



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MANGHANMAL UDHARAM COLLEGE OF COMMERCE

OPPO. JIJAMATA HOSPITAL, JHAMTANI CHOWK, PIMPRI

411017

www.mucollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Jai Hind Sindhu Education Trust run and managed M. U. College of Commerce was established, keeping in mind the interests of the linguistic minority community viz, Sindhis, in July 1983. The College was inaugurated by the ex-governor of Maharashtra, His Excellency Idris H. Latif. The expanse of the college covers a total area of 4.612 acres and its built area is 1517 sq.m. It is located in the heart of Pimpri.

The college started as a single faculty - single programme senior college with two divisions of B.Com and prospered to single faculty four programmes with as many as seven divisions, including BBA, M.Com and B.C.A., with 1700 students, primarily girl students, as the beneficiaries. The college started M.Com/B.B.A. /B.C.A. in 1993-94, 2007-2008, and 2009-10 respectively. Permanent affiliation of the Savitribai Phule Pune University to B.Com and M.Com was received in 1995 and 2012 respectively. The college applied for permanent affiliation to its BBA course in 2021-2022 and its approval from the affiliating university is awaited. The college decided to call off its B.C.A. programme to be replaced by B.Voc. in retail management considering the students' interests in this branch as many of our students run their own family businesses. For the B.Voc programme the college has received sanction from the UGC and affiliation from the University and it is awaiting the approval from the Government of Maharashtra.

The college building has well-lit, spacious and airy rooms and a separate library building with steadily growing collection of books and periodicals of both academic and general interest to cater to the diverse needs and interests of our faculty and students alike.

The college has been achieving good results, both in academics and allied fields, consistently. This is possible because of well-equipped teachers who possess special knowledge and practical experience in their subjects of specialization. A total of fifty percent of the faculty members hold a Ph.D. while some from the remaining are registered for the same. Well-qualified and painstaking faculty of the college engages into a good number of curricular and extracurricular activities.

The college alumni association is registered and quite active. It is in constant touch with the college providing support both to the college and its students.

Vision

To become a center of excellence in commerce and management and entrepreneurship aimed at generating knowledge.

Mission

Creating intellectually and morally endowed global citizens by providing quality education to the students of all strata of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institute is managed by a Trust meant to protect, nurture and enhance the interests of the linguistic minority community of the nation. It offers this institute a unique status of serving a certain section of the society defined by its linguistic status as a minority.
2. The college organizes such events that provide justice to the reasons behind its establishment. It promotes its own as well as others' cultures. The college comes up with a number of events to protect the *Sindhayat* among the Sindhi boys and girls in the college in specific and all the boys and girls in general. The college took up a "Sindhi Language Course" in association with NCPSSL, New Delhi. The college this year launched a Sindhi Theatre Workshop to promote Sindhi theatre. These are two indicative and not exhaustive events for the protection and promotion of Sindhi language & literature. It endeavours to promote Indian Culture that has gotten amiss from amongst our youth by organizing a unique event like Evening of Hindustani Classical Vocal and Instrumental. It is unique for its nature and perpetuity.
3. Teaching is the nucleus of any academic system. A good teacher can change perspective of many students at a time. Institutes are known for their faculty members. The college has a good mix of young and middle-aged faculty representing enthusiasm blended with experience. A number of faculty members are associated with institutes of repute whether under SPPU or other universities. Autonomous colleges and management institutes look up to the faculty members from the college when it comes to setting of the syllabus for their institutes.
4. The library of our college is very well equipped with the best possible books in the courses the students learn. The latest books in commerce and economics are the key features of our library. In spite of being a commerce college it provides a good basis for learning in other subjects in the form of availability of elementary and even advanced books in other disciplines such as mathematics, statistics, law (latest bare acts) & literature and subscription to magazines and journals.

Institutional Weakness

- 1) Inadequate staff under the grant in aid section for both teaching and non-teaching - This puts a huge burden on the financial resources of non-donation taking institution. No capitation fee is taken from students. The teaching and non-teaching posts that fell vacant on account of demise or superannuation of the staff have not been yet approved by the government causing financial hardship to the management as these posts are needed to be filled for seamless functioning of the college. The college depends on its own financial resources for the same. This puts financial strain on the institute's budget.
- 2) A part of the students' base inherits family run businesses with low or no incentive to study. This hampers students' attendance.
- 3) Lack of Academic Flexibility – The college runs the courses that are under the affiliated University framework and hence follow a University pattern in terms of its content and to a very large extent its delivery too. This does not permit to deviate from the syllabus set by the Board of Studies of the affiliating University hence the academic flexibility is low.
- 4) Few industry collaborations – The college has not had great success in building industry collaboration. The

MoUs signed by the college fall short of those needed.

5) Placements: It is not the inability of the college to place the students but it is the poor demand from the students to offer them placements. This is because 60% of students' strength is girls and they hail from socially conservative family background. From rest of the students, majority of them look into their family businesses.

Institutional Opportunity

1. To become a multidisciplinary institute offering courses in disciplines other than commerce - the college can branch out into Arts, B.Voc. and can even start B.Sc. because the college has its own feeding institution viz. the Jai Hind Junior College of Commerce and Science.
2. To offer skill development courses to enhance students' employability. The college has worked on this opportunity by applying under the NSQF of the UGC for B.Voc and four additional certificate courses. The consent for the same is awaited from the Government of Maharashtra.
3. To augment more funding for research, infrastructure and development of more co-curricular activities in the college. The staff as well as the students can be motivated and encouraged to take up research projects and funding.
4. To sign MoUs with national and international organisations for student and teacher exchange programmes, research, and employment opportunities.
5. To translate augmented industry – institution interface into collaborations. The college has association with many academic institutions and corporate houses in terms of visits, internships and expert guidance. The same needs to get converted into a long term and more consolidated collaboration. This is possible and efforts in this direction are initiated.

