 100 MBPS Wi-Fi connectivity.

The teachers are using the ICT in the classrooms whenever needed.

The official work is being done with the help of ICT.

The college regularly maintains the IT facilities as per the students, teachers, courses, and program requirements.

Following are some basic facilities for updating:

The computer lab is equipped with computers with required software and anti-virus. UPS power the computer lab to ensure uninterrupted lab usage and has a LAN facility.

The computers are formatted regularly.

Anti-virus is regularly installed on computers.

The college has installed CCTV on the campus to ensure the security and safety of people and property.

A third party maintains the website, and the college pays maintenance fees.

.

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

Response: 15.23

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 46.38

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)

2020-21	2019-20	2018-19	2017-18	2016-17
3.884	3.324	4.990	8.119	8.119

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Response:

1. The college has well-planned procedures and policies for maintaining and utilizing physical, academic, and support facilities - laboratory, Library, sports complex, computers, and classrooms.
2. There is a common follow-up mechanism for maintenance and upkeep to set standardized care and utilization procedures for resources and achieve timely up-gradation, replenishment, repairing, and replacing the resources and services.
3. The Mechanism for implementation: The administrative office takes day-to-day maintenance and care in consultation with the Principal. Department Heads, library committee, sports committee, and IQAC suggest allocating funds and procuring the necessary books and equipment.
4. The suggestions, reports, and budget estimates received from the Principal are considered in the College Development Committee meetings. The Principal immediately sanctions the absolute and essential requirements of minor maintenance expenses, replacements, or construction on behalf of the College Development Committee.
5. The costly equipment is discussed for approval and funding before purchasing in the trustee meeting. The purchases and maintenance are utilized as per the standard operating procedure.
6. The head of the departments, Co-curricular and extracurricular activities in charge, and office staff take care of their facilities.
7. The office Superintendent takes care of office equipment, stationery items, deadstock registers, documentation work, furniture and fittings, and college premises.
8. Lab-in-charge maintains equipment and cleans lab and other equipment.
9. Cleaning service is done by appointed non-teaching staff and maidservants.
10. The maidservants maintain all classrooms, washrooms, parking spaces, and college premises.
11. The Director of Physical Education maintains the sports grounds and equipment.
12. For holistic development, students are encouraged to participate in the competitions.
13. The IQAC defines policies related to workshops/seminars/conferences for the students and staff.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0.66

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	2	2	6

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: E. None of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 3.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	14	13	16	12

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The Institution has a transparent mechanism for timely 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: E. None of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 59.74

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
103	73	80	79	69

File Description	Document
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 00

File Description	Document
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	1	1

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	1	1

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 1

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Response:

The college constitutes Student Council every year after completing the admission process. The Principal has nominated the class representative on the student Council through the merit of the students in their previous qualifying examination and selected the SC/ ST/ OBC, NSS volunteers, sports, cultural, and lady students.

The Student Council allows students to develop their leadership skills through active participation in college administration.

The student actively participates in various committees and activities organized in the college, like IQAC, Anti-Ragging Committee, Sports Committee, NSS Committee, Alumni Association, Anti-Sexual Harassment Cell, Annual Magazine Committee, Feedback Collection Committee, Blood Donation Committee, Library Committee, and Fund Raising Committee.

The students' representatives have been the voice of the class who communicate any grievances of the students.

The students have successfully organized several events in the college under the leadership of their representatives.

The representatives assist the staff in organizing major events in the college like celebrating national festivals, academic and co-curricular related events like college day celebrations, conducting workshops and seminars, organizing industrial visits, tours, picnics, sports events, and cultural programs.

The students' involvement and support have always been remarkable for successfully running the committees' works.

The students enthusiastically take the initiative and organize the various events from the beginning to the end of the academic year.

The students' representatives actively conduct the class-level seminars and ensure that all students participate in the college's academic, co-curricular, and extra-curricular activities.

The student council organizes cultural and sports activities for students.

The student council maintains discipline on the college campus and keeps the campus clean and green.

The student council participates in extension activities like the Voters Awareness Program, Swachh Bharat Abhiyan, Tree Plantation, Seven Day Special Camp, Yoga Day, and Blood Donation.

The student council suggests purchasing books and magazines for the Library.

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

Response: 36.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	33	31	43	53

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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:

Response:

1. The college has an un-registered Alumni Association.
2. The main objective of the Alumni Association formation is to establish a good relationship between the Alumni and the college management.

3. The alumni association helps the college in its ongoing development efforts.
4. The Alumni have elected their General Council of ten representatives, including the President, Vice President, Secretary, Treasurer, and member of the General Council.
5. Alumni meets are conducted periodically to strengthen social relations and share the expertise with the students for guidance projects, placements, hands-on training, internships, and competitive examinations.
6. The Alumni Association provides financial assistance to the poor, deserving, and needy students from their funds.
7. The Alumni Association helps in the placement of the students in the organizations where they are working.
8. Alumni Association is engaged in providing placement support and Research activities for the M. Com students.
9. The Alumni Association contributes in the following manner, feedback on curriculum, the teaching-learning process, bridging the gap between industry and academia, important suggestions about changing trends in business and industry, and interaction and mentoring the students.
10. The Alumni Association invites the social reforms as guest speakers to the NSS camps and motivates volunteers to do social service.
11. Some alumni who had represented the college in the cultural, sports, and academic activities and now working in various fields contribute by guiding the students in their activities.
12. The Alumni Association develops the confidence of the students.
13. Alumni Association organizes its Annual General Meeting after completing the financial year within six months and reviewing the General Council's decisions.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Response:

Vidya Bhavan College of Commerce is an affiliated co-educational Christian minority college governed by the Poona Diocesan Educational Society. The college functions under the chairmanship and guidance of Rt. Rev. Thomas Dabre. It complies with the directions the affiliating university gives, namely,Savitribai Phule Pune University, the Government of Maharashtra, and UGC.

The college was inspired by its vision "To provide an anchor to the less privileged, for those students who scored a lower percentage, and to allow them to experience the same academic excellence offered elsewhere."

Core Values:

The college has identified its core values and accordingly performs its duties toward fulfilling pre-determined core values, which are given below.

Pursuit of Excellence through Education, Social Responsibility and Civic Awareness, Honest and Moral Uprightness, Continuous Improvement in Education, Institutional Awareness and Practicability, Value and Outcome Based Education, Empowerment through Education, Faith in its Capabilities, Respect for Life and Creation, Academic Excellence and Inspiring Campus Environment.

