SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

B. P. SULAKHE COMMERCE COLLEGE, BARSHI

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri. Shivaji Shikshan Prasarak Mandal, Barshi is a premier educational institution which has invited the attention of educational fraternity of Maharashtra state towards its recognition as one of the biggest educational institutions in the state both in quality and quantity parameters. The Founder of the institution, Dr. Karmaveer Mamasaheb Jagdale had an incisive understanding of the social ills that beset his times and fully realized the dire need of the spread of education. From the very beginning, institution has laid emphasis on the education for the downtrodden, women and the poor that really form the major bulk of the society.

B. P. Sulakhe Commerce College, Barshi is one of the leading educational institutes providing commerce faculty education in Barshi Taluka of Solapur district. The college was established in June 1969 as a branch of Shri. Shivaji Shikshan Prasarak Mandal, Barshi. The College is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur (Previously Solpaur University, Solpaur). The college has a small but beautiful campus with sufficient facilities for providing quality higher education in Commerce at graduate, postgraduate and research level. It also runs BCA program which was previously affiliated to Commerce and Management faculty of the university but now it has been brought under the faculty of science by the affiliated university. The college runs 2 UG, 1 PG, and 2 research programs and one PG Diploma. We also run self-designed short-term/ skill based and career oriented courses.

The college has three storied building with enough space for accommodating ICT enabled classrooms, office, library, etc. The BCA program's required computer laboratories are well equipped with adequate number of computers and furniture. The laboratories are set in a separate building named as Karmaveer Institute of Information Technology (KIIT). The college has partially automated library with adequate number of books. The college holds separate Games and Sports Department with adequate facilities for games like Cricket, Volleyball, and Chess etc. The students are encouraged to participate in a various tournaments at all levels. Our Institution has a common ground named as 'Shivshakti' and for indoor sports, we have a MoU with our sister institution.

Vision

The vision statement of our college is: "We, B. P. Sulakhe Commerce College, Barshi are committed to effectively impart commerce and computer education to develop skills, to provide opportunity for integrity, innovation and excellence."

Mission

The mission statement of the college is to make conscious and continuous efforts to create a link between commerce education and the business world.

1. To enhance the capabilities and potential of students for facing the challenges in changing global/social scenario.

2. To enhance students' mental capabilities.

3. To inculcate ethical and moral values among students.

4. To build up a national character.

5. To create awareness about environment and human rights,

6. To develop leadership qualities in our students.

7. To foster research and scientific attitude in faculty and students.

8. To create social awareness.

9. To create awareness about conserving natural resources.

10. Developing students' overall personality in order to face new challenges.

11. To provide the dignity of labour and make arrangements in that direction.

12. To run various co-curricular and extra-curricular activities in association with various social and cultural organizations for all round personality development of the students.

13. To provide a platform to the students by giving them an opportunity to face the challenges in the competitive world, with utmost utilization of their potential in academic programmes, sports and other events.

14. To inculcate values like social equality, justice, fraternity and self-help among the students.

15. To provide education to build classless and casteless society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong and supportive management comprising of high-profiled engineers, doctors, industrialist and educationists.
- Only college in the locality (Taluka) which provides Commerce faculty education.
- Dedicated and competent teaching and non-teaching staff.
- Located in the heart of the city easily accessible by road from all key points.
- Safe and Secure campus for girl students.
- Excellence in academics.
- Good enrolment ratio of girl students than boys.
- Emphasis on holistic development of students.
- Enriched library with books, e-books and e-journals through N-list, INFLIBNET, Shodh-Sindhu.
- Ragging free, well disciplined, safe and eco friendly environment with beautiful campus
- Excellent ICT facilities for the teaching-learning process.
- Wi-Fi Campus facility with up to 100 Mbps internet speed.

- Various social extension activities through NSS/NCC to foster basic human values and discipline in students, which help them to harness their potential as socially-conscious individuals.

Institutional Weakness

- Limited academic flexibility.
- Ban of the Government on recruitment process.
- Students lagging behind in soft skills and Communicative ability in English language due to their rural background.
- Limited scope for Industrial collaborations and placements at local level due to non-availability of well developed industrial zone and service sector

Institutional Opportunity

- To introduce Vocational Degree programs like B.Voc.
- Organization of Capacity Building training programs in collaboration with UGC-HRDC's and similar agencies.
- Motivate faculty members to develop/create quality e-content in their respective subject areas for SWAYAM/NPTEL/e-PG Pathshala.
- Leveraging the strong links with alumni for enhanced institutional development.
- Introduction of new programmes and specializations.
- ICT enabled teaching and learning can be encouraged and strengthened to make education more effective.
- Skill development courses can be introduced.

Institutional Challenge

- To provide placement for deserving students.
- To boost the low confidence level of students, especially those from rural and vernacular background, and enhance their competency and empower them.
- Exam oriented learning attitude of students needs to be changed
- Embargo of non-salary grants from the state government limits the necessary expenditure
- To cope up with NEP- 2020.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Learner-centered pedagogy.
- The college maintains effective curriculum delivery through its well-planning, execution and monitoring.
- Academic calendar, master time table and monitoring committees for effective curriculum delivery.
- College maintains: Annual Planning, Departmental Meetings, Daily Teaching Reports, Syllabus completion Reports.

- Maintain an audit, teacher's diary/ logbook.
- Departmental mechanism for monitoring the academic activities.
- College has robust mechanism for Continuous Internal Evaluation (CIE).
- Continuous evaluation through class tests, seminars, assignments and projects.
- College is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur and the syllabi for all programs are designed by the University. Most of our teaching faculty members participate in activities related to curriculum development and assessment of the affiliating university and having the representation on academic bodies of the university.
- All the programmes are having Choice Based Credit System (CBCS) and elective course system.
- College has designed and run 10 short term and skill-based certificate courses considering the local needs along with UGC approved courses.
- 1675 students have completed certificate courses run by the institution during the last five years.
- While dealing with syllabus, we try to inculcate social, moral and ethical values among our students. Even we try to create awareness about Environmental sustainability, gender equality and human values.
- We have 10 ICT enabled classrooms.
- College tries to include experiential learning through project work, field work and internships.
- Timely analysis of feedback from stakeholders and apt remedial measures.
- We have effective feedback mechanism where we take the feedback from all the stakeholders. The collected feedbacks are analysed and made available on the website. Currently we have developed online-feedback mechanism.

Teaching-learning and Evaluation

Teaching, learning and evaluation is the integral and dynamic process of the higher education institute. The college has incorporated systematically many effective tools and techniques of teaching-learning and evaluation. College maintains transparency and systematic mechanism in its admission process which is elaborately explained in the prospectus and the college website. The institute complies with the University and the Government rules for admission.

- The courses offered by the college are of great demand.
- There is marginal increase of seats every year to accommodate the growing demand for commerce faculty.
- **For catering student diversity:**
- Academic lesson plans are prepared and monitored by bodies at various levels
- Student centred and collaborative learning strategies are employed
- Mechanism for Slow and Advanced learners: Support Programme for slow learners, Bridge Courses, Remedial coaching
- Additional skill acquisition programme for improving employability skills
- **To ease Teaching-Learning Process:**
- Mentor support is provided
- Effective use of ICT tools for enriched teaching-learning.
- Student centric methods are used for effective teaching-learning process.
- ICT enabled tools are used
- Programme and Course outcomes are considered while dealing with students
- Programme outcomes and course outcomes are evaluated.
- Semester-wise results are analysed for understanding out comes.
- **Transparency in Continuous Evaluation Process:**

- Adheres to University guidelines
- Grievances are addressed through Internal Examination Committee.
- Course outcome is evaluated through feedback and CIE

Research, Innovations and Extension

The college encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing. It also encourages them to participate and organize various types of seminars/ conferences. The college has limited number of faculty as it was previously single faculty college. There are 3 Research guides recognized by the affiliated university. The college has organized seminars/workshops on IPR, Research Methodology and Entrepreneurship.

Knowledge sharing is the key aspect of the research activity in the college. The college has Research Advisory Committee that promotes research culture and research ethics. 4 PhD students per research guide are allotted and registered in the college. The faculty and students are motivated to garner research achievements in the form of paper presentation and participation. As a result, Faculty members of the college have published research publications in various national and international journals and books/chapter/ papers in proceedings.

MoUs for student and faculty exchange, multicentric and coordinated research studies have helped in expanding the horizons of learning for students and faculty. Management provided grants that includes registration fee and travel grant to the faculty and research scholars. To meet the emerging academic and research needs, faculty enrichment programmes, training sessions, seminars, special lectures and workshops are regularly organized.

Extension activities for community development received special recognition among the adopted village and local authorities and people. Programmes of social responsibility for rehabilitation of flood affected people, Gender equity, Nutrition and Public health, Blood Donation Camps, Health Check-up camps, Environment and other development concerns have become the symbol of selfless service by the cadets and volunteers of NSS and NCC. Annual Off-campus activities showcase extension, community service and communication strategies developed at the college and offer leadership opportunities to the students. The college has received several appreciation and awards for its community outreach.

Infrastructure and Learning Resources

The college is well aware of the adequacy of the infrastructure and making the optimal use of the facilities available in the institution for maintaining the quality of academic and other programmes on the campus. We have 10 ICT enabled classrooms, One Digital Auditorium/ Seminar Hall. For sports and other facilities we share the Institutional facilities, as our Mother Institution runs other constituent colleges in the same campus. College has been expanding facilities to meet future developments.

Physical Facilities

- 10 (Ten) ICT enabled class rooms with LCD projectors fixed in all class rooms.
- Well-equipped air conditioned Digital Classroom/ Seminar Hall.
- Small green landscapes are maintained beautifully.
- Research centers are functioning effectively for the useful and applied research.

- We have sports ground "Shivshakti" of our institution Shri. Shivaji Shikshan Prasarak Mandal.
- Separate rooms for NSS, NCC, Placement & Career Guidance and also for counseling cell.
- A separate room with adequate infrastructure and space is allocated for IQAC so as to coordinate and monitor various academic and non-academic activities of the institution.

Library as a Learning Resource

- Library is partially automated, we have LIBMAN software for library use
- Enriched Library with N-List subscription for e-resources.
- We facilitate our students by providing theme essential reference books and print journals and even they can access e-resources by using INFLIBNET (N-List)
- The college also tries to provide the students open resources.

IT Infrastructure

- 10 (Ten) ICT enabled class rooms with LCD projectors fixed in all class rooms.
- There is Wi – Fi access inside the entire campus with high speed internet access.
- There are 2 Computer Labs and a commerce lab and 3 Laptops.
- 60 Computers for administrative and academic use with about 100 Mbps bandwidth

Maintenance of Campus Infrastructure:

We have adequate infrastructure with effective institutional functioning with the mechanism for regular maintenance and periodic replenishment of infrastructure. The college has sufficient resources allocated for regular upkeep and we have effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same. The institution has the policy document regarding the maintenance of the infrastructure.

Student Support and Progression

B. P. Sulakhe Commerce College, Barshi puts its efforts to achieve the intended goals and try to adhere to mission and vision. The college tries to empower students through its various mechanisms. We have Career Guidance Cell, Placemet Cell, and Grievance redressal cell along with we have various welfare measure like scholarships, student aid fund and even we provide students specially designed programmes for the students with learning difficulties. The college provides bridge and skill based courses in relevant areas considering the local needs. We have organised career guidance and counseling system for students and they are benefitted with scholarships and freeships.

The college tries to reach optimal progression of students through placement and student progression to higher education. The college shows concern to the student progression to higher studies/employment for that we organise placement camps in the college and provide the guidance for competitive exams.

Our college promotes inclusive practices for social justice and better stakeholder relationships hence we promote value- based education for inculcating social responsibility and good citizenry amongst our student community. We have adequate infrastructure for promoting the active participation of our students in social and cultural activities. We encourage our students for participating in various activities specially designed for developing the various skills and competencies in order to foster their holistic development.

We have registered students' alumni which is our strong support. We nurture the alumni association to facilitate and make them to contribute significantly to the development of the institution through financial and non-financial means.

Governance, Leadership and Management

B. P. Sulakhe Commerce College has effective functioning which has evolved through its human resources, recruitment planning, training, performance appraisal, financial management which lead it to its policies and practices for overall role of leadership, management and governance.

Institutional Vision and Leadership

College has participative and decision- making process and has an organizational culture which works through decentralization of the duties and responsibilities. Such formal and informal arrangements in the college help us to co-ordinate the academic and administrative planning and implementation and achieving the vision.

Strategy Development and Deployment

The college has five year institutional Strategic/ perspective plan which provides clear vision and mission. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. For the appointment and service rules the college has to follow the rules of state government and affiliated university. The college administrative office is partially automated and has e-governance facilities in exam, admission, finance and accounting etc.

Faculty Empowerment Strategies

The college applies the process of planning human resources. It includes recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensures that they form the basis for planning. For that we have welfare measures for the employees along with we facilitate the faculty for attending professional development programmes, seminars, conferences, workshops etc. The college provides the financial support for such activities. Efforts are made to upgrade the professional competence of the staff.

Financial Management and Resource Mobilization

The college has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

Internal Quality Assurance System (IQAS)

The Internal Quality Assurance Cell (IQAC) plays a pivotal and proactive role in ensuring quality aspects in academics and administration. Periodic reviews are conducted to assess the progress and implementation of policies to improve quality in all aspects of governance. The IQAC plays a catalytic role in accelerating the performance of the institution. It motivates the stakeholders to strive for continuous quality improvement.

Institutional Values and Best Practices

B. P. Sulakhe Commerce College operates in the context of the larger education system in the country and the system of larger differences in terms of culture, religion, caste, language and gender. Along with these social differences the society is changing rapidly due to the scientific and technological advances. The communication technology and scientific advances have large impact on social mindset and various social, cultural, individual issues are being emerged in this global and local scenario. In these changing national and global contexts our college is responsive to the emerging challenges and pressing issues. Our college is proactive and shouldering the social responsibility by organising the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning for making the students efficient for facing the new global challenges and issues.

As NAAC and SDG goals expect that every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. As a part of this our college has established two best practices addressing the issues of gender equity and developing professional ethics. These meaningful practices are pertinent to the situations and are evolved with the course of time within the college and these are helpful in smooth functioning of the college and leading to enhanced impact in our college.

We have two best practices: **Best Practice1:** Women Empowerment (WE): Unlocking HER Potential which addresses the gender issue and the **Best Practice 2:** Professional Orientation through Students' Personality Development Programme (SPDP) this practice is centered on the development of professional ethics and holistic development. The college ensures that these 'best practices' are relevant within the context and pertaining to either academic or administrative or organizational aspects of institutional functioning.

We are trying to inculcate entrepreneurial skills and enhancing employability among our students by conducting various programmes and activities that lies under the institutional distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B. P. SULAKHE COMMERCE COLLEGE, BARSHI
Address	Shivaji Nagar, Karmaveer Mamasaheb Jagdale Road, Barshi, Dist- Solapur
City	Barshi
State	Maharashtra
Pin	413411
Website	https://www.bpsccbarshi.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. K. Patil	02184-222531	9423332023	02184-222531	prinbpscc@rediffmail.com
IQAC / CIQA coordinator	S. B. Karande	02184-226262	9657712784	02184-226262	sanjayenglish@gmail.com

Status of the Institution	
Institution Status	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	No

Establishment Details	
Date of establishment of the college	01-01-1969

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Solapur University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	17-06-1972	[View Document](#)
12B of UGC	14-09-1991	[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	Shivaji Nagar, Karmaveer Mamasaheb Jagdale Road, Barshi, Dist- Solapur	Semi-urban	2.51	4839.78

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Commerce	36	HSC	Marathi	1120	1117
UG	BCA,Computer Science	36	HSC	English	180	175
PG	MCom,Commerce	24	UG	English	175	172
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science	12	UG	English	60	27
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	PG	English	7	7
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG	English	1	1

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				1				8
Recruited	0	0	0	0	1	0	0	1	3	1	0	4
Yet to Recruit				0				0				4
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				11
Recruited	9	1	0	10
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
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.	0	0	0	1	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	5	0	0	5
PG	0	0	0	0	0	0	6	5	0	11
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	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	688	0	0	0	688
	Female	604	0	0	0	604
	Others	0	0	0	0	0
PG	Male	64	0	0	0	64
	Female	108	0	0	0	108
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	0	0	0	9
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	1	0	0	0	1
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	46	42	29	43
	Female	53	50	53	43
	Others	0	0	0	0
ST	Male	1	0	2	1
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	120	102	79	73
	Female	106	98	81	85
	Others	0	0	0	0
General	Male	445	433	397	383
	Female	420	441	390	329
	Others	0	0	0	0
Others	Male	80	69	56	52
	Female	79	65	47	43
	Others	0	0	0	0
Total		1351	1300	1134	1052

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur and hence does not enjoy the academic autonomy to design the curriculum. But the institute is well aware of the needs to implement the New Education Policy (NEP-2020). The college will try to incorporate liberal education as it can unlock all inherent capacities of our students. Giving a single disciplinary undergraduate and postgraduate education is a traditional approach which necessarily must be transformed to provide a liberal, holistic and multidisciplinary education for sensitizing students to the fundamentally interconnected nature of all human knowledge and enquiry. Keeping these things in

	mind the institute is going to introduce interdisciplinary/ multidisciplinary certificate courses to benefit the students. The college will put its efforts to motivate the students undertake various multidisciplinary studies and projects and these will surely help them for their holistic mental development and they will get a broad-based exposure to multiple disciplinary ways of thinking. The college will try to explore them through the various online education tools to utilize their mind power for learning multidisciplinary subjects of their choice. We are aware that we are a single faculty institute and we have certain limitations while liberating teaching-learning process. So we will focus on collaborative learning. For this, the institute will plan to make collaborations with eminent institutes to strengthen the teaching learning process which will cover arts, humanities, social sciences, and professional ethics, social and moral values etc.
2. Academic bank of credits (ABC):	The college being affiliated college conducts classes and examination as per credit system introduced by Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The affiliating university has implemented a Choice Based Credit System (CBCS) in all the programs and compulsory credits received from their core courses. Even for the implementation of NEP-2020 successfully, the institute will try to appoint faculty wise co-ordinators to look after the additional credits to be earned by the students. The appointed coordinators will encourage students to take extra credits from various online platforms like SWAYAM. The students will be asked to upload certificates of their completed online courses on specifically created and maintained Google classroom by the coordinators. The earned credits of the students will be verified and communicated to the university through an internal marks entry system. The institute will follow the norms led by UGC and affiliating University for maintaining Academic Bank of Credits (ABC).
3. Skill development:	Skill and knowledge are the motivating forces which can accelerate the growth and economic development of the country. It is now a fact that today the industry is facing a severe shortage of skilled manpower. They are continuously complaining that there is a huge gap between the syllabus taught in the colleges and the local and industrial needs. This demand of skilled

manpower has to be considered by the HEIs. Hence the institute will try to design the short term/ value added courses in order to meet the local and global needs. The vision of the college regarding NEP-2020 is to make the youth self-reliant through skill-based education. We already have the Cell/Committee through which we run the following mentioned kinds of activities/ certificate courses designed by our college. The institute will create robust infrastructure for Skill Development programmes. Presently, we try to develop following skills through the short term courses and value added courses: 1. Communication Skills 2. Personality Development 3. Stock and Share Market 4. Computing Skills 5. Entrepreneurship Development 6. Yoga skills 7. Soft Skills 8. Fashion designing. 9. Tally 10. Banking and Finance

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	New Education Policy aims at making Higher education system a critical contributor to sustainable livelihoods and economic development of the nation. At the same time it must play a large and equally important role in improving human well being. So it is necessary to aware the students about the state of the nation developing and making them understand the importance of our Constitution and making them able citizens for making our country - a democratic, just, socially conscious, self aware, cultured, and humane nation, with liberty, equality, fraternal spirit, and justice for all. For that HEIs must emerge as a hub for developing ideas and innovations that enlighten individuals and help propel the country forward socially, culturally, artistically, scientifically, technologically, and economically. HEIs can play a critical role in moving our nation towards becoming a true knowledge society and economy - and in view of the forthcoming fourth industrial revolution. So our institute aims at developing good, well rounded, and creative individuals. We try to enable our students to study one or more specialised areas of interest at a deeper level, while at the same time we aim at building character, ethical and Constitutional values, intellectual curiosity, spirit of service, and 21st century capabilities across a range of disciplines including the sciences, social sciences, arts, humanities, as well as professional, technical, and vocational. We aim at making our students global with local tastes and need. Hence we not only use modern technology and English language as a

	medium of instruction but we use our mother tongue and give the education about our regional customs and culture.
5. Focus on Outcome based education (OBE):	In pedagogy, certain steps are followed and among these steps the achievement of the desired goals/aims i.e set outcomes and objectives is the most important. Outcome-based education (OBE) is an educational theory or pedagogy which measures the achievement of the set goals that places students at the center of an academic program. It presupposes that by the end of a learning session, each student would have attained a level of mastery of the course so as to be in a position to realize on the completion of the course, a standard of achievement. In the fulfilling of the desired goal, the teacher is provided considerable latitude. Our institute carries student centric approach and the teacher's role is to facilitate, guide and mentor them to the successful attainment of specified outcomes. We believe that the organizational culture is an important deciding factor determining the effectiveness of outcome-based learning and propose to achieve OBE by aligning the learning objectives to performance objectives. IQAC supervises the implementation of this policy by making sure that the POs/PSOs/COs for all programmes and courses are enumerated and by implementing innovative ways for outcome attainment and mapping of it. Periodic preparation of linear scale to categorise advanced, average and slow learners through such methods as regular class tests and internal examinations, seminars and assignments. In addition, feedback is taken from alumni, teachers, employers and parents to evaluate the attainment of outcome. Campus technology of LMS is used to map the attainment of PO/PSO/CO based on the methods explained above.
6. Distance education/online education:	The National Education Policy (NEP)–2020 emphasizes holistic and multidisciplinary education with an aim to provide 21st century skills to learners. NEP–2020 states that education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. As far as distance and online education is concerned it is expected that both formal and open and distance education modes of higher education would work towards translating these recommendations of the NEP–2020 into actionable areas. The COVID-19 period has seen an

upsurge of the use of technology with social media platforms becoming the means for teaching and learning. Other learning activities such as submission of assignments and academic counseling have now progressed to online mode. The advances in technology have opened up new options for delivery for programmes. The ODL system is synonym with the use of technology and our institute will establish programmes using ICT tools. Online programmes can also be designed and offered through SWAYAM and other web-based, online platforms. The institute also runs various distance education courses through its centre of Yashavantrao Chavhan Maharashtra Open University (YCMOU).

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
135	135	135	135	135

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
05	05	05	05	05

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1351	1300	1134	1052	947

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
305	245	245	245	185

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
405	333	284	281	242

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
04	04	04	04	03

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
09	09	09	09	09

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 12

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
159.44	153.72	82.13	93.85	70.68

4.3

Number of Computers

Response: 60

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:

B. P. Sulakhe Commerce College, Barshi is permanently affiliated to Punyashlok Ahilyadevi Holkar Solapur Univeristy, Solpaur (Previously Solpaur University, Solapur) and follows the curricula prescribed by the University. The College ensures effective curriculum delivery through a well planned and documented process. The IQAC prepares the academic calendar of the college and also the concerned departments prepare their departmental academic calendars prior to the commencement of every academic year. The academic calendar specifies suitable available dates for significant academic and other activities.

The faculty members are briefed on the academic activities of the college on the first meeting of the commencement of every academic year. The Head of the departments arranges departmental meetings to distribute and assign the workload. Considering the workload and planning held in the departmental meetings, the syllabus is disseminated as per classes and papers/courses for teaching.

Thus we operationalise the curriculum within the overall framework provided by the affiliating university for that we put our resources, potential adhering to our goals.

Faculty members prepare semester-wise teaching plans for theory and practical at the beginning of every term/semester.

Each teacher is provided with an academic diary containing timetable, workload, Annual/Semester teaching plan, actual teaching units, daily teaching plan, and academic and administrative committee responsibilities. The academic diary is monitored by the concerned Head of Department and the Principal of the college.

The timetable committee prepares a general time-table and HoDs of concerned departments prepare departmental timetable. Teachers conduct classes according to the timetable. IQAC and departmental meetings are held periodically to review the syllabus completion.

For the effective transmission and delivery of curricula, departments integrate classroom teaching with various ICT tools, laboratory practical, field projects, students seminars, tutorials, question papers solving, research projects, field survey, on-the-job training etc.

For the upgradation of subject-related knowledge, college organizes seminars, conferences, and workshops. This activity provides a platform to the faculty and the students to participate and interact with experts in various fields and enrich and update their subject knowledge.

For the effective curriculum delivery, teachers use participative, problem solving and student-centric learning methods. Faculties effectively and creatively use PPTs, video lectures, models, charts, various

educational softwares for delivering the subject knowledge. The college organizes guest lectures, expert lectures of eminent academicians for the effective curriculum delivery.

College also provides special guidance to the slow learners under the Special Guidance Scheme and remedial coaching etc. Besides this, the college has a mentoring system for academic-related issues.

Library provides INFLIBNET, e-journals, Database, Shodhganga, OPEC, Book Bank facility etc. The college also provides internet connectivity with the campus Wi-Fi facility to the students and the teachers for effective teaching-learning.

Teachers provide study material and distribute it to the students.

IQAC periodically conducts the Academic and Administrative Audit by the internal peer for further improvement in the academic and administrative activities.

At the end of every academic year, IQAC collects feedback on curricula from all the stakeholders.

File Description	Document
Upload Additional information	[View Document](#)

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

Response:

The Academic Calendar gets prepared by IQAC after a thorough deliberation with faculty members and various stakeholders in the month of March every year. Being an affiliated Institute, our calendar is in tune with the affiliating university's academic calendar. Schedule of all curricular and co-curricular activities is highlighted in the academic calendar. Semester wise planning of curriculum delivery is an essential aspect of our academic calendar.

After the finalization of academic calendar, the same gets displayed on the college website for the facilitation of the stakeholders. Institute strictly adheres to the academic calendar for admission process, teaching plan, actual teaching days, vacations, Continuous Internal Evaluation (CIE), University exams and various co-curricular activities etc.

CIE is being looked after by a separate Internal Examination Committee. Institute strictly adheres to the academic calendar for the conduction, evaluation and grievance redressal related to CIE. All the departments of the college conduct unit tests and give assignments periodically to ensure effective implementation of the curriculum as per college academic calendar.

The internal examination schedule is published well in advance and also intimated to the students through notices circulated in the classrooms and published on website. At the commencement of every academic year, the students are made aware of the continuous internal evaluation mechanism which includes various types of evaluation methods, marking scheme, nature of question papers, and the marking weightage to be given.

The college examination committee after consultation with IQAC has introduced following reforms:

- The answer sheets are shown to the students after evaluation for their information which provides transparency and accountability in the evaluation process.
- After the evaluation, their performance is discussed with the students. This reformation has been accepted on the experimental basis to achieve the best results.
- The answer sheets are preserved for two years and documented for further clarification and use.
- If some of the students remain absent due to certain genuine reason like participation in sports, competitive exams, Avishkar, medical emergency or any other college activity; the concerned department conducts their internal tests separately and their internal marks are being displayed.
- While submitting the internal marks to the university via e-suvidha portal of the university, utmost care is being taken by the internal exam committee such as every entry of marks is read and checked by the concern subject teacher to ensure zero error. Thereby limiting grievances in the internal examination marking.
- We encourage student to give seminar using ICT aids, instead of using traditional method.
- During the lockdown period the college has conducted internal examination and practice tests in online mode through Google forms.

The college examination committee effectively deploys and monitors continuous evaluation process throughout the academic year as per the academic calendar.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

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](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Link for Additional information	[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: 05

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 46

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
5	10	11	10	10

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	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: 30.34

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
98	390	402	370	415

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	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:

The vision, mission of the college is about creating integrity and it matches almost all the cross-cutting issues. As a part of this we try to impart various life skills, values, social, moral, cultutral values in order to go hand in hand with the core values of NAAC. We consider local and global challenges and try to teach our students the ways to deal with them. We through our curriculum delivery try to create an optimistic attitude to deal with all the social, cultural, ethical and environmental issues. The college PG and UG programmes in which each and every issue such as civic sense and responsibility, gender, environment, sustainability and human values are addressed.

The college educates the students about the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics. The university regularly updates its curriculum by integrating and updating these issues

Gender Issues:

The college has constituted Internal Complaint Committee which organizes women empowerment programmes. The girls are sensitized regularly with issues related to gender discrimination through various gender sensitization programmes. The college organises various programmes for sensitisnig the girls of the college and it also undertakes functions under extension activities in the adopted villages. We have set Best Practice for women empowerment it woks according to gender sensitisation plans. The teachers try to focus on the gender issues while dealing with the curriculum.

Environment and Sustainability:

The N.S.S. and NCC departments organize tree plantation regularly. The students are motivated to keep campus clean by getting engaged in 'Cleanliness Drives'. They even try to create awareness by organizing rallies in the city and adopted villages. In order to reduce carbon footprint in the campus the staff and

students observe 'No Vehicle Day'. The college organizes workshops to inculcate environment friendly values among students. Environmental Studies has been included as one of the subjects in undergraduate curriculum of B. Com- II to get an understanding about significance of environment in the life of human being.

Human Values:

The college is committed to curb the menace of ragging by sensitizing the students by informing them about the hazards of ragging. The curriculum already covers this aspect and teachers try to focus on it while teaching.