The college located in an urban setup has produced thousands of first-generation B. Com. & M. Com graduates from its inception because of properly implementing its vision, mission, and core values.

The Management enlists the talents of the staff in shouldering various administrative responsibilities and appoints them as officials that include the Principal, Vice Principals, Head of the Departments, Librarian, Director of Physical Education, IQAC Co-ordinator, Examination officer, Office Superintendent, and Coordinator of various internal committees.

The students participate in the college's governance through effective representation through Student Council, IQAC, and other committees.

The committees take responsibility for the plans and activities and successfully tackle these responsibilities every academic year.

The teaching progress is checked frequently by the principal. The CCTV surveillance system monitors students' movement on the veranda and the campus.

The principal implements the perspective plans with the support of the college's stakeholders.

The students participate in inter-collegiate and inter-class sports and cultural competitions and activities.

The college's feedback system helps evaluate the teaching and learning process, curriculum design, social outreach initiatives, need-based programs, and staff-management relationships.

The appraisal mechanisms assist effective leadership in strengthening positive strides and overcoming challenges.

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Response

1. **The Poona Diocesan Educational Society is committed to spreading education, particularly at the primary and secondary levels. The PDES manages high schools and a more significant number of primary schools spread throughout the various districts in Maharashtra in keeping with its vision to provide value-based quality education.**
2. **The PDES runs Vidya Bhavan college.**
3. **The PDES has enormous experience in the educational field.**
4. **The management of the PDES gives proper guidance, advice,** freedom, and flexibility to the principal and the College Development Committee to lead the academic activities of the college.
5. The college focuses keenly on decentralization and participatory management of the college's curricular, co-curricular, and extra-curricular activities.
6. The principal constitutes several internal committees to properly function the college's curricular, co-curricular, and extra-curricular activities.
7. The committees' members regularly meet and take necessary steps to formulate, implement, and continuously work on quality improvement of the perspective plans.
8. At the beginning of the academic year, the principal conducts general meetings with the teaching and non-teaching staff and discusses the smooth functioning of various activities adopted by the college.
9. The various committees' chairpersons get the feedback from the stakeholders and take steps for further improvements.
10. Head of the Departments: The head of the department is the program coordinator and implements all the rules and regulations of the affiliating university within the department.
11. Office Superintendent: Deals with implementing policies of regulating bodies and an affiliating university. Supervising day-to-day operations of the executive department and staff members. Hiring, training, and evaluating employees, taking corrective action when necessary. Developing, reviewing, and improving administrative systems, policies, and procedures.
12. Examination Committee In-Charge: It includes preparing examination timetables for students and staff, creating seating plans for each examination room, and briefing candidates.
13. Directory of Physical Education: He is tasked with creating and implementing programs encouraging sports activity across all areas.
14. Librarian: To plan book acquisition programs of the library and select books for the courses and programs.

15. Internal Quality assurance Cell; An IQAC committee is formed to take care of Quality assurance strategies and continually commit to processes.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Response:

Vidya Bhavan College is a single faculty institute and offers B. Com. & M. Com programs. Both programs have only one intake division of 120 and 60, respectively.

The college has shown tremendous growth and sustained the teaching-learning process in the last three decades, and the university examination results have been good since its inception.

The internal Quality Assurance Cell (IQAC) has taken the initiative in preparing the perspective plan. Inputs from all stakeholders, their expectations, management policies, vision, mission, core values, and objectives of the college are considered a base for formulating the perspective plan.

Perspective plans are:

1. **To uphold continuously good academic performance.**
2. **To teach a learner-centric and effective teaching-learning process.**
3. **To introduce the faculty development approach.**
4. **To Development Curriculum of add-on-courses.**
5. **To develop skills of Non-teaching staff.**
6. **To monitor Academic E-learning.**
7. To uphold the high standard of academic integrity:

1. The college involves all stakeholders in strengthening the teaching-learning process and tries to inculcate everyone, to be honest with each other in the pursuit of knowledge and be trusty to believe in others, collaborate, and share with others to explore their potential height. Developing a Multidisciplinary innovation ecosystem, leading to incubation at the college, project-based learning for students, publishing paper in reputed journals by faculty members, and encouraging students to do the same.
2. Learner-centered teaching pedagogy: Learner-centred teaching encourages students to reflect on what they are learning and how they are learning. The teaching pedagogy motivates and empowers students by giving them some control over the learning processes.
3. Learner-centered pedagogy has shifted the activity focus from the teacher to the learners, including active learning, in which students solve problems, answer questions, formulate questions,

discuss, explain, debate, or brainstorm during class.

4. Faculty development refers to various activities that help academicians improve their professional skills that are vital for their teaching, research, or administrative actions.

5. Faculty development makes teachers aware of what they do, asks them why, and continually challenges them to do it better.

6. Professional development strengthens academic life's affective, intellectual, and social aspects and improves the educational experience for teachers and students at the institution.

7. The academic approach focuses on the structure of knowledge and the organization of subject matter into subjects. To fulfill desired methods, the college organizes Workshops, Training, Organizing Conferences, Introducing certificates, Value Added Courses, Guest Lectures, Association Activities of respective departments, Industrial and Field Visits, and Alumni interaction.

8. Non-teaching staff work at a college but do not teach the students. They offer other services that do not help the students directly with their studies but help significantly improve their experience at the college in general.

9. The prominent role of support staff is to consider the ultimate goal as 'independence' for the students in terms of developing socially and emotionally and their ability to learn and work independently.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Response

The college has following apex bodies through which the teaching-learning process is strengthened.

1. Governing Body of PDES: The Governing Body of the PDES is the apex authority of the college, and the executive head of the Governing Body is the chairman, secretary, treasurer, and nominated members.

2. College Development Committee: The college has constituted a College Development Committee as per the Maharashtra Public Universities Act 2016 and meets at least four times a year.