Ethical and moral Values:

The college organizes programmes on AIDS awareness, Anti-tobacco and anti-addiction through its N.S.S. and NCC departments to inculcate ethical and moral values among students. The department of N.S.S. organizes residential special campaigning programs of 07 days duration in adopted villages to create awareness for sustainable development by inculcating moral and ethical values

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 50.96

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
69	69	69	69	68

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View 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](#)
Any additional information	[View Document](#)

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

Response: 39.16

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

Response: 529

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[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: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View 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: B. Feedback collected, analysed and action has been taken

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: 97.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
1351	1300	1134	1052	947

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

2020-21	2019-20	2018-19	2017-18	2016-17
1460	1300	1134	1100	947

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[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: 65.55

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
175	175	156	150	137

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[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:

B. P. Sulakhe Commerce College, Barshi is an academic institution for higher level of knowledge generation and dissemination. Majority of the students are from the rural background and represents the middle or lower middle class social environment. Hence we require a policy to cater with the Slow and Advanced Learners -"Policy on Advanced and Slow Learners". Through this the College pronounces its assurance to the vital facilitation and prop up to the advanced learners to be the excellent achievers and slow learners to be better performing and achieving. It also persuades the Departments to develop significant strategies and scientific implementations to benefit the both.

Methods of assessment:

The students can be assessed to identify their learning levels by different mechanisms. The merit in the qualifying examinations at the entry level of UG programmes can be set as the benchmark. Subsequently they can be assessed continuously through the examination results at various levels (College level and University level exams) and stages, their performances in the extra - curricular and co - curricular activities. The assessment procedure can be a statistical process of making two levels like Slow and Advanced. The change of the students and the levels achievements are assessed and compared for appropriate interventions.

Policy for Advanced learners:

1. Advanced learners are motivated through special coaching to strive for higher goals hence provided with additional inputs for better career planning and growth.
2. Motivating them to involve in various curricular and extra-curricular activities.
3. To inculcate research orientation through Research Methodology workshops.
4. Helping them to participate in group discussions, technical quizzes to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills.
5. Encouraging them to participate in National, International Conferences.
6. They are given special prizes, special facilities from library.
7. The mentors give higher goals to get higher levels of personality development through regular Students' Personality Development Programmes.
8. They are made the supporters to the average and the slow learners.

Policy for Slow learners:

1. The slow learners are not labeled as poor achievers or problem students for not being negatively affected.
2. They are treated as any other student but are provided with extra classes
3. The Departments and individual subject teachers help the slow learners by giving proper guidance and support them.

4. Conduct extra classes for the difficult contents.
5. They are given Special attention in the classes.
6. Slow learners are specially advised and counseled by a teacher guardian and the subject expert.
7. The students are given with training on communication skills, personality development, time management and motivational sessions.
8. Academic and personal counseling are given by the tutor, mentor and the counseling cell.
9. Bilingual explanation and discussions are imparted.

10. Provision of simple and standard lecture notes/course materials and special preparation for the exams.

11. Getting the support of the advanced learners to the slow learners

12. Peer education strategies are effectively used.

13. The support of the alumni is also effectively used for motivation and mentoring.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 337.75

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:

The academic plan of B. P. Sulakhe Commerce College, Barshi is student-centric. Various methods of experiential and participatory learning, as well as problem-solving methodologies, are implemented to make sure that students are dynamic participants than passive listeners in the teaching-learning process. The college endeavors to make teaching learning as a two-way process and student-centric by encouraging the students to participate in the teaching-learning activities whole-heartedly. The college has adopted various student-centric teaching-learning and pedagogical methods for enhancing the learning levels of the students. In regular classroom teaching, teachers employ experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project works, case study,

field visits, field projects and research papers.

Experiential learning:

The teaching faculty of the college promotes experiential learning method. The main objective of this method is to enhance and develop experimental learning approach amongst the students. The programmes like B.C. A., PGDCA and M. Com include field projects in its curriculum. On the programme of B. Com, college organizes field/ Industrial Visits in order to make them understand the atmosphere of industry. Even we try to give them the experience of Auditing and Banking by allowing them to work with Chartered Accountants and Banks through internships.

Participative Learning:

This is the best student-centric learning method, in which students actively participate in activities such as: Class seminars, Group discussions, Participation in debates, Questioning method/Quiz method, Role-playing method/Acting out method, Drama/Mimes, Field visits/Industrial visits/Survey etc. Field /Industry visit Projects.

Problem Solving Method:

In order to develop and enrich students creativity, decision-making ability, critical thinking, reasoning power, the college has adopted this method, we organize the sessions on developing problem- solving skills. The curriculum of English (Compulsory) includes the soft skill of Problem-solving. Outreach activities are offered to develop human values, ethics and leadership qualities among the students such as: NSS/ NCC camps. In addition we organize Skill-Based Courses/Value Added Courses Yoga training workshops/courses for physical and mental health, Entrepreneurship development programmes, Cultural events, Personality and soft skill development programme etc. The college gives priority to the holistic development of the students outside the classroom through curricular, cocurricular, extra-curricular and field-based activities. In order to pursue the interest in their field of specialization, student's forum and committees are functional. Some of the committees like Cultural Committee, Sports Committee, Alumni Committee, Library Committee, and Placement Committee etc. are having student representations and participation.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Institution motivates the faculty to adopt new and innovative approaches by providing ICT arrangements and infrastructure. Such innovative practice has a wide impact on student's learning as they develop skills like presentations, communication, analytical, scientific reasoning, creative reading, time management and

which results in overall personality development. It enables the teacher to spend more time with individual students and allows students to carry out more work that is independent.

- We have Ten (10) classrooms for main subjects are equipped with LCD projectors. We have two Interactive Boards, one is installed in Digital Auditorium (Classroom) while the second in installed in a classroom (Room No- 25), and some faculty members have been provided a Laptop, pen drives and each department has PC with printer and scanner.
- The college has a Wi-Fi facility and through N-Computing system the teachers can show their presentations in the classrooms through LCD projectors.
- College has two computer labs with adequate number of computers which are used for BCA students and even commerce related subjects like Income Tax, E-Commerce, Tally, Account etc. We have also broadband line for PCs from a renowned service provider with upto 100 Mbps speed.
- All teachers have been provided adequate computer training and they are familiar with ICT tools. Many of our teachers use Google Classroom, Zoom app, Blogs, Teach mint, Google Meet and You Tube to enrich their teaching/learning ability.
- We have Inflibnet (N-List) subscription in our library so that the faculty members can use latest e-resources. The librarian generates and communicates the IDs and passwords for the use. Even we conduct the training session for students for using N-List in their learning and research.
- Using PPT through the use of ICT in educational work, most of the teachers make the learning process easier and more interesting.
- Most of our permanent faculty has gone through the faculty development programmes conducted by TLCs for creating and co creating MOOCs.
- We have Whatsapp Groups for each class through which we share various learning material and important notices.
- ICT tools are being deliberately used in teaching-learning process by teachers, the tools like Smart Phones, Internet, Overhead Projector, Smart boards, Google Class Room, e-mail, Microsoft Teams Online Classes, Blogs, Class-wise WhatsApp Groups, and You Tube Channel are being used to make students understand the courses and enhance their learning experience.
- We have neatly organised and maintained website which plays vital role.
- The information regarding the available educational websites is provided to the creative students to enhance their skills and knowledge.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 338:1

2.3.3.1 Number of mentors

Response: 04

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	
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: 42.22

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	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: 73.33

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
03	03	03	03	02

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: 14.5

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

Response: 58

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

The institute follows the pattern of the University in terms of Internal Assessment. It includes Home Assignments, Unit Tests and Personal Interviews to each semester. The Internal Assessment Committee takes necessary initiatives in this regards i.e. informing the basic evaluation process, changes in the circulars of the University and continuous assessment reports to the teachers and the students. The Principal in his opening address counsels the students about internal assessment, question pattern, home assignments and personal interviews. Besides, all the necessary documents especially the assessment reports are displayed on the notice boards, websites and discussed in the Parent and the Staff Council meetings. The subject teacher is appointed as internal examiner for submission of final marks of Internal Assessment to the University. While submitting the marks, the students' attendance in the class is strictly observed. The Principal verifies the assessment reports at the end of each semester. The objections are reported to the Grievance Redressal Cell of the institute. The Internal Assessment Committee analyses the objections of the students and takes necessary actions with the permission of the Principal. The following ways are adopted for the working of transparent and robust mechanism of Internal Assessment in terms of frequency and variety:

- Mechanism of internal assessments of the institute is transparent and robust in terms of frequency and variety. The internal assessment is strictly based on written, oral, practical and integrated modes.
- Prior to conducting academic activities like seminars, group discussions, projects etc. Criteria of evaluation are conveyed to all the students in advance.
- The results of internal assessment are displayed on notice board for any grievance on the parts of the students. The grievances of the students if any are addressed satisfactorily. This enables the teacher to evaluate the performance of the student and take necessary steps to cover any learning gap.
- After conducting written tests the evaluated answer books are provided to students for observation and to lodge grievances if any. After detecting problem areas, remedial action is initiated. It helps

students to identify their strengths and weaknesses, and work on problem areas.

- The syllabus based topic is assigned for the Home Assignments and Personal Interviews/seminars are conducted in the classrooms in order to bring transparency in the process.
- Though it is mandatory to appear for all written tests, if any students remains absent due to genuine reason such students are provided a chance to reappear for the said written test. Casual approach and deliberate negligence of students or their positive reciprocation regarding internal assessment process is not at all entertained.
- Practical evaluation is strictly based upon the performance of the students on the parameters set by the institute and departments such as research format, timely submission, seminar script submission, attendance etc.
- Students' attendance, their performance in assignments, seminars and practical are reflected in their cumulative score.

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

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

Response:

The college conducts theory, Unit Tests, Practical, Assignments, Seminars, Group Discussions etc. The students are communicated the process of the evaluation in advance. The time table is displayed on the notice board well in advance. The exams are conducted under the CCTV surveillances and two invigilators are appointed on an examination hall. The evaluation result is declared within three days. The evaluated answer sheets are revaluated at random by HODs for standard evaluation process.

The college has formed Grievance Redressal Committee. It invites examination related complaints from the students. The committee acts abiding of the rules, regulations and directives prescribed by the university. As far as the college internal examination and assessment system is concerned, the committee takes impartial initiatives for transparent justification on the grievances of the students. Each department carried out evaluation of answer sheets of theory, practical, Unit Test and declares results within time. Mostly, the results are communicated to the students or displayed on the notice boards. The queries, if any, are invited for discussion. The corrected answer sheet is shown to the concern student. His doubt is made clear by showing his performance in the answer sheet. To the satisfaction of the student, his answer sheet is evaluated by the HOD. The meetings are also called on examination related serious issues of the students, after and when required. The marks of Internal Assessment are uploaded on the University portal by the concerning faculty.

The complaints regarding the results, corrections in mark sheets and other examination related issues by University are handled by the Examination Centre. The committee takes decision on the applications of the students. These applications are scrutinized by the members and divided into two categories first; related to internal assessment and continuous internal evaluation, second, the issues related to the University

examination. The decisions of affected students are taken so that they can reappear the examination conducted at college levels. The issues related to University examination are forwarded to the University. They are even asked to apply for rechecking or demanding a photo copy of the assessed answer sheet to the University by paying necessary fees to University in case of under evaluation. The exam section in the office handles the university exam related grievances.

The students and the faculty are continuously informed to maintain transparency in Examination related issues. It further helps to enhance rapports between the students and the faculty members. The question papers are set in taking consideration to both slow and advance learners. In fact, it attempts to enhance the quality education

However, the college maintains total transparent justice in the internal examination process or system. In case any grievance related to internal assessment raised by examinee shall be entertained and resolved in time so the beneficiary could not suffer to any extent. In this way, the college offers impartial judgment in order to maintain quality in Teaching-Learning Process in respect to evaluation.

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

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:

Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as college prospectus, Principal's address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine etc.

Our college committee is keen in productivity aspects of the academic pursuit in all the programmes. IQAC also takes enough care in increasing learning capabilities and imparting professional expertise. College offers UG/PG programmes under the faculties of Commerce and Science.

- Generally, the university, with the help of BoS forms the syllabi of each programme after careful discussion and communicates it to every affiliated college well before it actually implemented. The university also uploads it on its website, which is available to all students and teachers
- At the beginning of every academic semester HoD of each department discusses the syllabus, its proposed outcomes with the faculties and distributes the course papers to the faculties.
- The teachers prepare their action plans and teaching plans to achieve Cos.
- After discussion and detailed noting, the department prepares Programme Outcomes (POs), Programmes Specific Outcomes (PSOs) and Course Outcomes (Cos). The POs, PSOs and COs and

link of the syllabus of each programme and course are displayed on the College website. The students of the specific programme can avail it any time.

- The college, with the help of each department, discusses and communicates these POs, PSOs and COs to the students in their orientation lectures and imparts its notes too. The teachers also address the queries raised by the students regarding these POs, PSOs and Cos.
- For students, personal projects, group tasks, group discussions, classroom seminars, quiz, assignments, academic tours, Unit tests, add-on courses are helpful to understand the POs.
- The college also sends teachers for workshops, seminars, Orientation, Refresher programmes, conferences and FDPs to enrich and enable them to achieve the proposed outcomes.
- The college has a set best practice for students' orientation for overall personality development.

Successful alumni students are invited to interact with both the students and teachers at specific events and meetings. They share how the different courses shaped their careers and thus help students appreciate the program. Thorough discussion is made in the each IQAC meeting which later reiterated at departmental level to the teachers as well as to students. The possible ease or difficulties in the attainment of these outcomes is also considered. The college organizes career counseling lectures and capability enhancement programmes to effectively communicate the learning objectives and expected outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

Quest for excellence is the chief motif of NAAC and IQAC and it can be done by constant evaluation. So the evaluation of the attainment of program-specific outcome is a key to assure the quality enhancement process of an institution. The quality assurance cell of the college in its meetings has put up this aspect several times. After a long consideration, the IQAC has devised the mechanism for the evaluation of program outcome. The utmost care has been taken to make this mechanism transparent, scalable, robust, and objective. The unique feature of this mechanism is that there is an excellent blending of subjective observation and objective assessment of the students' performance.

Mechanism:

We run under graduate and post graduate programmes and the teachers are asked to evaluate students regarding the attainment of program outcomes using the strategy developed. Considering a large number of the enrolled students in the different program, this evaluation should be carried out based on the random sampling. The head of the department of concern programs is given responsibility to prepare the report on the attainment of the program outcome as per the evaluation mechanism devised by the IQAC.

This evaluation mechanism was implemented from the academic year 2015-16. The constant continuous

internal evaluation is also the part of this mechanism. Their regularity in the class, their performance in the internal ecamination also taken into consideration. The results of the each seminar are analyased at the departmental level in order to understand the attainment level of the course and programme outcomes. As per the percentage, they acquire, the attainment level as per the pedagogy is applied as given in the chart below.