3. The committee performs

   1. Prepare an overall comprehensive development plan for the college regarding academic, administrative, and infrastructural growth, and enable the college to foster excellence in

curricular, co-curricular, and extra-curricular activities;

2. Decide about the overall teaching programs or annual calendar of the college;

3. Recommend to the management about introducing new academic courses and the creation of additional teaching and administrative posts;

4. Take a review of the self-financing courses in the college, if any, and make recommendations for their improvement;

5. Make specific recommendations to the management to encourage and strengthen research culture, consultancy, and extension activities in the college;

6. Make specific recommendations to the management to foster academic collaborations to enhance teaching and research;

7. Make specific recommendations to the administration to encourage the use of information and communication technology in the teaching and learning process;

8. Make specific recommendations regarding the improvement in teaching and suitable training programs for the employees of the college;

9. prepare the annual financial estimates (budget) and financial statements of the college or institution and recommend the same to the management for approval ;

10. Formulate proposals for new expenditures not provided for in the annual financial estimates (budget);

11. Make recommendations regarding the students' and employees' welfare activities in the college or institution;

12. Discuss the reports of the Internal Quality Assurance Committee and make suitable recommendations;

13. Frame appropriate admissions procedures for different programs by following the statutory norms;

14. Plan major annual events in the college, such as annual day, sports events, cultural events, etc.;

15. Recommend to the administration about appropriate steps to be taken regarding the discipline, safety, and security issues of the college or institution;

16. Consider and make appropriate recommendations on inspection reports, local inquiry reports, audit reports, National Assessment and Accreditation Council reports, etc.

4. Administrative Set-up: The Principal is supported by the heads of departments, teachers, non-teaching employees, and student representatives in the organizational structure, all of who play an essential role in academic planning and decision-making.

5. Service Rules and Procedures: The Maharashtra Civil Service Rules strictly govern the service rules and procedures of the college.

6. Promotional Policies: The promotional policies are separately applicable to teaching and non-teaching staff. For teaching faculty, the UGC rules are applicable for placement and promotion.

7. For non-teaching staff, promotional policies enunciated by the Government of Maharashtra are applicable. The length of the service and training programs are the sources for promotion for non-teaching staff.

6.2.3 Implementation of e-governance in areas of operation

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

4. Examination

Response: E. None of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Response:

The Poona Diocesan Educational Society has received permission from the Government of Maharashtra to start Vidya Bhavan College on a granted basis, and the Government will pay the salary grants to the college for making the salary expenditure to the teaching and non-teaching staff appointed for the sanctioned program.

The teaching and non-teaching staff are eligible to receive the welfare facilities governed by the UGC, Government of Maharashtra Civil Services Rules, and Savitribai Phule Pune University.

A few significant welfare measures are listed here under

1. Employees Provident Fund as per PF rules keeping in view the future safety of employees.
2. Gratuity applies to every teaching and non-teaching staff appointed to the grant-in-aid program.
3. Maternity Leave Under humanitarian grounds, and Government provides 180 days of fully paid maternity leaves to female employees.
4. Encashment of Earn leaves at the end of service of an employee.
5. Half pay leave facility to non-teaching and non-vocational teaching staff.
6. Special casual leave to perform university duties, participate in an orientation program, Refresher courses, short-term courses, faculty development programs, and undergo an induction program.
7. Reimbursement of Medical Expenses. Regular Pension and National Pension Scheme facility (NPS) Voluntary and Group Insurance Scheme (GIS).
8. Salary is credited to the employees' bank account each month, and the employee gets the wage on time through bank accounts only.
9. Salary pay as per seventh pay commissions norms.
10. Dearness Allowance, House Rent Allowance, Travelling Allowance as per Government norms.
11. Holidays as per UGC, Government, and University norms.
12. Working hours as per UGC guidelines.
13. Examination remuneration as per University Rules.

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

Response: 0

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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 7.5

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation /**

Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Response:

The college is an affiliated institute with a public university. Therefore it is obvious to follow meticulously the norms, rules, and regulations laid down by the UGC, the Government of Maharashtra, and affiliating universities.

The college uses a prescribed and standard format of self-appraisal and academic and administrative audit reports for teachers. Duly filled and signed appraisal reports of the individual teachers must be submitted to the Principal every academic year.

The Principal verifies the genuineness of the information provided by the teachers in the report and records their observations and comments.

The college follows a meticulously Performance Appraisal System for faculty members laid down by the UGC, the Government of Maharashtra, and Savitribai Phule Pune University.

Apart from the appraisal system developed by the Poona Diocesan Educational Society, the Principal undertakes continuous evaluation of teaching and non-teaching staff by looking after the Biometric attendance system for punctuality, ensuring teaching and non-teaching staff members be abide by the code of conduct of the college.

The salient features of the performance appraisal system are as follows.

Teaching faculty:

1. The performance of individual faculty members is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS)
2. Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) based

on the API score.

3. The college undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, primarily voluntary.

4. The faculty members are informed well in advance of their due promotion.

5. The PBAS proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the IQAC and Principal.

6. Faculty members whose promotions are due are recommended based on their API score and must appear before the screening-cum-selection committee.

7. The self-appraisal form contains information like Workload, lesson plans resulting from analysis of subjects taught, papers published in national and international journals, research work done, Workshops, conferences, seminars attended and conducted, ICT-enabled tools used in teaching-learning, Industrial visits, References done for teaching, enhancement of qualifications, examination work done, administrative job done, punctuality and regularity, participation in extension activities, teamwork and interpersonal relations with other faculty and staff.

Non-Teaching Staff:

1. Non-teaching staff is assessed through annual confidential reports and annual performance appraisals.

2. The IQAC prepares the confidential Report form in tune with the personal form utilized for the government employees.

3. The form includes a six-point scale, i.e., Excellent, Very Good, Good, Satisfactory, Average, and Poor.

4. The overall assessment is based on the cumulative grade by the concerned head of the department.

5. The confidential forms are forwarded to the Principal for further assessment work.

6. They are granted annual increments and promotions to the next cadre based on their performance.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

The Poona Diocesan Educational Society runs the college, registered under the Societies Registration Acts and Charitable Trust Acts. The PDES submits its financial statements certified by the Chartered Accountant firm to the Charity Commissioner. The trust has appointed a Chartered

Accountant Firm to Audit the college's financial statements and books of accounts. The college comes under a non-trading organization. Therefore, it prepares1) Receipts and Payments Accounts, or 2) Incomes and Expenditures 3) Balance Sheet every year.

The college maintains a Cash Book, Ledger Accounts, Vouchers of Payments, cheque register for issuing and receiving cheques, fees register, monthly salary payment sheet, and month-wise non-salary payments sheets and vouchers.