The departments were asked to evaluate the attainment of program outcomes after the declaration of the result of the university examination. The students are evaluated even at the college level as per the participation of them in curricular and co-curricular activities like seminars, group discussions etc. The head of the department considers the percentage obtained by the student in final university examination. The head of the departments calculates and sums the marks for further evaluation. By calculating the internal (College Assessment) marks and the marks obtained in the University Examination, the learning levels are identified as per the pedagogy.

The equation for calculating the attainment of program outcome:

Marks obtained	Level	Level of program outcome attainment	
Above 75	Application	Excellent	
60-75	Understanding	Good	
50-60	Knowledge	Satisfactory	
40-50	Knowledge	Average	
Below 40	Not Satsfacorty	Not satisfactory	

Duly signed the final report should be submitted by HOD to IQAC After the submission of the report, IQAC of the college will remark on the teaching-learning process with suggestions if required.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 85.48

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
388	292	265	222	183

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
405	349	284	281	242

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View Document</u>
Upload any additional information	<u>View Document</u>
Paste link for the annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.99

File Description	Document
Upload database of all currently enrolled students (Data Template)	<u>View Document</u>

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: 2.95

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	2.95

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

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

Response: 50

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

Response: 2

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

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

Response: 13.33

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	2

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
Supporting document from Funding Agency	[View 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:

Our college has developed the following systems for the creation and transfer of knowledge:

Infrastructure:

The required infrastructure is developed and well maintained by the college. College has 2 Research Centers equipped with Wi-Fi and Computer facilities. The infrastructure includes Research and IPR Cell.

ICT Resources:

The college is well equipped with ICT resources that act as the support in the creation and transfer of knowledge. Classrooms are equipped with projectors and Wi-Fi connectivity which gives the students an excellent learning experience.

Work Environment:

Work environment of the institution is supportive and amicable. The college regularly organises different research activities. All the departments are provided computers and Wi-Fi facilities. Teachers are also motivated to participate in the seminars, conferences, orientation programmes, faculty development programmes, workshops etc.

Research Events:

Our College has organized seminars, conferences, and workshops for developing research attitude and aptitude among the teachers and students. College also motivates the students for participating in workshops/ seminars organized in nearby institutes.

Publications:

The College faculty members regularly publish their articles and research papers in reputed peer-reviewed research journals and books on varied subjects. Research Conducted by the Students: Students from the different departments like Economics and Commerce are encouraged to conduct research on social problems through student-Exchange programmes, field visits etc. They are also motivated for attending seminars/conferences.

Research Projects:

Our college has also taken initiatives to work according to UGC's guidelines for minor and major research projects and applies accordingly. Two faculty members have completed and submitted their MRPs to UGC, WRO, Pune. College has N-List membership where students and faculty members can access unlimited learning resources, E books and E journals.

Adhering to its vision and keeping the pace with changing scenario, the college has taken every effort to create an ecosystem for innovation and research for creation and transfer of knowledge. To strengthen its goals and encourage the community to the following initiatives have been undertaken:

- The college provides excellent infrastructure to promote research culture. It has 2 research centers.
- The Campus is covered with the Wi-Fi facilities along with Broad Band Internet.
- The ICT tools such as Software, Projectors, smart and Digital Boards with Online Resources.
- To familiarize innovation and bring thorough deliberation, 02 national and 1 International Seminars/Conferences and more than 15 Workshops have been conducted.
- Annual College Magazine contributed by the students.
- The well functioning Career Counseling and Placement Cell to conduct Placement and Entrepreneurship Camps
- Library serves as a Knowledge Resource Centre and E-Resources Corner.
- Skill based and value added courses are offered for the holistic development of the students.
- Constitution of various forums and cells such as Intellectual Property Right, Research Guidance, for Quality Cultural Development.
- Promotion of research through the Exams on Gandhian Thoughts and Karmaveer Talent Search (KTS) Exam.
- The activities like Mentor-Mentee, Bridge Courses, Subject Tests, Group Discussion, Quizzes, Examination of Gandhian Thoughts, Youth and Yoga Camps.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 5

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
03	02	00	00	00

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[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: 3

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

Response: 6

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 5.53

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	6	3	6	6

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[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: 2.63

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	06	0	03	01

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

Our institution endeavours to fulfil the vision of our college to transform lives through learning and nurturing an environment of intellectual excellence, inculcate values and above all make good human beings. Our college organises various extension and outreach programmes organised under NSS, NCC, and Women Empowerment to communicate and sensitize students to social issues and bring about holistic development of students.

Our NSS team with volunteers functions extensively throughout the year to address various social issues whether it is donation for calamity-struch people, blood donation camps and a social act of kindness and awareness. Through donation they not only contribute but also realize the joy of sharing. Programmes organised for educating and creating health awareness among people as Cleanliness Drive, AIDS Awareness, Traffic Awareness, Voter Awareness, Save Earth, Cleaning of campus as well as adopted villages, Skit on Segregation of Waste, Pledge on Fundamental Duties, Anti-Tobacco awareness, Anti-Plastic Awareness and creating Awareness among girls and women of adopted villages about their health related issues are organised by the NSS Team. Programmes are organised to attend to Environmental issues through Tree Plantation in the college and in the adopted and nearby villages. These activities create a sense of social and civic responsibility among volunteers and sensitize them to various social issues.

NSS adopts Village and organizes a seven day annual camp at the village which enable the students to cultivate the much needed traits like self-confidence, self-discipline, leadership, commitment and devotion, cleanliness, hard work and teamwork, positive attitude which help them to become good human beings.

Besides, the NCC Unit also puts its untiring efforts. The National Cadet Corps aims at developing Character, Discipline, Leadership, Secular Outlook, Spirit of Adventure and Ideals of Selfless Service amongst the Youth. It contributes to the social cause and creating awareness among people.

Moreover, various sorts of Competitions are being organised by Women Empowerment Cell (Internal Complaint Committee) on Social issues such as Water is Life, Save Fuel for Better Environment. Through this cell, college tries to implement its Gender Sensitization Action Plan. It promotes self confidence amongst Girls and strives to make girls' student self-reliant, develop their personal skills to recognise their importance in society. It organises various programmes to educate and motivate them and create awareness regarding health and hygiene and make arrangements for their Medical check-up. Beauty Care, Cake Making and self defence training are arranged to equip them with skills so that they can earn something – a step towards self-reliance

Impact of sensitization:

Exposure to extension and outreach activities sensitizes the students towards social, environmental, political issues, and involvement instilled social, national and human values in their personalities.

I. These activities have brought the students closer to the reality to understand their responsibilities.

II. Most of the students come from the farming community. The college sensitizes the students regarding the farming issues.

III. We accommodate 200 volunteers for NSS.

IV. Our unit is appreciated by various agencies for their community based services.

V. Our students have participated in State Level NSS Camps.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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](#)
e-copy of the award letters	[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: 76

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
08	08	21	19	20

File Description	Document
Reports of the event organized	View 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: 121.7

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
344	819	2338	1420	1694

File Description	Document
Report of the event	View 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: 61

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
6	19	16	09	11

File Description	Document
e-copies of related Document	
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

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

Response: 34

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
03	09	09	10	03

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	

15-07-2022 09:57:39

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:

We have a small but beautiful and well-equipped campus.

Following are the few of facilities offered by the institution:

- 10 ICT enabled class rooms with LCD projectors fixed in all class rooms.
- Well-equipped air conditioned Digital Classroom/ Seminar Hall.
- All the departments are self-sufficient with adequate number of desktops, laptops.
- There are 2 Computer Labs and a commerce lab.
- 3 Laptops.
- 60 Computers for administrative and academic use.
- Small green landscapes are maintained beautifully.
- We have an active MoU with Department of English, Shri. Shivaji Mahavidyalaya, Barshi for Language Lab to develop communication and soft skills of students.
- There is Wi – Fi access inside the entire campus with high speed internet access.
- Research centers are functioning effectively for the socially useful and applied research.
- We have sports ground "Shivshakti" of our institution Shri. Shikshan Prasarak Mandal.
- It is maintained by our institution and it has a play ground with running track and field, along with football court, long and high jump pit, volley ball court, basketball court, table tennis board, Kho – Kho court, Khabadi court and Badminton court
- Separate rooms for NSS, NCC, Placement & Career Guidance and also for counseling cell.
- A separate room with adequate infrastructure and space is allocated for IQAC so as to coordinate and monitor various academic and non-academic activities of the institution.
- Water purifier (RO System)
- Ladies Rest room with Sanitary Pad Incinerator
- Ramps for physically disabled students and other stake holders.
- We have a central institute level canteen in a campus. It supplies healthy and hygienic food for the staff and students at subsidized rates.
- Waist band Voice Amplifiers are provided for the teachers where student strength is high.
- Rain water harvesting
- 2 Generators
- 2 Xerox machines, adequate number of printers/Colour Printers and scanners for office and faculty use.
- Library with N-List subscription
- Guest Room
- Ladies Hostel
- Digital Auditorium
- Surveillance cameras are installed for the safety and security.
- Security persons and a night watchman are appointed for additional safety.
- Parking facility for both staff and students vehicles.

- Bicycles stand for students.
- Separate well-equipped IQAC Room for effective monitoring.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The overall development of a student includes participation in extra-curricular activities. College has a rich culture of curricular as well as extra-curricular activities.

Sports:

The Sports Committee has made the college extremely proud by bringing laurels to the Institution. The Committee caters to various sports and is instrumental in promoting the performance of students in different sports. The college Sports Committee encourages students to participate in events at Intra-Collegiate, Inter-Collegiate, District, State and National level. Students are also encouraged to participate in the events organized by the University and the various Sports Associations. It strives to imprint the importance of physical fitness on the minds of students by conducting practice sessions regularly. The Institute has a dedicated and experienced Physical Trainer who looks after the sports related activities on the campus.

Cultural:

The well-eqipped seminar hall is available for cultural activities. Practice sessions of cultural activities such as plays, mimes, folk dance, one-act plays, street plays are performed in the hall. Even our mother institute offers us the hall 'Saint Tukaram Hall' for practice and for large gatherings. A cultural committee led by a senior faculty looks after the needs of infrastructure. Musical instruments like Harmonium, Tabla, Dholki, Dhol, Tasha, Trumpets, Flutes, Lazim, etc are always outsourced and made available for the students in the cultural hall. To inculcate the cultural and traditional values amongst the students the events such as Youth festival, Traditional days, Inter-college cultural events/competition are organized.The college organizes a large rally on the birth anniversary of the founder of the institution Late Karmaveer Mamasaheb Jagdale, which is celebrated as 'SAMAJ DIN' in the locality. On this occasion institute organizes various cultural events and in the procession, rally moves with the 'Chitra Rath' i.e a chariot carrying the pictures and activities related to social awareness in Barshi city. The students of the college participate in it in large number.

The College takes the participation in different events like plays, mimes, skits, folks dance, one act plays, street plays etc, of youth festival organized at different places by Punyashlok Ahilyadevi Holkar Solapur

University, Solapur.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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: 41.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 05

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 18.19

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
33.27	13.78	0.61	15.52	31.00

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:

The details of the ICT and the other tools deployed to provide maximum access to the Library collection are as follows

ILMS software for Automation	LIBMAN (Master Soft) Nagpur from the year 2008-2009 (O (Cloud Based)	
Status of Automation	Partially automated	

Library Automation:-

The work of retro conversion of Library active collection is completed using **Libman** Software (MasterSoft) **cloud Based**. The bibliographic Information about the collection is made available through library OPAC system Almost all the housekeeping work is fully computerized.& M-OPAC also use of Open access on Mobile

Lib-Man is an integrated, multi - user multi - lingual package, which computerizes all the in house operations of Library. This package is user friendly & can be handled / operated by the staff.

OPAC (Online Public Access Catalogue):-

This deals with the catalogues and searches the Books present in the Library can be searched on basis of various criteria like Title, Author, Subject, Place of publishing, publisher, year of publishing, Classification Number, ISBN No, Editor, Translated Books and Document Type catalogue, with the exact details and the Status of the books present in Library. It also provides the combinational and words in Title search.

M-OPAC (Mobile Online Public Access Catalogue):-

M-OPAC is a smart phone based Book Search App the cloud-based platform to the BPSCC, Barshi Library in the world to share book data upload & upgrade book database on M-OPAC cloud. Borrower can search book details from one or many libraries database using smart phone app according to the title, author, publisher, keyword, subject, etc.

ICT Zone: -

Recently we have established IT Zone in the Library having computers connected with LAN. ITZone has following purpose

1.It gives free access to institutional repository

2.The students can access free e-books and e-Journals through these computers.

3.We are providing Printing and scanning facilities for students and staff.

File Description	Document
Upload any additional information	View Document

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
Upload any additional information	View 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: 2.36

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
2.58	3.49	2.42	2.08	1.21

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: 5.83

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

Response: 79

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:

Over the years, the college has tried to integrate IT in its day to day activities, be it administrative or teaching. The administrative office is equipped with computers, LAN, Xerox machines, Printers, Wi-Fi facilities, Software such as Tally Software for accounting and Firewall Software. The office is partially automated, the admission process and auditing is made online with the software.

From 2018-19 we have been using The College Management System Software for Online Fee Management and from 2019-20 admission have also started using the same software. Subject allocation with allotment of division, issue of bonafide certificate, transfer certificate, transcripts are done through the software.

The college has created class-wise Whatsapp groups where all the activities such as News and Events and announcements about assignment submission, internal exam dates, University exam dates, scholarships, various programmes etc. are announced and shared. Microsoft Team/ ZOOM/Google Meet/ Teach Mint are used during the time of COVID-19 pandemic.

The Library functions with LIBMAN software and has Computers, Printers, Photocopier, Barcode Scanner and internet facility. Membership with INFLIBNET N- List is given to students and teachers to access e-resources. The college website is updated from time to time. It contains all information about Academic Activities, various committees, Placement details, infrastructure facilities, Alumni association, Magazine, various activities related to the Institution.

The campus provides 100 MBPS Wi-Fi facilities for students. The college has about 100 Mbps speed network. The attendance of Teaching and Non-Teaching staff is taken by Mobile Attendance System and by Bio Metric System.

We have 10 classrooms well equipped with LCD Projectors with Wi-Fi connections and are connected with N-Computing system. 2 classrooms have smart board/ digital Interactive panels. The Auditorium and conference room have Audio systems and and Interactive Board with dual operating system with Wi-Fi connection. The 2 Computer Labs are installed in separate building (Karmaveer Institute for Information Technology) meant for BCA and other demonstrative activities with LCD projector and Audio system. The

college has provided with laptops 3 Laptops for faculty. We have adequate number of scanners; printers with Internet facility are available in the Principal office, IQAC, Library, Dept. of Commerce, Dept. of Computer Studies and the center of Yashwantarao Chavhan Maharashtra Open University, Nashik. NCC and NSS offices are equipped with computers and internet facilities. Study Material, Question Paper, Online Quiz etc. are made available to students via Google Classroom Application.