The senior person from the non-teaching staff prepares accounting documents and statements. The principal controls all the functions of the college's cash receipts and cash payments.

The principal assigns duty to another non-teaching employee to conduct an internal audit once a quarter. The person designated for the internal audit submits his report to the principal. If the information submitted by the internal auditor has specific objections, then the principal monitors the objections and finds solutions with the help of the account-keeping person.

The college conducts internal and external financial audits regularly. The college has a well-formulated monetary policy for generating resources and utilization. The college has Specific norms and rules for utilizing funds and grants aligned with the rules laid down by the government.

The college runs a granted program in B. Com and a non-granted program in M. Com with the permission of the concerning authorities.

The Chartered Accountants firm audited and certified the Financial Statements for the last five years (2016-17 to 2020-21).

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Response:

The college offers a B. Com program sanctioned on a grantable basis. The Government of Maharashtra disburses the salary grants to the teaching and non-teaching staff appointed to program B. Com program, and rely primarily on government funding.

The M. Com program runs on a non-granted basis.

The college prepares a budget for the financial needs, then submitted to the Joint Director, Higher Education, Pune, for approval of salary grants.

The college collects student fees as per the government norms prescribed to the grantable and non-grantable programs.

The college takes optimum care for the mobilization of funds and optimal utilization of resources. However, to meet the upcoming requirements, the college mobilizes its resources through the following modalities.

Mobilization of Funds:

1. The college collects admission fees from the students.
2. The affiliating university decides the fee structure for Granted and Non-granted Courses and programs separately.
3. The grantable program fees are less compared to the non-grantable programs.
4. The Government reimburses the tuition fees of the SC/ ST/ OBC students to the college.
5. The college receives salary grants from the Government for the teaching and non-teaching staff appointed for the grantable program.
6. The teaching and non-teaching staff appointed for non-grantable programs' salary is disbursed from the fees received from the students enrolled in the non-grantable program.
7. The college collects fees from the non-granted enrolled students as per the regulations laid down by the university and utilizes for salary payment of the staff exclusively appointed for the non-grantable program.
8. The Alumni Association provides financial and non-financial support for various college activities.
9. The university allocates funds for social service activities as part of social responsibilities through NSS.

10. The college has granted 2(F) and 12 (B) status from the UGC.

Utilization of the available Resources:

1. The college utilizes a salary grant as per the guidelines of the Government of Maharashtra.
2. The financial Statement of expenditures is submitted to the concerned department of the Government for assessment purposes.
3. UGC grants are utilized per the scheme's guidelines, and the utilization certificate is sent to the UGC.
4. External Audit is conducted through the Chartered Accountant, and Audited Statements are submitted to the concerned Government offices.

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

Response:

 Response:

The college has established an Internal Quality Assurance Cell to review its teaching-learning process, and IQAC continuously checks and takes steps to improve the quality of the teaching-learning process**.**

IQAC has taken quality initiatives during the last five years to promote quality culture

Sr. No.	Different Sub-Issues Proposed by IQAC	Whether approved by the CDC of the	Present Status

		College or No		
1	Academic & Administrative Audit was conducted through the IQAC for the last five years.	Approved	Conducted	
2	ICT-enabled class-rooms were added	Approved	One classrooms enabled	
3	Installation of Water cooler was installed.	Approved	Installed and in u	
4	Students' & Teachers' washrooms were Renovated	Approved	Completed and i	
5	Certificate courses were introduced	Approved	Introduced	
6	Formation of Parent-Teacher Association.	Approved	Formed	
7	Registration of Alumni Association.	Approved	Work-in process	
8	Feedback and suggestions from students, teachers, alumni, and employers collected on the curriculum	Approved	Feedback was analysed, and s were implemente	
9	First Aid facilities in NSS & Gymkhana, office, standard rooms.	Approved	Facilities provide	
10	The M. Com program implemented human rights, cyber security, and skill development courses	Approved	The course introduced	
11	Office automation work introduced.	Approved	Work in progress	
12	Staff Common Room, Office, Meeting Room, washroom, and Classrooms were renovated.	Approved	Completed	
13	Clean and Green Campus maintained and banned on use of plastic	Approved	Awareness progr organized, and c drives were regularly.	
14	Various internal committees were constituted	Approved	Done.	
15	Academic Calendar based on University Academic Calendar was prepared	Approved	Prepared every y	
16	Installation of ramp for differently able students.	Approved	Installed and in u	
17	For maintenance of an immaculate campus, the best practice is introduced.	Approved	The campus is regularly.	
18	Installation of CCTV camera for the overall security of the college	Approved	Installed and in u	
19	Certificate courses were introduced	Approved	The class started smoothly.	
20	Course Objectives, Programme Objectives, Program-specific Outcomes of each Course and program are derived and mapped.	Approved	Completed	
21	Organize student meets and enable them to realize their	Approved	Done every year.	

	potential			
22	Review the students' evaluation process in terms of Internal Evaluation, Attendance, mid examinations, Assignments, and Seminars for UG /PG students	Approved	Done every	year.
23	Timely submission of documents to University and Government officers	Approved	Done every	year.
24	One Day awareness Program On Sustainable development, Environment, and Waste Management was organized	Approved	Done every	year.
25	Unnat Bharat Abhiyan on "Women's Empowerment & Self-employment." Was organized	Approved	Done every	year.
26	One-day Awareness Campaign on "Gender Discrimination & Corrective Measures." Was organized	Approved	Done every	year.
27	Encourage faculty members for paper publications in various National and International Seminars	Approved	Done every	year.
28	Enhance the Teaching-Learning Process Through the effective delivery	Approved	Done every	year.
29	Improve the student support and progression strategy	Approved	Done every	year.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Response:

1. **The college was assessed and accredited by NAAC for the cycle I in 2004 and awarded a B+ grade. The incremental improvements made over the last five years regarding quality and post-accreditation initiatives are mentioned below.**
2. **Implementation of Choice-Based Credit System:**

As a quality measure and in line with the direction of Savitaribai Phule Pune University, Pune, the college has adopted the Choice Based Credit System (CBCS) for all its programs.

1. The college offers its Undergraduate and Postgraduate programs following CBCS as per the affiliating university directives and guidelines.
2. In this regard, the head of the departments conducted several meetings and finalized the strategy for CBCS implementation.
3. **The** Savitaribai Phule Pune University has introduced a Choice Based Credit System from 2019-20. The students need to earn two credits during the first and second semesters by completing

two value-added courses, i.e., one course each semester. The value-added courses like Computerised Accounting, Environment Awareness course, and Add-on-Courses related to the specialized course were taught successfully.