Almost every teacher tries to use the ICT facilities for making teaching learning process effective and participative. The students are trained for making presentation by using PPTs in the classroom. Other online tools and applications are introduced to them for their use. Online study material is provided to the students. The faculty members are exposed to the training programmes for creating and Co-creating MOOCs.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 23:1

File Description	Document
Student – computer ratio	[View Document](#)

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: 3.03

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
3.46	9.80	3.64	1.54	0.38

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:

Procedures and policies of all the colleges on college campus are framed by our mother institution Shri. Shivaji Shikshan Prasarak Mandal, Barshi. The college has a proper mechanism for maintenance of infrastructural facilities. The Principal, IQAC, administrative office and Campus Development committee of the college monitor the maintaining and utilizing of physical, academic and support facilities of the Institution.

Physical Facilities:

- The Annual stock verification of all physical equipment is done by the concerned Developments Committees.
- The management and the College Development Committee monitors the maintenance of all buildings of the college regularly like Painting, Repairing of Doors, Windows, Benches, Electrical fitting etc.
- Allocation of funds for annual maintenance of college infrastructure through Budget allocation is done.
- There is sufficient support staff which maintains the infrastructure and greenery around the college.
- A regular electrician appointed by the Management helps to monitor electricity problems.
- AMC for all equipment such as AC, Computers, Xerox Machine and Water purifier machine is signed.
- The water tanks are cleaned regularly.
- All Air Conditioners are serviced regularly.
- Fire Safety System is installed and maintained in the college.
- ELCB switches are installed for the enhanced a safety measure for safeguarding electrical instruments.
- There is a compost pit to make organic manure from garden waste which is used for the plants in the Campus.
- There are separate staircases for Girls and boys students
- A regular carpenter appointed by the Management helps to fix carpentry jobs.
- There are security guards 24 hours available in the college.

- The Night Watchman is also appointed by the college.
- Plumbing maintenance and repairs is done by professional plumbers as and when required. Sanitary vending machine and an incinerator are installed.
- Adequate protective measures like antivirus firewalls are installed.
- CCTV cameras are installed in the classroom and campus.
- They are maintained regularly and increased/repaired as and when required.
- The college also addresses the Wi-Fi problem and Internet broadband connectivity through MoU and AMCs.
- The college website is maintained by the college and it has AMC contract.
- Every classroom has a projector, display screen/smart board, speaker, amplifier, CCTV camera, fans, tube lights which are maintained by the agencies appointed by college/ management.
- The peons regularly cleans the classrooms
- The corridors, sanitary blocks and entire campus are regularly cleaned by the private appointed agency.

Library Facilities:

- Library is partially automated and it has LIBMAN software installed which ensures proper management of the library.
- The college has subscribed to the N-list through which staff can access books and periodicals.
- The books are stacked in cupboards and proper arrangements are made to reduce the physical and chemical deterioration of the collection.
- Old books and Internal as well as University Exam Question Papers are bound.
- Computers, printers, Xerox machines etc. are regularly maintained.
- The librarian with his support staff ensure the maintenance of reading facilities for students and staff such as cubicles, newspaper reading stand, Periodical Stand etc.

The college has established systems and procedures for maintaining and utilizing physical facilities as below;

- All the physical, academic and support facilities are augmented and maintained through various college committees such as College Development Committee (CDC), Purchase, and Standing Committee, Library Committee, Building Committee, Campus Development and Beautification etc.
- At the beginning of every academic year, proper availability of blackboards, lighting, and furniture in classrooms etc. is taken care of by these committees.
- Library Committee is functional which takes care of the library matters and functions.
- Gymkhana Committee has the responsibility for the creation and maintenance of sports facilities on the campus for the students and the faculty.
- Upgradation of software and hardware and maintenance of ICT facilities is done by the Department of Computer Science through S. S. Technologies, Barshi.
- The maintenance work related to facilities like toilet blocks, computer labs, equipment, furniture, replacement of fire extinguishers, electric work, plumbing, RO-water-facilities, water tank, etc. is maintained on daily basis through contract services.

Sr. No	Nature of Work	Name of Agency/ Person	Contact Details
1	Plumbing	Mr. Amol Kshirsagar	8330199103
2	Electric maintenance	Mr. Bhairavnath Uttam Kale	8917090909
3	Pest control in the library	Waghmare Pest Contol	8975689673
4	Computer maintenance and ICT facility	Sachin Sutar,	9881981015

	maintenance	S. S. Technologies, Barshi		
5	Furniture work	Mr. Sarjerao Bajirao Sutar	8459185190	
6	Building maintenance	Mr. Mule	9881267889	
7	Gardening	Mr. Laxman Malangner	8788733202	
8	Sanitary and Sweeping Maintenance	Mr. Mohon Mehatar	---	

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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: 47.91

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
682	762	728	285	371

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View 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: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[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: 26.57

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
265	305	362	421	169

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[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: D. 1 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: 2.62

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
0	09	05	08	14

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View 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: 83.95

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

Response: 340

File Description	Document
Upload supporting data for student/alumni	View 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: 0

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
0	0	0	0	0

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
0	0	0	0	0

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: 12

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
01	04	03	03	01

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:

The institute believes in giving equal opportunity to the students in supporting the college faculty and Principal in running the affairs of the college smoothly and transparently. The institution sets an active Students' Representative Council as per the norms and rules of government and affiliated university. At the beginning of every academic year a process of forming the council is done as per the circulars of the Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The Students' Representative Committee of the college select the representatives by keeping in mind certain criteria such as characteristics of leadership, sincerity, hard work, commitment, honesty etc. The whole process is carried out transparently under the guidance of the principal and the coordinator appointed by the principal. We follow the rules of University Act. The Students Representative Council is involved actively in various academic, co-curricular and extension activities of the college and thus it plays a vital role in coordination. It works as a bridge between the institution and students and ensures a smooth and timely dissemination and solution of some problems. It also facilitates various activities in the classrooms and college campus. The secretary and the president of the students' council are given proper representation while forming the College Development Committee (CDC).

During the academic years of 2018-19, 2019-20 and 2020-21 the Students' Council has not been formed as per the decisions taken by Punyashlok Ahilyadevi Holkar Solpaur University, Solapur due to the pandemic and some other reasons regarding the new guidelines as per the new University Act.

The College has a policy for the dynamic participation of the students in the various academic, cultural and administrative bodies/committees and other day-to-day activities. This prepares the students for leadership

roles, organizing events teamwork, execution skills. The student representatives in various college committees like Cultural Committee, NSS, NCC, Career Guidance Centre, etc., for academic, co-curricular and extension activities play a vital role in the coordination and cooperation in organizing these activities

College students take active leadership in organizing field trips, industry visits, study tours, seminars, workshops, Independence Day Celebration, Republic Day Parade and mock-drills. The major objectives are as under:

- The Student Representatives play an important role in maintaining the code of conduct of the college and reporting any disciplinary issues to the committee members.
- The representatives help the class teacher in conducting class activities, Unit Tests, assignments as well as attendance of students
- To develop skills of students by involving them in the planning and implementation of academic and co-curricular activities
- To cultivate the learning process through practical experience that encourages and makes students more confident. It also improves their communication and leadership skills
- During every academic year, the students' representative Council is encouraged and awarded in the Farewell functions and other motivational speeches for their active participation in conducting various activities of the college.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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: 0

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
0	0	0	0	0

File Description	Document
Report of the event	View 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:

The college has formed and registered Alumni Association. The association is formally registered at present. The constitution of the association is prepared and office bearers have been inducted as per the constitution. The regular meetings of the association are conducted and fruitful suggestions are given to the institution for overall development. The association holds saving account with Bank of Maharashtra, SSPM, Barshi Branch. The membership fees and other donations by members are deposited in the account. The alumni association has extended monitory help to the college in organizing NSS Camps in the adopted villages. It has also provided help by providing refreshemets and meal during the Samaj Din Rally, which we organise on the Birth Anniversary of Dr. Karmaveer Mamasaheb Jagdale

The college alumni is given representation in the administrative committees of the college for valuable suggestions. Two alumni members are appointed as the members of College Development Committee and Internal Quality Assurance Cell. The college organizes internship programmes and skill development workshops for the students every year. The alumni association helps college to provide potential industries where students may complete their internship programme under Vocational Training Programme conducted by the college. The alumni also conduct guest lectures for students on entrepreneurship development and preparing students for competitive examinations. Alumni provide support to provide placements two outgoing students. The alumni members who are working in banks and corporate offices guide students for preparing themselves for competitive and bank examinations. Alumni also helps in preparing students to participate in different cultural events and competitions organized at the university and other establishments.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document	

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:

MOTTO

"Let's help one another and march on the righteous path"

VISION

The vision statement of our college is: "We at B. P. Sulakhe Commerce College, Barshi are committed to effectively impart commerce and computer education to develop skills, to provide opportunity for integrity, innovation and excellence.

Our Mission

The mission statement of the college is to make conscious and continuous efforts to create a link between commerce education and the business world

1) To enhance the capabilities and potential of students for facing the challenges in changing global / social scenario.

2) To enhance students mental capabilities.

3) To inculcate ethical values among students.

4) To build up a national character.

5) To create awareness about environment and human rights.

6) To develop-leadership qualities in our students.

7) To foster research and scientific attitude in faculty and students.

8) To create social awareness.

9) To create awareness about conserving natural resources.

10) To Develop students' overall personality in order to face new challenges.

11) To provide the dignity of labour and make arrangements in that direction.

12) To run various co-curricular and extra-curricular activities in association with various social and cultural organizations for all round personality development of the students.

13) To provide a platform to the students by giving them an opportunity to face the challenges in the competitive world, with utmost utilization of their potential in academic programmes, sports and other events.

14) To inculcate values like social equality, justice, fraternity and self-help among the students.

15) To provide education to build classless and casteless society.

Core values of the Institution:

- **Extending Education to all stratas**
- **Promoting human values**
- **Use of ICT tools in teaching-learning and research**
- **Develop global competencies**
- **Develop environmental consciousness**
- **Promote skill development programs**

- The vision statement is the underlying philosophy of the institution, while conducting the academic programmes, co-curricular and extracurricular activities.
- The institution upholds the core values of equality and co-operative sprit.
- The institution has instilled work culture in students and faculty, which is acknowledged not only by the university but also by the society at large.
- Over the six decades, the college has developed a student-centric culture for their holistic development.
- We offer add-on/career oriented courses for enahncing global competence and ethical values.
- The college has established linkages with industries enhancing students' entrepreneurship skills.
- The institution motivates the faculty and the students to participate actively in workshops, seminars and conferences

Nature of governance:

The college has a system of participatory governance through decentralization for effective functioning through various statutory and non-statutory bodies. It is achieved through college development committee, grievance redressal committee, anti-ragging committee, prevention of sexual harassment committee, purchase committee, internal complaint committee, SC/ST/OBC/Minority cell (Special cell) and other committees.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The college had organized one day Interdisciplinary National Seminar on Communication and Technology for Trade, Commerce, Management Leadership and Governance on 17th February, 2020. The decision of organization of the conference was taken in the IQAC meeting of preparing a proposal of Seminar and submitting it to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. It was decided that IQAC will organize this conference in collaboration with PAHSU, Solapur and Solapur University English Teachers' Organisation (SETO). Then the concerned proposal was placed in the CDC meeting for sanction. After the detailed discussion on proposal the CDC unanimously sanctioned the proposal. The budget, registration fees and all other matters regarding the conference were discussed and finalized in the CDC meeting. Then the principal held the staff meeting in which the title of the conference was decided and various committees were formed by the principal for proper execution of the conference. The Committees formed were:

1. Registration Committee   2. Certificate Distribution

3. Stage Committee   4. Guest Accommodation

5. Lunch and Breakfast   6. Presentation Committee

7. Seating Arrangement   8. Monitoring Committee

   The conference was entitled as "one day Interdisciplinary National Seminar on Communication and Technology for Trade, Commerce, Management Leadership and Governance". All the committees worked under the guidance of the Principal and Convener to execute the conference. All the faculty as well as non-teaching staff was involved in the process. Institution gave an opportunity to some students to work as volunteers. Sixty-one participants presented their research papers on various topics. The papers presented are published in a book with ISBN. The conference was a grand success due to the participative management.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

B. P. Sulakhe Commerce College has a well-planned perspective for development of the college. The development plan is formulated for a period of five years and necessary upgradation and directional changes are made according to changing circumstances. The major and permanent aspects are taken into account with stakeholder participation and suggestions that holds the promise of excellence in the Institution. The ultimate aim is to nurture young girls and boys into truthful, ecologically sensible, socially committed and technologically advanced citizens. The College has a well formulated strategy to maintain and uphold its cherished values and also the plan tries to inculcate the core values stated by NAAC. The annual action plan of the College is so formulated as to the effective development and deployment of the strategies. The action plan is also consistently modified and upgraded with respect to the current social and cultural scenario and according to the needs of the stakeholders. The qualitative development of the faculty and the students is given uncompromised significance. Curricular and extracurricular activities are held on a large scale to maintain and improve student quality. A well-stocked College library is always open for the faculty and students for their research activities.

The institution strategizes a number of long and short term perspectives to strengthen the overall improvement of the institution keeping it on par with global standards. The Institution has been in the field of Education for more than eight decades with a strong patronage from the society especially for Women and the poor class of the society.

The College faced the question of introducing new generation courses five years ago to give a cutting edge to the education imparted to women of the locality to fast pace the women on to global standards. The deficit in built up area in existence in the campus was inadequate and the facilities were inadequate. The strategic plan includes this of providing the physical facilities to the students and it also included the improvement in IT facilities and the inadequacy of Seminar Hall and smart classrooms. While providing the IT facilities college paid attention in developing classrooms having the full ICT facilities.

College has developed its plan by considering each criterion. Under each criterion college has set its planning and even it has been monitored whether we have reached up to the target or not.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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:

The college is run by Shri Shivaji Shikshan Prasarak Mandal Barshi. The mother institute has formed a school committee to supervise the college. There is Local Management Committee/College Development Committee of which Principal is secretary along with elected representatives of the teaching and non-teaching staff, nominees of the management and external members. The C.D.C. and IQAC finalizes academic, administrative and infrastructural development plans of the college. In the administrative set up the Principal is at the helm. The Principal prepares the annual budget in consultation with the faculty and the management. The IQAC coordinator looks after the task of IQAC under the guidance of the Principal.

We believe in the decentralization of power. The HODs look after departmental affairs. There are various committees to make teaching-learning process effective, to run the college smoothly, to carry out curricular, co-curricular and extension activities. Apart from the teaching staff, there is administrative staff to look after the administrative affairs. The office superintendent (O.S.) work under the supervision of the Principal. The official work such as admission, examination, accounts and finance are decentralized among the senior clerks. The junior clerk, technical and auxiliary staff works as per the guidance of the O.S.