4. The ten credits point courses like Human Rights, Cyber Security, and skill development were taught successfully to the students.
5. Everything has been put in place for the complete implementation of CBCS: for example, the hours of teaching for each course, credits required for completing any course, value-added courses, Non-Credit CGPA courses, etc.
6. The CBCS has been fully implemented in B. Com. & M. Com programs
7. Add-on-Courses Introduced:

During the post-accreditation period, add-on-courses like Tally, GST, MS-Office, Personality Development, Yoga and Meditation, and Spoken English were taught to the students. The college teachers develop the curricula of these add-on-courses with the help of outside experts in the respective fields.

1. ICT Initiatives:

After the accreditation in its first cycle in 2004, the college focused on bringing ICT into its academic and administrative functioning.

1. Biometric Attendance:

One of the critical initiatives of the college was the implementation of Biometric Attendance to regulate attendance requirements of the teachers as stipulated in the UGC regulations 2018. The Biometric Attendance System is now fully functional in the college.

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Years**.**

Response:

The Poona Diocesan Educational society runs the college under the Christian minority status as a co-educational institute.

The college has a strong ethical work culture based on inclusivity and observes the highest ethical standards in all its activities.

Equal opportunities are provided to college stakeholders irrespective of gender, race, caste, colour, creed, language, religion, political, other opinions, national, social origin, property, birth, and other status. Safety, security, well-being, gender equity, and a friendly working atmosphere are the issues of prime concern to the college. Gender sensitivity is inherent in the cultural ethos of the college and its neighboring community.

1. Safety and Security: Security care has been taken, and checkpoints are provided at campus entries and exits. The security guards are deployed at the main gate, and students with valid identity cards are allowed into the campus. The discipline committee has been constituted, and the teachers' rotational duty is assigned to maintain discipline and security on the campus properly. The college follows strict Anti-Ragging measures and tries to keep the campus ragging free. The awareness campaigns on women's safety and gender sensitivity are organized through street plays, rallies, and camps by NSS volunteers. The college campus is under surveillance, with CCTV cameras installed. The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee. A complaint box is arranged to receive grievances or suggestions from the students, which respective committees address. Emergency contact numbers are displayed in prominent places on the campus.

2. Counseling: During mentoring, the teachers' counsel the students regarding academic performance, career plans, and personal issues. The head of the department monitors the students and counsels them students regarding their psychological problems. The guest lectures are arranged by experts to address health, stress, and gender sensitization issues. The guest speakers delivered speeches on the subjects like Women's Rights, Human rights, Child rights, Gender justice, and Gender equality.

3. Common Rooms: The standard rooms have been allocated for boys and girls students. The health centre is available on the campus with a qualified physician. The library provides a separate reading space for girl students, utilized during free periods. The independent area and courts are provided for girls' sports and games, and they are always encouraged.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Response:

PDES's Vidya Bhavan College has located in the urban area of Pune city. The Pune Municipal Corporation has taken the best initiatives regarding solid waste, liquid waste, biomedical waste, E-waste, waste recycling system, Hazardous chemicals, and radioactive waste management. The garbage is carried regularly by the Pune Municipal Corporation machinery, and the college has taken under-mentioned initiatives in this regard.

1. Solid Waste Management: Solid waste management is essential for maintaining a healthy atmosphere on the campus and conserving natural resources, and minimizing the adverse impact on nature. The college has constituted a committee to monitor and ensure the cleanliness of the college classrooms and premises. The college produces solid waste such as plastic, rubber, glass, paper, metal, wood, cardboard, and food waste. Each waste is segregated appropriately and disposed of correctly to ensure minimal harm to the atmosphere. The college provides proper management and

handling of degradable and non-degradable wastes. Dustbins are placed in all the classrooms and offices to avoid littering, and waste is disposed of daily.

2. Liquid Waste Management: Liquid waste management requires investment, skilled people, and coordination among government agencies, organizations, and departments. Improper handling and management of liquid wastes will lead to health issues. Improper handling of liquid wastes can harm the environment and cause different types of pollution. Surface water pollution will contaminate the water supply as well as groundwater. The college is committed to using water judiciously. The college has a water purifier system, and the water disposed of by the cleaner is re-directed to the campus garden. The college also has a rainwater harvesting unit for gardening and other purposes.

3. E-Waste Management: Electronic waste generated by electronic devices and electrical machinery has to be handled and disposed of more carefully. Used electronic devices usually are ready for reuse, refurbishment, resale, salvage, and recycling through the recovery of parts. The unscientific management of e-waste can cause human health issues and environmental pollution. Harmful elements like lead and Cadmium found in the E-Waste are very dangerous.   Hence proper care is taken while disposing of wastes like tube lights, air conditioners, monitors (TVs, Laptops), LED Lamps, mobiles, and printers. Each component needs to be disposed of in different but appropriate ways. The safety guidelines prescribed are followed while e-waste is disposed of.

The college has a policy of disposing of e-waste every half year as per the prevailing guidelines by the competent Authority through the recycling centre

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7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

The aim and objective of the Vidya Bhavan College of Commerce come from its vision and mission statement, namely, to anchor the less privileged to the same academic excellence sought after in other colleges through a process of being critical, disciplined, and cultured, not only to be a success but also to be faithful to the commitment of life.

The college takes efforts, and initiative in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities in its day-to-day activities.

The college proactively provides an inclusive environment to the students and teaching and non-teaching staff. The college promotes better education, economic upliftment to the needy students, and communal harmony.

The college prioritizes admission to 50% of seats reserved for Christian minority students, and 50 % of the overall sanctioned intake capacity is reserved for all other categories. These 50% seats were allotted to the socially and economically weaker sections and women during the assessment period.

The impact of this inclusive policy is observable from the percentage of admission of students from Scheduled Castes and OBC categories.

The students are constantly reminded of the principles of social justice, equality of opportunity, genuine freedom, and respect for religious and moral values encouraging them to grow self-disciplined and socially responsible individuals imbibing true light and wisdom from the eternal light of Jesus Christ.

The college success story comes from imparting education to the needy regardless of caste, creed, religion, or culture. Our emphasis is not only on academic excellence but on offering an opportunity to each person to make a mark in life.