The Service Rules and recruitment procedures are followed as per the guidelines of Punyashlok Ahilyadevi Holkar Solapur University, Solapur, State Government and UGC New Delhi. For the promotional policies of non- teaching staff, Maharashtra civil service rules and regulations are followed, whereas for the teaching staff the UGC rules are followed.

If a faculty has any complaint, he or she can apply to the Grievance Redressal Committee

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

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: A. All of the above

File Description	Document
Screen shots of user interfaces	View 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:

The institution has always thought about the welfare of its teaching and non-teaching staff. It has adopted various welfare measures for them which has positively influenced on their performance.

1. **Financial Assistance** (Emergency loan and long term loan)**:**

The employees of Shri Shivaji Shikshan Prasark Mandal Barshi have their own cooperative credit society which provides emergency and long term loans to employees. The welfare of our staff is taken into consideration in various ways by the employee's cooperative credit society. It assists financially to the employees who are permanent members of the society to meet their financial requirements. The society accepts shares, deposits and monthly installments and provides a loan up to Rs. 1600000 for the teaching and Rs. 800000 for the non-teaching staff, for the construction of a house, to purchase vehicles, plots, for wedding and medical treatment. The society also provides an emergency loan up to Rs. 25000 the society also gives Rs. 25000 to the family of diseased employee. The annual dividend is also given once in a year at the rate of 10 % of shares.

2. **Special provisions of leave for Women:**

There is a special provision of leave for female employees for rearing children. There is also provision of maternity and paternity leave for employees. Priority is given to women teachers to attend orientation and refresher courses. There is also a provision for non-teaching staff in terms of accumulation of casual leaves.

3. Medical claim:

The institute provides the facility of medical claim to its teaching and non-teaching staff. Teaching and Non-teaching staff has been benefited by this facility during last five years from the government.

4. **Health Care Center:**

The institution has a multi-facility health care center named Dr. Karmveer Mamasaheb Jagdale Hospital, which is equipped with 350 beds and a Trauma unit. The employees and students of the institution are provided medical treatment at concessional rate.

5**. Free uniforms:**

The institution provides free uniforms to non-teaching staff (class IV) every year.

6. **Group Insurance:**

There is also the provision of yearly group insurance by parent university against accidental death for teaching and nonteaching staff and students.

7. **Gymkhana and Yoga center:**

The institution has gymkhana with various equipment. Yoga center is made available free of charge to the teaching and the non-teaching staff.

8. **The GPF, DCPS, Gratuity facilities:** The GPF, DCPS, Gratuity facilities are also provided to the employees as per Government rules.

9. Teaching and nonteaching staff are also provided financial support to participate in seminars, conferences etc.

10. Lectures on various topics are organized for welfare of teaching and nonteaching staff through staff academy and staff welfare committee.

11. Teaching and nonteaching staff is also felicitated on 4th February every year for their noteworthy contributions and achievements.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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: 108.33

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	05	03	11	02

File Description	Document
Upload any additional information	[View 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: 9.6

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
08	15	10	05	10

File Description	Document
Upload any additional information	[View 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: 40

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
04	03	01	00	0

File Description	Document
Upload any additional information	[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:

The institution has a system for assessment of yearly performance of the teaching and non-teaching staff members. The annual assessment of the performance of the teaching staff is done as per the norms of the UGC. The University has generated proforma known as the performance based appraisal system. Apart

from PBAS, the feedback of teachers' performance is also used to appraise overall performance from the student. The performance of the non-teaching staff is made by collecting information from non-teaching employees in a format provided by the Government of Maharashtra.

Mechanism:

The institution follows the performance based appraisal system (PBAS) developed by UGC and the University for the promotion of teachers. The college has a separate API-CAS committee to verify the PBAS forms. After verification by the committee, the Principal recommends the proposals of eligible teachers to the University for Promotion. Before the end of an academic year, the forms are given to both the teaching and non-teaching staff to fill in individual information. A stipulated time is given for the submission of the same to the office. The filled forms are submitted to H.O.Ds concerned with all enclosures for assessment and evaluation. The HODs verify the information and then submit them collectively to the principal with proper remarks. The Principal then verifies the information given and gives his remarks. The evaluation of the teachers' performance is made by HODs concerned and the Co-ordinator of IQAC. A separate committee is formed to analyze feedback of teaching faculty. The committee distributes feedback forms among students of various classes and in the absence of teachers, feedback is taken from students. The committee members give instructions to the students about how to fill the forms. Then enough time is given to students to fill-in the given forms. The filled in forms are collected and analyzed and put before the IQAC. If there are some suggestions for teachers then he/she is called by committee and instructions are given orally to the teachers concerned for improving their performance. The non-teaching staff submits their filled in forms to the Office Superintendent, who puts remarks on the forms. These forms are sent to the Principal for further verification and action.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

B. P. Sulakhe Commerce College, Barshi is run by Shri. Shivaji Shikshan Prasarak Mandal, Barshi. It conducts internal and external financial audits on regular basis. The procedure followed for internal and external financial audits of the institution is as per the audit policy & procedure of the institute.

Internal Audit:

The college appoints a charter accountant as an auditing agency for conducting financial audits of the year on annual basis. For the purpose of appointment of an internal auditing agency, the institute seeks permission from the mother institute every year. For this purpose, M/S Thorat and Company, Pune has been appointed as an internal auditor of the institute. The financial audit ensures transparency in its

financial issues. Internal audit is carried out as per the receipts and payments as per records. Fee collection, sanction letters, the official collection of funds, banks statements, donations, payment vouchers, purchase bills, cheques issued to parties are assessed by the auditor. Apart from these accounts, the college also conducts audits of NSS grants as per the instructions issued by Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The grants received by different funding agencies for research project purposes are also audited. Any remark, suggestion, or clarification raised by the auditor is answered satisfactorily by the institute with documentary proofs. The annual audit statement is submitted to the government authorities on a regular basis.

External Audit:

The external audit of the institute is conducted after the completion of the financial year. The Joint Director, Higher Education, Government of Maharashtra, Senior Auditor, Higher Education, Government of Maharashtra, and Accountant General, Government of Maharashtra, Mumbai conduct audits of the institute. The institute fulfills queries and compliances as per the requirement of the auditors. The auditing procedures include checking accession registers, deadstock registers, purchase registers, income & expenditure statements, receipt, and payments.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

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:

The institution gets grants from UGC, State Government, and Central Government which are used for the purpose they are given. Whenever the need arises we try to get funds/ donation from alumni, Industrialist, Co-operative Bank, other philanthropic institutions and individuals. The institute also tries to use the infrastructure as per the UGC guidelines for optimal use of resources. Our mother institute owns Shivshakti grounds for sports facility. The college receives funds from the following sources:

- The state government provides grants for salary, gratuity, leave encashment, building maintenance which constitutes major part of the college fund.
- Admission fees, Identity card fees, Student Teachers' welfare activity fees, library fees, amenities fees, campus development fees, Internal Examination fees are collected from the students.
- Grants from UGC and RUSA are also the resources of the institution.
- Fees from self-finance programmes like M. Com, BCA, and PGDCA and are also resources of fund.
- The institution receives donations from Alumni and retired Staff Members.
- Interest earned on fixed deposits is also a source of funds.
- We apply for various research grants and the grants for organising Seminars and conferences to Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- We even make appeal for assistance ot Alumni.

Utilisation Policy:

- Grants received from UGC under various schemes such as Development Grant, Additional Grant and Merged scheme are utilized for the purpose it is granted.
- The State Government provides grants for the salary of teaching and non-teaching staff working in aided programs.
- The tuition fees received from aided programs are deposited to the government in the salary grant account.
- Fees from courses under self-finance program are used for various needs and a major part is utilized for the salary of teaching and non-teaching staff.
- The purchase Committee invites minimum 3 quotations from the vendors in case of purchase of equipment.
- Payment is done through centralized account system and each and every transaction is supported by vouchers.
- Internal audit is done through the internal auditors appointed by the Management.
- The senior auditor of the State government also conducts audit.
- The NSS, NCC, YCMOU Center also have their external and internal audits.
- All accounts are maintained using Tally software.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Various strategies of IQAC for institutionalising quality assurance are briefly described below.

Planning:

IQAC takes all efforts to institutionalise planning at various functions of the institution. Budgets in financial matters, teaching plans in academic aspects and comprehensive plans in all other functional areas are devised. An academic retreat is organised in the presence of manager to finalise the annual plan of the institution.

Quality Education:

Various stakeholders are constantly made aware of the importance of quality. The staffs are periodically oriented with the changes in the assessment and accreditation procedure through seminars, discussion and frequent interactions. The students are oriented on quality during the induction programme conducted at the very beginning of their academic life in the College. The policies, facilities and procedures adopted to ensure quality are explained in detail. The importance of quality is reiterated in subsequent stages too. The parents are also given clarity about quality assurance processes of the institution during the interaction with them.

Quality assurance initiatives:

The IQAC takes initiative in quality assurance through the following strategies.

1. Quality Circle:

A Prominent strategy adopted by the IQAC to assure quality in which new ideas and plans to improve quality are suggested by staff members is known as Quality Circle in the College. Required changes in policies or procedures are thoroughly discussed and planned in detail in the quality circle meetings.

2. Participative Management:

Various stakeholders are involved in planning and implementation of different activities of the institution. The participative management is reflected in the functioning of diverse committees of the institution. These committees are also entrusted to a team of members for effective functioning. The participative management is aimed at the enhancement of quality of various activities of the institution. The college has conducted Two National and One International level seminars and conferences successfully. The success of these seminars is the outcome of the participative management and inclusive policy of the college.

3. Documentation:

IQAC has taken initiatives to improve the documentation in the college by nominating a document coordinator at the institution level and document officers at department level along with necessary physical

facilities for effective documentation.

Quality Assessment:

The quality of various functionaries of the institution is assessed periodically to understand the existing level of quality and aimed at improving it. Various processes adopted for assessing the quality are:

1. Audits:

Internal and external audits are conducted for various financial transactions regularly. Further, academic and administrative audit is carried out by external experts to understand the performance of various departments.

2. Feedbacks:

Structured feedback is collected from students, teachers, parents and alumni on curricular aspects and the same is used for modifying the curriculum of various programmes. Online Student Satisfaction Survey (SSS) is also conducted among the students to assess the levels of their satisfaction with respect to institutional performance.

3. Result analysis:

The academic performance of students which is a reflection of teaching and learning is regularly analysed by the IQAC at the departmental level and remedial measures are taken.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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:

IQAC has fostered innovation and creativity in the college by improving the work culture of teaching and non-teaching staff. It also motivated the faculty members to organize and attend conference/Seminars/ workshops and to participate in FDP and increase research and extension activities. IQAC has motivated all the departments to start short term certificate courses for students and use ICT in teaching learning. Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are as following.

Example 1:

Review of Teaching Plan and its execution:

In the beginning of the academic year, IQAC prepares Academic Calendar. All the departments hold meetings for planning of departmental work, workload, timetable, syllabus distribution and teaching plan and prepare their departmental calendar. The entire faculty prepares their course and semester wise teaching plan taking into consideration the teaching days and departmental activities in the academic year. Teaching plans are prepared meticulously with an objective to work it out properly, verified by Head of the Departments and submitted to IQAC. Teachers also plan the revision of syllabi and arrange extra lectures, if necessary. Daily teaching record is maintained in Teacher's Diary which is reviewed and verified by the Head of the Departments and Principal/Vice Principal at the end of each semester. The diary also contains list of reference books, teaching methods and result analysis. Syllabus completion reports are submitted to IQAC at the end of each semester.

Example 2:

Evaluation of teachers' performance by students The IQAC evaluates performance of the teachers at the end of every academic year by taking feedback from students on teaching –learning process. For this purpose IQAC has designed a structured feedback form on teacher's performance. Students as stakeholders review the teaching learning process by giving feedback on their teachers. Every teacher is evaluated in this process for his/her performance in the classroom as well as in other academic and extra-curricular activities. Some of the parameters of evaluation are teacher's subject knowledge, communication skills, teaching methods, use of ICT, and learning resources. The feedback is analyzed and submitted to the principal who then shares it with the respective teacher confidentially for quality enhancement. It is also used for bringing necessary reforms in teaching learning process in the institution.

Learning outcomes:

Learning outcomes are measured through students' performance in internal and external examinations as well as in certificate courses and co-curricular and extension activities conducted by the institution. Increasing graph of students' regular attendance in the classroom and their progress in curricular, co-curricular and research activities is the result of initiatives taken by IQAC to review the effectiveness of teaching learning process.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View 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:

The Institution is a higher education portal that upholds Gender Empowerment as its premier goal and has set its one of the best practices. The establishment of institution itself had its aim to provide quality education and Hostel and boarding facilities to the marginalized sections of the society. The founder of our institution Karmaveer Jagdale Mama established boardings, Hostels, schools and colleges for enriching the life of women, downtrodden communities and poor peasant families by providing them the quality education in the locality.

Promotion of Gender Equity:

- The journey of activities with the very aim of the establishment of institution and its values embedded and endorsed by our stakeholders has been extremely successful.
- Gender Parity the underlying principle of being equal in all spheres and space timeline for all especially for women is exemplified in this Institutional practice.
- The Institution embarked on educating women for a just and equitable society as it is women who play the crucial role of upbringing the young of the society.
- The social commitment through this initiative we have tried to create.
- The Girl volunteers in the adopted villages visited the poor village women for creating awareness among them about their health and hygiene.
- College regularly organizes the Health Check-up camps under collaborative activities and it also organizes every year Blood Check-up Camps for Girl Students for their CBC and Hemoglobin.
- After the check-up camp the expert lecture is organized on the dietary plan
- The Institution is committed to the young women of the society to fructify inclusivity in education for women.
- The Institution mandates through its aims and objectives of Best Practice to foster gender equity and gender sensitization awareness in curricular activities through Certificate Courses, Add On programmes that highlight care and concern extended to their safety and security.
- The Institution inculcates values also addresses their emotional health and personality development through counseling available in the campus on all working days.
- The Faculty and women of the locality availed the services of a daycare center in our institutes' "Shishu Vihar", the school for kids there we have facilities for the kids. We also try to provide a professional health care center for Faculty and girl students every working day in Jagdale Mama Hospital run by our mother institution.
- The co -curricular facilities for sports through indoor and outdoor courts for Badminton, Tennis (including a Synthetic Court for Tennis), Tracks for athletes.
- Yoga sessions take care of the health of the students.
- Self Defense methods imparted through training sessions and also in collaboration with the Police Department we try to provide them security.
- We aim at creating an eco-system which will enable girl students to acquire skills that translate into their empowerment that will consciously embrace for their wellbeing.