The college has a dedicated staff led by a dedicated Principal to mold and make "Men and Women" out of the boys and girls who come to the college to become global citizens with a difference!

The college conducts several cultural programs and competitions in which students perform different state cultures of India by participating in fancy dress, folk dance competitions, etc.

The college is known for its diversity as students come from different cultures, socio-economic, linguistic, and religious backgrounds.

The SC/ST Cell in the college organizes various activities, workshops, competitions, and special lectures to commemorate the birthday of Dr.B.R Ambedkar, to signify knowledge, self-respect, and equality.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

The Vidya Bhavan College sensitizes the students and teaching and non-teaching staff to citizens' constitutional obligations, values, rights, duties, and responsibilities. The Human Rights course for two credits is taught to the M. Com students as per the university norms. The value-added course is taught to F. Y. B. Com class for two credits. The other activities are conducted throughout the year as per the university guidelines. Some activities are mentioned below.

The value expressed in the preamble is the objectives of the constitution. They are sovereignty, the republican character of an Indian state, justice, liberty, equality, fraternity, human dignity, unity, and nation's integrity are taught to the students through several activities and events.

The constitution of India ensures all rights and dignity. It also prescribes specific values like patriotism, nationalism, environmentalism, harmonious living, gender equality, scientific temperament, and inquiry, and individual and collective excellence are taught to the students through several activities.

The college has an SC/ST, women cells to ensure social justice, and a policy of inclusiveness, the core values enshrined in the constitution. The Cells conduct counseling to encourage the students to follow the ideal path of Dr. B.R. Ambedkar to achieve knowledge and self-respect.

The college designs various activities to create awareness about the national identity and symbols. It celebrates national festivals like an independence day on the 15th of August every year, and the day marks the importance of freedom on this day. A flag hoisting ceremony is organized, followed by a recitation of the National Anthem. The college ensures the singing of the national anthem in all official programs as per the protocol.

The college conducts cultural programs and events highlighting the constitutional spirit of liberty, equality, justice, and fraternity. NSS volunteers perform activities based on Unity in Diversity.

The college celebrates Republic Day every year on the 26th of January with great gratification to honour the date on which the constitution of India came into effect. This day highlights the importance of the constitution, and essential programs are conducted to take an oath to ensure the constitutional value and rights are preserved.

The college management and teachers are serious about the overall growth of the students. They offer ample opportunities to build up their self-confidence and self-esteem and inculcate in them a desire to contribute their mite in service to society, particularly the less privileged. The students are encouraged to approach the faculty for any problem they may face, as counselling is offered for personal or academic matters. Orientation programs are arranged to make the fresher feel at home and integrate within the

college culture and family spirit. Importance is also given to building spiritual, moral, and social values as a foundation for personal integrity and commitment.

Constitution Day is celebrated in the college on the 26th of November to commemorate India's adoption of the constitution. The program initiates with a Preamble reading of the body followed by lectures on the Sensitization of the students on responsibility towards the constitutional values, rights, duties, and responsibilities of citizens.

The college celebrates Maharashtra Foundation Day and University Foundation Day. The students are made aware of the code of ethics, human values, rights, duties, and responsibilities as citizens of India during induction and other programs throughout the year.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: E. None of the above

File Description	Document
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response::

Vidya Bhavan College is committed to celebrating and organizing national and international commemorative days, events, and festivals to enhance the knowledge of the students and teachers.

The college is a minority institution and partners in the mission of Christ. It contributes to society by celebrating Catholic feasts like the Season of Advent, which includes the Birth of Christ- Christmas, Feast of Holy innocents, and Feast of the Holy Family, which is concluded by the feast of visitation of the Three

Kings. It is followed by the Season of Lent, which begins with Ash Wednesday and ends with Good Friday, Easter Sunday, and Pentecost. The college also Celebrates the Holy Eucharist and Birthday of Mother Mary, Corpus Christi, Nativity of John the Baptist, Solemnity of the Most Sacred Heart of Jesus, The transfiguration of the Lord, The assumption of Blessed Virgin Mary, The Exaltation of the Holy Cross, Our Lady of Sorrows, Our Lady of the Rosary, All Saints Day, All souls Day, The solemnity of Christ the King, The presentation of Jesus in the Temple.

The college celebrates Republic day on the 26th of January every year. The students and teachers are invited to the flag hoisting ceremony.

The college celebrates Independence Day every year on15 August to commemorate the nation's independence from British rule.

The college celebrates Constitutional Day every year on the 26th of November. It was a memorable day that India's constitution came into force and changed toward turning into a free republic.

The students and teachers perform patriotic events to raise awareness of constitutional rights and historical achievements. Various programs are organized in the college, such as cultural programs, fests, debates, competitions, games, and rallies.

The college celebrates its Foundation Day full of energy and enthusiasm.

The college celebrates the birth and death anniversary of the Indian legends, Like Chhatrapati Shivaji Maharaja, Mahatma Phule, Rajrashi Chhatrapati Sahu Maharaj, Mahatma Gandhi, Sardar Vallabhbhai Patel, Netajee Subhachandra Bose, Sarvepalli Radhakrishnan, Dr. B. R. Ambedkar, Rajmata Jijau, Kranti Jyoti Savitribai Phule, Fatima Shaikh, Shrimati Indira Gandhi. Maulana Abdul Kalam Azad, and A. P. J. Abdul Kalam.

The college celebrates National and International Days like International Women's Day, International Yoga Day, International Environment Day, NSS Day, Maharashtra Foundation Day, Mother Day, Friendship Day, and World Population Day, Science Day, International Water Day, Teachers' Day. Marathi Day, Hindi Day, and traditional Day.

The college celebrates national and international festivals, like Diwali, New Year, Raksha Bandha, and Ramzan Eid.

The festivals allow us to forget all our worries and celebrate the positive side of life.

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:

Response:

The college has introduced the following two best practices during the last five years as per the students' demand. The PDES has supported the college in the proper implementation of these practices. The college has taken the best initiatives and implemented the said practices to benefit the students. The information on each best practice is given in the NAAC format, as mentioned below.

BEST PRACTICE: I

a. Title of the Practice: Financial Aid to the deserving students by the college.

b. Objectives of the Practice:

The data collected at the time of admissions by the admission committee shows that the number of students coming to the college belong to a low economic background, and their parents cannot provide them sustained financial support. Therefore, the noble objectives of the practice are:

To extend financial aid to the poor students and save them from discontinuing their studies due to poverty.