- Gender Equity and Sensitization principles, Cyber Security awareness imparted by expert resources from various spectrum of the society through lectures, workshops and seminars.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Solid Waste Management :

For the collection of regular solid waste (Dry and Wet) garbage bins are kept at different places on the cirmpus and in library. The collected solid waste is picked up by Municipal Corporation, Barshi time to

time for proper disposal and recycling. News papers and other paper waste are sold as scrap to the vendors. The N'S'S unit of the college organize cleanliness programs in college premises. The NSS volunteers regularly participate in campus cleaning initiatives.

Liquid waste Management:

The major sources of waste water generation in College are wash basins and toilets. The college has designed the outflow of the liquid waste in such a way that it prevents contamination of waste water on the campus. A properly constructed leakage proof sewer system is used for drainage. For Liquid waste *. t uu. prepared a sock pit outside the campus and the drainage water get collected in sock pit.

Biomedical waste management and Hazardous chemicals and radioactive waste management:

our College being a commerce college there in is no Biomedical and Hazardous chemicals and radioactive waste. Only we have First Aid Box which we manage with the help of Jagdale Mama Hospital, Barshi.

E-waste Management :

The old equipments are given to the other branches of the Trust for reuse' cartridges are refilled to reduce wastage. The damaged or out-dated computers, cDs and other equipments are sorted out and are sold as scrap to local vendor we also have agreement with him for the accessories like keyboards, mouse etc. However there is no major e-wastage at the college till date

Hazardous chemicals and radioactive waste management:

Ours is a commerce faculty college and we have no labs related to chemicals.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for 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: D. 1 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)
Link for any other relevant information	[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: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Link for any other relevant information	[View 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**

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Link for 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:

The institution is the oldest commerce college in the region. The college is liberal and it tries to inculcate the social values, moral values along with teaching-learning. The college maintaind equality and harmony among students without discrimination of caste, creed, race, culture, region or language. Most of the students taking admission in the college are not only local but also from the surrounding areas and almost all come from rural peasant families. As per the norms of state government and Punyashlok Ahilyadevi Holkar Solapur University, Solapur. the admission process is carried out. Enough care is taken for specific earmarked seats of each category filled up for giving the marginalized equal opportunities.

The activities organised in the institution play a very important role to maintain the peace and national integration. Apart from administrative committees, we have various committees for the holistic development of the students. While working it the committees the coordinator and the members work harmoniously and plan the activities providing inclusive outlook. They try to organise the activities related to create the awareness for holistic and sustainable development. The college is well aware of the Sustainable Development Goals (SDGs). The college organise various activities related to environmental and ecological aspects. Various Green initiatives and practices have introduced in the college under which we organise tree plantation and awareness programmes. Ours is a multi-lingual, multi-cultural and diverse society, through our activities we try to teach them respecting everybody and everybody's faiths. Unity in diversity is the need of the time so harmony in cultural, religious and linguistic aspects is the need for building a strong nation. So we in our college celebrate and organise the programmes which foster the social equity and equality. We try to inculcate the values among our students in order to make them good citizens of country and making them a global personality and teach them to respect the others regardless of

caste, gender, colour and region.

Students actively participate in the community activity like NSS/ NCC. The volunteers of the NSS work together for social causes. The NSS adopts the village and organizes one week camp where volunteers stay there and organize different programmes for the villagers.

The cultural committee tries to organise the cultural activities for introducing the cultural diversities and for enhancing the tolerance for the diversities.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

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:

Our college undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. College has introduced a compulsory paper on the Constitution of India at Bachelor degree level to create awareness and sensitizing the students and employees to constitution obligation. The Constitutional values are reflected in the entire constitution of India which are the essence of freedom and liberty. Its Preamble embodies The Fundamental Values and the philosophy on which the constitution is based. These are : Sovereignty, Socialism, Secularism, Democracy, Republican characters, Justice, Liberty, Equality, Fraternity, Human Dignity and the unity and integrity of the nation. These values are essentially to beincucated among the students for building a strong nation.

The students must be taught that being a citizen of India we have some of the moral responsibilities and Duties that are mentioned in the Constitution. These are we must respect the National Flag and Nation Anthem, Obey the laws of our Country, Protect the power, Unity and Integrity of the Country, Safeguard public property, Pay our taxes with honesty, promptly, etc. if these values are inculcated among the students in this age they will grow into a responsible citizens on the nation.

It is generally witnessed that we are very well aware of our rights bestowed upon us by constitution but when it comes to the duties and responsibilities, we are quiet unaware of them. So it should be very well inscribed on the young minds what they owe to the nation and fellow citizens. By organizing various programs we try to create a responsible citizen believing in moral values and accepting existence of others

with due respect. Following are few programmes which were organized to inculcate above values in students.

We observe the birth and death anniversaries of great leaders and social reformers. We also celebrate the days which promote national integrity, moral values, social values and social ethics.

Following are some examples:

- Independence Day/Republic Day- Celebration of Independence and Republic Day reminds the sacrifices made by freedom fighters and inspires the student to work for national integration and prosperity of the nation.
- Voter Awareness Program – In the democratic country like India understanding the power of vote is the greatest thing. A sane voter who understands one's duty is capable of changing the nation. We try to do it through voter awareness program.We, through a special drive got our students registried as Voters. For our excellent work we have received certificate of Appreiciation for our efforts to create voter awareness.
- Sadbhavana Diwas- - The theme of "Sadbhavana Diwas" is to promote National Integration and communal harmony among the people of all religions, languages.
- Clean India Campaign
- De-addiction activites
- Gender equality
- Constitution Day
- Annihilation of Caste related activities
- Cultural activities
- National Integration Day

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

India is a hierarchical and divers society and offers astounding variety in virtually every aspect of life. It is mulit-lingual, mulit-cultural social framework Lots of diversities are observed whether ethnic, linguistic, regional, economic, religious, class and caste groups, etc. There are several events, festivals which are celebrated throughout India. Celebrating days of National importance in the college awakens the understanding of the students regarding our glorious diversities and unity in the nation. That also creates sense of Unity among the students. It also creates respect for moral, cultural, human values like love, compassion, patriotism, sacrifices made by the martyrs. It inculcates a sense of responsibility towards the society, nation, environment and humanity in general. These diversities have to celebrated and cherished and these days of national and international importance teach us the tolerance towards all the diversities of religion, region, gender etc.

International days are occasions to educate the general public on issues of concern, to mobilize political will and resources to address global problems and to celebrate and reinforce achievements of humanity. India for centuries together has professed ideology of 'Vasudhaiv Kutumbkam' that is the whole world is one family and therefore we celebrate various International days so has to show our love towards humanity. These days are celebrated with a unique zeal and zest all over the world in accordance with the culture and norms of a particular geographical area. But the basic and fundamental aim of celebration of these days is to unite people and establish peace across the world. The themes of International days are always linked to the main fields of action of the UN namely the maintenance of International peace and security, the promotion of sustainable development, the protection of human rights, and the guarantee of International Law and humanitarian action. Some of International days are proclaimed not by the general assembly but by specialized agencies of UN to draw the attention of the public to such topics. In addition to raising awareness, the UN takes advantage of these days to advise states on action to tackle serious problems around which many of these dates revolve.

We in our college observe the following national and international days like:

1	Teachers Day
2	Satbhavana Day
3	NSS Day
4	National Youth Day
5	Independence Day

6	Maharashtra Day
7	Republic Day
8	International Yoga Day
9	World Non Violence Day
10	International Women's Day
11	Constitution Day

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practice- I

Title: Women Empowerment (WE): Unlocking HER Potential

Objectives of the Practice:

While setting this Best Practice (Women Empowerment (WE): Unlocking HER Potential) as per the guidelines of the NAAC we have considered global concerns, national issues, and local contexts, nature of our students, their competencies, and infrastructural facilities available in our college and the human resources and technological tools available in the college. While dealing with this practice we have following long term broad objectives:

Provide them access to various curricular and co-curricular activities.

Conscientization:

Conscientization is the process of becoming aware that gender roles and unequal relations are not part of a natural order, nor determined by biology. Gender roles are typically conveyed through everyday messages in government policies, law, the mass media, school textbooks, and religious and traditional practices. They often reflect systematic discrimination against a social group that limits choices or roles (for example, men should not look after children; women should not participate in elections). Empowerment entails the recognition by men and women that the subordination of women is imposed by a system of discrimination which is socially constructed, and can be altered.

Mobilization:

Here we have taken Mobilization as the process of women meeting together to discuss common problems, very often leading to the formation of women's organizations and networks and public lobbying for the recognition of women's rights. Through mobilization, women identify gender inequalities, recognize the elements of discrimination and oppression, and devise collective strategies to challenge problems.

Control:

Control refers to a balance of power between women and men, so that neither is in a position of dominance. It means that women have power alongside men to influence their destiny and that of their society.

Gender equality mainstreaming:

Gender equality mainstreaming is both a strategy and a process for transforming gender relations

In the general sense we set the following aims and objectives while setting the Best Practice: 1.

1. Improving participation of girl students in various curricular, co-curricular and extra-curricular activities.

2. Enabling them for better decision making.

3. Enabling them to understand the socio-economic status of women in Indian Society.

4. Making them competent to enhance their socio-economic status.

5. Organizing programmes for improving their Health and Hygiene.

6. To lead her to improve her financial capabilities.

7. Opening avenues for women's participation in the workplace.

8. Creating awareness about women literacy through extension activities.

The Context:

B. P. Sulakhe Comerce College, Barshi is located in rural part of Solapur Distirct of Maharashtra. It is drought prone area where the because of the scarcity of water people struggle for their livelihood. They do not have enough resources for their living. It is the truth of India's almost remote and rural part. This results in poverty and lack of education. We even see various problems in rural part. Because of lack of education the people are very much sensitive to their customs, beliefs and traditions. Therefore we see various biases in our locality related to gender, class, caste and religion. Gender biases are very much ubiquitous in our part where the education of girls is not their priority; there are many unscientific thoughts among the women regarding their health and hygiene. The drop-out rate of girl students after the completion of secondary education is found to be very high and is really a matter of concern if we want to convert the intellectual power of women in to a human resource. It's our unshakeable belief that India will never achieve its true growth story until the rural sector of the country and almost fifty percent of the population (i.e. Women Population) is empowered to make choices and transform their own lives. With

this thought, we initiated women empowerment programmes which will help creating awareness about gender equality, in understanding the importance of women education, the awareness about the health and hygiene of women at college level and through outreach extension activities. That metamorphosed into the BEST PRACTICE of our college.

The Practice:

The institution has almost 50% girl students. Majority of them hail from rural background. Inequality and women harassment is a social stigma and that is why we have taken keen interest to protect the rights of girl student by organizing distinctive value added programmes. We have tried to organise the programmes for creating sensitivity regarding the rights of women and treating them with respect. We have put our efforts for strengthening the women for creating a just society and bringing the marginalized sections into the mainstream as it is the need of time. We have also continued to do this through our set practice for creating awareness about gender equity, women education, health and hygiene by various extension activities and by organizing the activities in adopted villages. "If you educate a boy you educate an individual, if you educate a girl, you educate a whole family". In this context the cell has designed several women empowerment programmes to educate the girl student.

- To increase awareness among girl students and lady staff about their rights.
- Listening to the grievances of girl students and guiding them through counseling.
- Creating opportunities for girl students to participate actively in curricular and co-curricular activities.
- Offering health and safety guidance.
- Providing financial assistance to poor girls from Jijau, Savitri, Ramai Mahila Bal Vikas Samiti, the committee established at institutional level which is named after Jijabai, Savitribai Phule and Ramabai Ambedkar for the empowerment of women
- To increase awareness among girl students about self employment

Evidence of Success:

The claim that gender-sensitive empowerment closes the gender equality gap demands some measure of proof. This is no easy task given that no one factor leads to empowerment, nor is the process of empowerment necessarily linear. It is further complicated by the fact that very often; empowerment strategies do not produce immediate results, but require multiple interventions over the long-term. As the status of women we see in our society suggest, a woman encounters social, economic and political barriers, as well as the hurdle of self-perception. Hence we considered the empowerment initiatives that must engage the multiple dimensions shaping the lives of women and girls, including racial and ethnic barriers, and discrimination on the basis of ability, age or sexual orientation. So we designed a number of Good Practices and activities that implicitly refer to the challenges women and men face due to historical racism or ethnic divisions that lead to political, social or economic exclusion. Our activities under the Best Practice identify four dimensions of women's empowerment which focus on the ability of women to access resources, exercise self-awareness with respect to their rights, mobilize around their rights and control their environment with a facility equal to that of men. This framework is enhanced when a fifth dimension is considered: the gender-equality of results within institution

We have organized activities in order to letting girl students taking initiatives in creating self-awareness among themselves and in the locality where they are living. The nature of activities conducted is:

- Growing through partnership.
- P. A. C. E. (Personal Advancement and Career Enhancement)
- Breaking the silence on the menstrual Hygiene.
- Breaking the silence on Harassment.
- Engaging Men in Women's Activities.
- Rallying for awareness.
- To mould our students to build a society of equality, justice and peace through opportunity and socio-economic development by organizing various lecture series, workshops and special camps.

Problems Encountered & Resources Required:

- Empowerment is a long-term process involving multiple dimensions: access, conscientization, mobilization, control and gender equality mainstreaming. These dimensions are not necessarily sequential, but should be viewed as inter-related: each dimension shapes the other and leads to new levels of empowerment.
- The empowerment and gender roles and relations within a population are the matters of concern and must be understood to address inequalities.
- Empowerment is both necessary and possible at all stages and needs to be incorporated into all areas of work so it requires long-term strategies for empowerment.
- The participation of women and men, girls and boys in planning, implementation, monitoring and evaluation is essential but they are under-valued.
- Empowerment involves not only a process of change within a population of concern, but also within implementing institutes or partners. We lack in Inter-agency coordination around women's empowerment which actually enhances this process.

Best Practice- II

Title: Professional Orientation through Students' Personality Development Programme (SPDP)

Objectives of the Practice:

Student orientation is the opportunity to engage with students from first year to the final year of their education introducing them to the college, connecting them to the community and making them enable to understand the entire community and the world. In short it aims at expanding students' understanding from individual level to local or community level and then to the global level. A successful orientation gives student's confidence that they have all the information and resources they need to be successful. Hence while setting this Best Practice we have following broad goals:

1. Creating welcoming and energetic atmosphere.
2. Conduct ice-breaker activities.
3. Promote engagement in college traditions and build community.
4. Provide relevant campus resources.
5. Encourage involvement in social events.
6. Provide ongoing support.
7. Establish membership opportunities.
8. Deliver information through a platforms like 'Students' Personality Development Programme', 'Competitive and Banking Exam Guidance Cell', 'Career Guidance and Counseling Centre' etc.