To support all deserving poor students financially without caste, creed, or gender discrimination.

To promote 'equality' among the students

To teach the students values of 'generosity' and a 'sense of social responsibility.

c. The Context: The beneficiaries should treat the needy with the principle of 'lend a helping hand without discrimination. After many awareness sittings with all concerned, the college set up Poor Boys Fund for voluntary donations by students, staff, and other visitors, including charity organizations.

The college struggled a lot in deciding the eligibility criterion for the aid. After extensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students. They do not have the advantage of government or endowment scholarships without caste, creed, or gender discrimination. The management has insisted on strict adherence to the rules framed about this fund despite the influential sections' and caste associations' undue interference in implementing the practice.

d. The Practice:

 Best practice of the college illustrious, true to its legacy of pro-poor-student attitude since its inception, has taken a firm resolve to extend all possible financial support to the deserving students and help them realize their fond dream of acquiring higher education. The poor and financially weak parents are not sending their children to higher education, which is almost impossible for the poor parents who demand

more elevated amounts of money. So, it is evident that the financially vulnerable youth cannot hope to complete their higher studies without financial support from an external source. The college extends financial support to all deserving poor students without caste, creed, or gender discrimination. The students whose parents do not have a fixed reasonable source of income and do not enjoy any other financial assistance in the form of social welfare or endowment scholarships are eligible for the aid. A duly constituted college committee scrutinizes the applications received from the assistance aspirants. It finalizes the eligible students for assistance after verification of the enclosed documentary evidence and strictly follows the guidelines. It submits the same to the Principal for sanctioning the actual amount of the aid.

e. Evidence of Success: The practice has continued successfully since the college's inception. The deserving and meritorious students have been admitted and completed their higher education till M. Com and Post-Graduate Diploma in Banking, Finance, and Insurance.

d. Problems Encountered and Resources Required: Every year, deserving and meritorious students' strength increases, and the collection of donations from philanthropists is reducing gradually; therefore, deserving students' demand fulfilment becomes very tight.

The practice is helpful to the needy and deprived students, and twenty students have benefited from the scheme. Therefore, it is continued for the year 2020-21

Best Practice II

Title of the Practice: Women Empowerment through Social, Educational, Economical, Political, and Psychological.

Objectives of the Practice: The female students' strength in the college is almost 40% of the total admitted strength, and they come from weaker sections of the society; few of them are belong to the minority community, where miserable conditions of utter poverty, illiteracy, ill-health, and superstition take hold of their lives. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of:

Creating an environment through awareness programs enables the students to realize their full potential for learning and solving their problems independently.

Arranging special sessions with the police and social activists to make the female students aware of several types of 'evil designs' by professional criminals for the worst kind of exploitation, taking advantage of their innocence and gullibility.

Dealing amicably with the student victims of exploitation, maintaining utmost confidentiality of their private lives to protect their dignity.

 Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.

Organizing debates and discussions on gender equality enables the students to realize gender sensitization, thus leading to more equality and harmony in family and society.

Conducting seminars and special sessions on ragging, eve-teasing, and the dowry system to expose the ill effects of the evils.

The Context: The women students, in the beginning, were not enthusiastic about participating in the deliberations. As the gender sensitization programs designed revealed several disparities and inequalities that we might not have noticed earlier, people, especially the other gender, argued discussing gender and gender roles would break up families and destroy society. Women's various legal protective provisions were misunderstood as undue favour meant to belittle men.

The Practice: Most girls' students belong to the weaker sections, including scheduled caste, scheduled tribes, other backward classes, and minorities without proper access to education, health, and other productive resources. Therefore, they remain primarily as the marginalized poor, and socially excluded. Joining a degree college in the college vicinity and acquiring higher education involve money. The college cannot neglect female force to victims of discrimination, exploitation, and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony, and dignity. To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its coordinator and other senior women teachers as its members. They meet twice a month and decide the conduct of awareness sessions. They also draw an annual action plan for organizing various awareness programs/seminars/workshops and interactive sessions

Evidence of Success: A successful NSS girl volunteer, she was inspired by various Women Empowerment Cell awareness and gender sensitization programs. She sensitized the present women students on gender issues to relieve them of their negative feelings of inequality, timidity, and shyness in varied sociocultural contexts and successfully led a team.

Problems Encountered and Resources Required: Ensuring women teachers' comprehensive support and participation in the programs. Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers. Sometimes, organizing various programs during working hours has led to sacrificing the classwork. Implementing the annual plan and monitoring has become challenging because of a tight academic schedule.

The college runs by the minority trust, focusing on the education of the girl students. The college provided all necessary facilities to the girl students and empowered them through higher education.

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:

Response:

Vidya Bhavan College of Commerce is a Christian Minority College managed by the Poona Diocesan Educational Society. PDES is committed to spreading education, particularly at the primary and secondary levels.

PDES has established 9 High Schools and just one college, e.g., the Vidya Bhavan College of Commerce, keeping with its vision to provide value-based quality education.

The college was started in 1983 and is affiliated with the Savitribai Phule Pune University. The college is situated at the heart of the Pune city and well connected with all parts of the city through PMPL buses and other means of transportation.

The college was primarily set up to allow socially disadvantaged students to acquire a degree that would open up their possibilities for securing gainful employment and thus progress in life.

The college has provided tremendous thrust and priority to its Programs.

The college has developed to aid the growing workforce needs in several business enterprises.

The college equips the students with specialized skills helpful in discussing problems in different functional areas of commerce, industry, and trade.

The college teaches several values to the students like utilitarian value, social value, cultural value, moral value, disciplinary value, and vocational value.

The college's vision is to educate, enable and empower young youth, including women students from a significant section of the student community.

The college emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society.

The college is 100% barrier-free and has an 'under one roof' enabling unit and equal opportunity cell and follows a proactive financial aid policy, transparent admission policy, ICT skills for economically weaker sections, skill training courses, computer literacy, and mobility training program.

The college is located in the heart of the Pune city; even though the students belong to rural illiterate families, economically and socially from other backward classes, first-generation learners in higher education

The college students are physically and mentally strong, having an urge to struggle, work hard to learn, and acquire knowledge.

The college developed a gymkhana and well-maintained college playground with lush green tree plantations all around the ground to provide a delightful atmosphere for the sportspersons.