In the general sense we set the following aims and objectives while setting the Best Practice:

1. Improving participation of students in various curricular, co-curricular and extra-curricular activities.

2. Improving project management skills.

3. Individual and Holistic growth of students.

4. Enabling the students understand the importance of team work and developing Team Building work skill.

5. Improving the productivity of the students.

6. Developing the communication skills.

7. Developing the skills like Relationship building, leadership and creativity.

8. Enabling them for better decision making.

9. To lead them to improve their financial capabilities.

10. Developing their overall personality.

11. To inculcate the professional ethos.

12. To help them build networking skills.

13. To motivate the students to build and modify their future.

The Context:

B. P. Sulakhe Commerce College, Barshi is located in rural part of Solapur District of Maharashtra. It is drought prone area where because of the scarcity of water people struggle for their livelihood. So here the parents and the community expect that the students after the competition of their education should get the jobs or they must begin their own business. But here the students have limited sources of professional guidance facilities to enhance their employability skills. So it is necessary that professional orientation should begin at college from the first year of graduation. Professional orientations are important in so far as they address an individual's specific abilities and developing them for the specific career. As ours is a commerce college we try to focus on the career opportunities in commerce and try to address the essential abilities for these careers. So we have designed the Best Practice under which we have organized special programs that will help in developing professional orientations in educational environments by providing students with the appropriate support and by helping them to recognize their physical, cognitive and personal trait and abilities. This practice assists students in finding careers in harmony with their knowledge, traits and skills.

The Practice:

A professional orientation towards a specific job involves many factors, including personal motivation and a personal desire to pursue the job which, in turn, entail gaining an in-depth understanding of what the job requires and adopting the values and principles inherent to the job. The individual who has reached this level of understanding with respect to a specific job or career has acquires a high degree of professional awareness that incorporates a system of images, beliefs, ideas, feelings and approaches constituted within the individual. So under this practice we have organized the lectures of eminent scholars, entrepreneurs for motivating the students. For the development of communication skills we have organized special programs in Spoken English and for developing communicative and linguistic competencies we have organized special lectures on English grammar and communication skills. We organize a special One Week Students' Personality Development Programme (SPDP) in which we cover the various aspects which will help students for getting acquainted with their personality traits and abilities.

- We offer a variety of personal development and organizational programmes to meet our students' needs
- National Service Scheme (NSS) for extension activities and developing students understanding of the community in which they live.
- NCC for discipline.
- Competitive Exam and Banking Exam Guidance through a special Cell.
- Career Counseling
- Placement cell for students' progression
- Internships in various firms.

Evidence of Success:

The college has planned the orientation activities meticulously and organized them effectively. In this orientation through SPDP we aim not only the accumulation of knowledge and development of skills of students in their chosen specialty, but also we want to deepen their interest in the future profession. We intend to make them able to form an idea of professionally important qualities necessary for future activities; there is a formation of professional plans, attitudes and professional orientation. The programmes organized helped them for building their confidence level. As orientation is continuous process, we have plan of activities which accommodates students according to their needs and classes. We arrange some regular activities in the college while every year we conduct 'Students' Personality Development Programme (SPDP). Under this programme we organize a lecture series which covers the topics of the students' interest. In this programme we offer the freedom to the students in planning and organizing the whole course. They voluntarily introduce the guests and resource persons; host the program by following the protocols of the formal functions. Here we provide them opportunities for their leadership skills. They get the inputs for getting jobs and entrepreneurship.

Problems Encountered & Resources Required:

- In the process of training the consistency is the major factor which can lead to success. But students begin to realize the inconsistency of the existing ideas about the chosen profession with the real content of the psychologist.
- We see variety of motives in the students so it is very difficult to encompass all.
- Lack of theoretical analysis of psychological and pedagogical studies while conducting the activities.
- Since the training of the profession is a stage of professional biography and life of the student as a whole but we lack biographical details and social background of the students.

- Getting proper experts and industry partners is another problem as the college is located in rural area where we do not have MIDC.
- Converting Professional orientation to professional self-determination is another issue while conducting this programme.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

"Skill Development for Employability and Entrepreneurship"

B. P. Sulakhe Commerce College, Barshi's vision and mission is to impart commerce faculty students of the locality. Being an affiliated one to the Solapur University, Solpaur it follows the curriculum designed by the University. The college has taken many initiatives to achieve its goal by imparting educational, moral values and professional ethics by organizing various curricular, co-curricular and extra-curricular activities. As an HEI we have a responsibility to develop morally upright citizen having sense of social issues and the sense of Civic duty, along with making them capable of thinking, learning and striving for national development. So we often try to put our efforts to make our college a centre of learning that Imparts Knowledge and develops the social, moral, professional Values, among the students.

Merely teaching the prescribed syllabus cannot make them competent enough to deal with the global situations. So we at our level try to bring changes in the way of framework and its curriculum delivery. We try to organize various lectures of eminent scholars and entrepreneurs for motivating the students for developing their employability skills and entrepreneurship skills. We even try to give them scope for taking them internships through our MoUs and linkages.

We try to impart:

• Entrepreneurial Skills

• Employability Enhancement Skills

• Academic Excellence

• Value Based Education

• Commitment to society

- ◦ **Entrepreneur Skills Development:**

To become a successful entrepreneur requires a set of technical skills. Hence the institute focuses on Entrepreneur Skill Development. As the technology and industry keep on changing, the human resources too have to be familiarized and trained in the light of it. The dearth of these skills put them on back seat. The institution has taken efforts to induce the required skills and make the students rise to industry requirements.

Through the expert's guidance and introducing short term courses we have taken a step towards enhancing entrepreneurial skills. Through these types of programs we teach strategic Planning, marketing, work as team and communication skills. It aims to inculcate new ideas and practicing them in a real environment and can build ability in them of taking practical decisions. These activities are designed to polish the risk-taking ability, and creative ideas of the budding entrepreneurs.

• **Employability Enhancement Skills:**

Students unaware of the global scenario, academically strong, but lacking the skills to survive in global competition need to streamline their abilities. Skill development has emerged as a key strategy to make fresh work force employable. In of spite being away from metros, the institute is maintaining its standard and takes a number of activities to enhance the employability skills among the students by organizing soft skill development workshops, technical and non-technical training sessions, internships to students, establishing linkages, etc. Our students even lack the proficiency and fluency in English language which is the need of time. We try to overcome this by providing them the short term course in spoken English and communication skills. We even try to guide our students for preparing them for the competitive and banking exam.

• **Academic Excellence:**

The routine and traditional practices of teaching-learning do not shape the human resources as they are required in the global situation. Our curricula mere enrich the knowledge but lacked the skill enhancement. In order to make the learners versatile and all-rounder, skill oriented activities are designed and conducted. The activities are framed in such a way that it triggered the curricular practices in institution. The teachers are trained to cope up with the alterations occurred in technology and the same are applied in the classrooms. ICT gadgets, online resources, smart boards, Google devices and proper exposure created confidence among the faculty and students alike. The students are encouraged to participate in the elocution, debate, seminar and poster competitions to enrich curricular programmes. It has enhanced students' academic performance self-confidence & thus achieved excellence in academics. Thus students get well-equipped to capitalize various career opportunities available in the market.

• **Value Based Education:**

We at our institute try to make the holistic development of students. The students should be able to think critically, learn keenly and try to put their knowledge for solving their individual and social problem. Ours is a diverse country having its rich heritage. We have a rich cultural tradition where we have many social, moral and ethical values. It's the duty of college to teach our students these values along with the bookish knowledge. We aim at creating an ideal student/ citizen who will respect diversities of class, caste and

gender. He will treat everybody with respect will have high moral values. He will be able to understand the constitutional rights and duties for building our nation.

• **Commitment to Society**

Another important aspect is the sense of recognising one's duty and responsibility towards the society. The institution is not behind in accepting the social responsibilities and inculcating them in our students as well. We organize community engagement and extension activities. These activities help them identifying the needs and problems of the society and they can use their knowledge for finding out the practical solutions to their individual as well as social issues. These extension activities give the exposure even for their leadership qualities. They can even understand democratic values and can practice national integration and social harmony.

We try:

- Orientation of students through various personality development activities, skill development activities, career guidance and competitive exam guidance.
- We even try to inculcate the value of social service and labour through Campus Work and the work in NSS/NCC Camps.
- Activities in the rural communities for making them acquainted with the problems of rural people and peasants.
- Institutional work in collaboration with voluntary organizations
- Intervention during natural calamities and national emergencies and even raising the funds for affected people in the calamities like flood.
- Observance of important days. Birth and death anniversaries of great leaders for understanding the great reformation movement of our country, struggle for freedom and the glorious past.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has been striving for attaining the goals set by NAAC and the goals of the college. The college has tried to fulfil almost all the recommendations given by the previous committee. The college has set the IQAC monitoring regarding the curricular planning and implentation. It has developed online/offline feedback mechanism for enriching the cutticlum and its delivery. The new skill based courses are designed and implemented by the college for the studnets. The faculty has been motivated for their own professional development. ICT based infrastructeure has been developed and used by both the students and faculty. It has robust mechanism for internal exam. The college has tried to introducive inclusive methodology of teaching in order to make it as learner centric as possible.

The college is very kin to its research and extension activities too. We have organized national and international seminars and conferences and motivated students and faculty for attending the same. It has a set and sufficient amount of infrastructure regarding sports, cultural activities and library resources.

We take care regarding the student support and progression an alumni engagement for the overall development of the institution and the students. IQAC has created a system for governance and management. It sets the strategies by discussing it with all the stakeholders. It also takes care of the implementation of the same. College serves the purpose of the goals set by NAAC and SDGs through its set practices. It has covered the major issues like gender equity and students' orientation regarding the development of professional ethics

Concluding Remarks :

B. P. Sulakhe Commerce College, Barshi tries to incorporate its core values of NAAC as well as the mission statement of the college. The youths have immense potential and if it is given a right direction they can contribute well for the cause of national development. A nation is not just a geographical landscape but it is the union of people living together with the respect for everyone regardless of caste, creed, gender, race etc. The college is always eager to organise the activities promoting integration and harmony.

Fostering global competencies among students is another goal set by NAAC, the college has organised various activities, courses for giving the students knowledge regarding the local customs, beliefs and traditions for making his roots firm to his soil along with the college also has focused to introduce them with the emerging global trends, technologies and theories.

Indian value system is adored and appreciated worldwide, but the new generation has the great attraction for western trends and lifestyles. The western knowledge system can be proved helpful for their development but it should go hand in hand with Indian value system which is based on humanity, compassion, tolerance and love for all. The college through its cultural activities and the celebration of the days of national importance has tried to inculcate the value system among the students. Always through our activities we tried to set the mind of students towards Love for all, Social Integration, Nation First, Preserve Culture and Heritage, Moral Uprightness, Spiritual Maturity, Environmental Awareness in all of our endeavors. Academic excellence, spiritual vitality and social relevance have remained the guiding principles of the Institution down the decades.

The college has established the infrastructure for ICT and the college has promoted our faculty and teachers for

using the technology for efficient teaching-learning.

We always strive for excellence. The College has been trying to meet the expectations of all the stakeholders like students, alumni, parents and the general public. Its thrust on social commitment, as evidenced through the activities under the banner of extension service, is one of the distinctive features.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 6 Answer after DVV Verification: 05 Remark : DVV has excluded Ph.D program.
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* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared feedback report by HEI.
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**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Action taken report is not available in the website.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
218	208	184	170	137

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
175	175	156	150	137

Remark : DVV has made the changes as per considered SC, ST and OBC.

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 : 21
Answer after DVV Verification: 04

Remark : DVV has made the changes as per shared report in EP- 3.1

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:

2020-21	2019-20	2018-19	2017-18	2016-17
391	329	253	210	183

Answer After DVV Verification :

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

| 388 | 292 | 265 | 222 | 183 |

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
405	349	284	281	241

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
405	349	284	281	242

Remark : DVV has made the changes as per shared report of students who passed by HEI.

3.3.1	**Number of Ph.Ds registered per eligible teacher during the last five years** 3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years** Answer before DVV Verification : 8 Answer after DVV Verification: 6 3.3.1.2. **Number of teachers recognized as guides during the last five years** Answer before DVV Verification : 2 Answer after DVV Verification: 2 Remark : DVV has made the changes as per shared Ph.D reports.

3.4.2	**Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years** 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.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	04	02	02	02

Answer After DVV Verification :

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

Remark : DVV has given 0 as per HEI clarification.

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

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	09	25	23	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
08	08	21	19	20

Remark : DVV has not considered days activities.

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

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
423	859	3042	1895	1782

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
344	819	2338	1420	1694

Remark : DVV has given the value as per metric 3.4.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	22	22	18	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	19	16	09	11

Remark : DVV has considered the Collaborative activities for research, Faculty exchange, Student exchange/ internship only.

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
03	12	13	10	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	09	09	10	03

Remark : DVV has considered the functional MoUs with institutions, other universities, industries, corporate houses etc.

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)*
	4.1.3.1. Number of classrooms and seminar halls with ICT facilities
	Answer before DVV Verification : 10
	Answer after DVV Verification: 05
	Remark : DVV has given the value as per shared geotagged photos of classrooms and seminar halls with ICT facilities.

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**
	4.2.4.1. Number of teachers and students using library per day over last one year
	Answer before DVV Verification : 393
	Answer after DVV Verification: 79
	Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

| 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)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28.87	66.55	31.65	23.82	11.18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.46	9.80	3.64	1.54	0.38

Remark : DVV has made the changes as per considered only building, furniture and computer repair.

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: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared report by HEI.

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** 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** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
435	587	574	533	280

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
265	305	362	421	169

Remark : DVV has counted one student once in a year.

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: D. 1 of the above Remark : DVV has select D. 1 of the above as per shared report by HEI.
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.** 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.** Answer before DVV Verification:
	Answer After DVV Verification :
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)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification:
	Answer After DVV Verification :

For 5.3.1.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	08	05	06	03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	04	03	03	01

Remark : DVV has not consider shared certificate of participation by HEI.

For 5.3.3.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	23	26	27	17

Answer After DVV Verification :

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

	Remark : HEI has not shared relevant supporting document as per SOP.
5.4.2	**Alumni contribution during the last five years (INR in lakhs)** Answer before DVV Verification : C. 3 Lakhs - 4 Lakhs Answer After DVV Verification: E. <1 Lakhs Remark : HEI has not shared relevant supporting document as per SOP.
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** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has select C. 2 of the above as per shared bill by HEI.
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 : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared bill by HEI.
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** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has select D. 1 of the above as per shared bill by HEI.
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**

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

Answer After DVV Verification: D.1 of the above

Remark : DVV has select D.1 of the above as per shared report by HEI.

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 : DVV has select C. 2 of the above as per shared report by HEI.

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 shared relevant supporting document.

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
144	140	140	140	140

Answer After DVV Verification:

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

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
6	6	6	6	6

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	05	05	05	05

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
346	292	265	222	181

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
405	333	284	281	242

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	05	05	05	03

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	03