The college coordinated a few games at the school level under Savitribai Phule Pune University. Sports and games are very beneficial to the students as they teach punctuality, patience, discipline, teamwork, and dedication and help build confidence in maintaining an active and healthy life.

The college firm believes in extra-curricular activities in curricular enrichment and character formation. Teaching and non-teaching staff is keen to encourage such endeavors by the students and provide excellent assistance and motivation.

Many students are from lower-middle-class families, and in most cases, they contribute to their families by doing part-time jobs.

The college motivates the students to do both, to work and learn and also pursue their higher education.

The college has facilitated students to obtain financial aid from other agencies, trusts, and NGOs.

The college has a single faculty institute and offers programs up to postgraduate levels.

The college has received UGC recognition as a 2(F) and 12 (B)

The college has permanently affiliated with the Savitribai Phule Pune University.

The college has received permission from the Government of Maharashtra on grant-in-aid for B. Com., For M. Com., & PGDBFI on a self-financed basis.

The college has been functioning its curriculum, co-curriculum and extra-curriculum activities on its campus.

The students of the college got government scholarships.

The college faculty members achieved a higher degree in the educational field like Ph. D.

The passing percentage of the students is good and has maintained that legacy for the last two decades.

The NSS unit of the college is vibrant and proactive in organizing outreach extension activities.

The college has constituted various cells and committees to ensure extra care and support to girl students.

The college students have participated in inter-collegiate and inter-university sports events and competitions.

The college has adopted a participatory management system and follows democratic principles in day to day routine of the college.

The college has got religious minority status from the respective Government.

5. CONCLUSION

Additional Information :

The Poona Diocesan Educational Society' Vidya Bhavan College of Commerce possesses a unique culture of working as a team. The principal led the dedicated staff, whose visionary approach has brought significant changes to the education process. The college has a techno-friendly ambiance conducive to advanced teaching and learning facility. In social need, the college provides a helping hand to society, keeping the integrity of its mission. During the pandemic, the college has shown an indomitable spirit of social contribution from last year. The NSS unit organized several activities like providing help to migrating labour and giving counselling to senior citizens through recognized counsellors.

Concluding Remarks :

The Poona Diocesan Educational Society' Vidya Bhavan College of Commerce is a Christian Minority institute imparting education to the students in single faculty, e.g., Commerce up to post-graduate, and Post-graduate Diploma in Banking and Finance.

The students join the undergraduate program. After completing the program, they enter M. Com. Program and PGDBF diploma program and continue their higher education under one umbrella.

The college has provided education to needy students for more than 40 years. The students have excelled in their university results, and the college has recognized their merit.

Despite the constraints of decreasing the number of staff in the last few years due to many regular employees' superannuation, all the college departments are smoothly functioning. Though there are restrictions on recruitment, the college has given unemployed youths a chance to work on a contract basis. It is prominently evident in the recent pandemic period. Due to the adoption of technology as a routine process, it became effortless for the college to accept the unprecedented situation and immediately shifted online. The vision with which the IT infrastructure was developed in the last five years made this shift easily possible. The teachers completed almost the whole curriculum of the previous year in online mode. The automation process made the administration comfortable, and virtually all the authorities' meetings were conducted online with the best discussions and decisions. This positive attitude to accept change has given the college self-confidence and boosted each person's morale to face any situation and turn it into a unique and iconic opportunity.

I am thankful to the proactive management of the Poona Diocesan Education Society, teaching and non-teaching staff, and the students for their continuous efforts in developing the college. I appreciate the efforts made by the steering committee and IQAC committee, and members of all the other committees to prepare the Self-Study Report (SSR)

I feel immensely pleased to submit the Self-Study Report of the college for cycle II of assessment and accreditation from the NAAC.

We anticipate the visit of the peer team of the National Assessment and Accreditation Council, Bengaluru, with great pleasure.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: _(see table below)_ Answer After DVV Verification : _(see table below)_ 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: _(see table below)_ Answer After DVV Verification : _(see table below)_

2.1.1.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
458	451	416	410	411

2.1.1.1 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
458	451	416	410	411

2.1.1.2 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
166	166	165	169	149

2.1.1.2 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
166	166	165	169	149

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: _(see table below)_ Answer After DVV Verification : _(see table below)_

2.1.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
117	99	115	113	103

2.1.2.1 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
117	99	115	113	103

Metric ID	Sub Questions and Answers before and after DVV Verification
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

	2.3.3.1. Number of mentors Answer before DVV Verification : 8 Answer after DVV Verification: 8
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** **2.4.3.1. Total experience of full-time teachers** Answer before DVV Verification : 485 Answer after DVV Verification: 121
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	38	52	65

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	38	52	65

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
168	165	120	117	117

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
168	165	120	117	117

| 3.1.3 | **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**
Answer before DVV Verification: |

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	24	24	24	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	22	2	2	2

Remark : HEI have only Two program B.com and M.com)

3.5.2

Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	4

Remark : Since, all FOUR MoUs are functional for 5 years, HEI input may be treated as FOUR not 20.(As per SOP any MoU functional for many years is considered as ONE only.)

5.1.3

Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: E. None of the above

	Remark : Supporting documents sought by DVV has not been submitted by HEI
5.1.5	**The Institution has a transparent mechanism for timely 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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Supporting documents sought by DVV has not been submitted by HEI
5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progression to higher education during last five years** Answer before DVV Verification : 177 Answer after DVV Verification: 00 Remark : HIE input is not as per SOP and does not contain any details to validate their claim
6.2.3	**Implementation of e-governance in areas of operation** 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided supporting documents to validate their claim
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : input edited as per provided document
7.1.7	**The Institution has disabled-friendly, barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: C. 2 of the above
Remark : As per Supporting documents any TWO considered (Sl.No 1 and 2).

7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**
	1. **The Code of Conduct is displayed on the website**
	2. **There is a committee to monitor adherence to the Code of Conduct**
	3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
	4. **Annual awareness programmes on Code of Conduct are organized**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: E. None of the above
	Remark : HEI has not provided supporting documents to validate their claim

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	56	48	48	48

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	56	48	48	48

| 1.2 | **Number of programs offered year-wise for last five years** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
458	451	416	410	411

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457	452	417	410	410

3.1	**Total number of classrooms and seminar halls**
	Answer before DVV Verification : 6
	Answer after DVV Verification : 1