Institutional Challenge

1. Inculcating academic rigour among the students enabling them to understand the application of academics in making better career. The institute struggles to dissuade students away from taking early jobs as a trend which leaves them with lesser better opportunities to take up.
2. Student teacher ratio is high as per government admission policy. The government has required every class to have atleast 120 students for B.Com., 80 for BBA and 60 for M.Com. While ratio of 1:60 sounds acceptable, a ratio of 1:120 is slightly unreasonable. This leaves the teachers with more of assessment, paper setting and monitoring than teaching and research.
3. Convincing students to avail of various government scholarships.
4. Developing reading habit among students - Inculcating reading habits among the students is difficult.
5. The college finds it a challenge to improve the turnover of the students to the lecture hall on account of their involvement in either their family business or some professional courses they pursue. While the former prefer to carry on their business rather attend lectures with a view of classroom education being practically redundant, the latter class of students feels the courses they have enrolled for are professional in nature and are taught professionally.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college is affiliated to the Savitribai Phule Pune University and follows the set syllabus. The college has shown utmost sincerity in terms of getting itself NAAC assessed and now enters the fourth cycle of the accreditation. The institutional values of Honesty, Industry and Discipline are evident in its efforts that are translated into the development it recorded in the curricular aspects.
- The college offers three programmes: Two at the UG and one at the PG level. During last years, a remarkable effort to introduce B.Voc in Retail Management was done and the college got the same from the UGC along with 4 new certificate programmes under the NSQF framework. The approval for B.Voc is pending with the government. The College applied for the introduction of B. Voc and new certificate courses is in conformity with the recommendation of the NAAC committee for the 3rd cycle.
- The College applied for BA which stands approved by the SPPU but disapproved by the government for the want of one compliance. The college will reapply for the same in academic year 2023-24.
- The college introduced 17 new autonomous 'awareness courses' between 2017 and 2022. From a mere 4 in 2017 their number rose to 21 in 2021-22. These cover a variety of subjects ranging from life skills to academics. The syllabi of these courses are designed by the individual teachers.
- The college introduced 6 new certificate programs of varying time duration either in association with institutes of repute or well known individuals. These courses are exclusive of those mandatory courses offered by the affiliating University to comply with the compulsory credits acquisition. The courses became a part of the curriculum on account of the introduction of CBCS(Choice Based Credit System) by the affiliating University from 2019-2020.
- The college obtains feedback from the students on curriculum. The syllabus is not reviewed frequently because it is set by the affiliating university. The teachers do represent the students' feedback and industry requirements when they become a part of BoS or when they attend meetings organised for the review of syllabus conducted by the affiliating university.

Teaching-learning and Evaluation

- The syllabus set by the affiliating university has definite lecture hours earmarked for every chapter. Based on this the faculty members devise the teaching plans.
- Teaching becomes very time bound because of the teaching plan. Teachers use innovative methods of teaching to make learning an experience to every student. Various approaches like problem-solving, participative learning are resorted to by the teaching faculty.
- Teaching is spread over a period of almost 10 to 12 weeks every semester. The teachers ensure that there is no deviation from the teaching plan to complete the syllabus. Exceptions come up only in case of personal or medical emergencies, in that case, the teaching plan is slightly deferred. Teaching is primarily carried out in the formal brick and mortar structure. This is well supplemented by industrial visits, visits to see stock market simulation, offering an experience of an actual functioning of the market, making the students participate in calculating interest on bank deposits. This is to make students feel that even they are a part of the system and even they can practice what is practised in reality. The exposure to Hindustani classical music is for the students to experience the hard work put in by the great maestros and thereby bringing the students' tryst with Indian culture. These diversified efforts make learning a pleasure.
- The college conducts evaluation on the guidelines laid down by the university. It consists of two components viz the internal and the external. The external examination is conducted by the affiliating University while the internal examination is left for the college to decide with broad guidelines given by the University. The major component of the evaluation lies with the university.

- The university syllabus has programme and course outcomes specified. The university paper setters evaluate the students keeping those outcomes in mind.
- The internal evaluation is carried out keeping in mind the programme and the course outcomes. On an experimental basis the college is trying to follow Bloom's Taxonomy. The evaluation is then linked to expected programme outcomes and it is analyzed in terms of whether these expected outcomes are reasonably attained or not. The internal assessment takes various forms such as quizzes, assignments, tutorials and tests.

Research, Innovations and Extension

- The college has 50% of its staff holding Ph.D. This ratio falls to 50% on account of the retirement of 3 of the faculty members who were Ph.D. The new staff is young and looking to register for the same in the near future.
- The college hasn't had and currently doesn't have any research projects funded by the government but it has received some grants from the affiliating University for the conduct of National Seminar on 'Impact of Demonetisation' in 2017-18. Minor Research Projects sanctioned for the years 2016-2018 were completed in 2020 and 2021 by three faculty members viz, Dr Parveen Prasad, Dr. D.B. Shirode and Dr. Deepa Nathwani. The grants were received in parts in 2018, 2019 and 2020.
- So far as research is concerned the college comes up with a very strong library to refer to. The college has ties with libraries of institutes like the Gokhale Institute of Politics and Economics and The British council library. The college also takes help of Maratha Chamber of Commerce, Industry and Agriculture, the M R Jaykar library of the SPPU and the RBI archives of College of Agricultural Banking, RBI. The library of National Insurance Academy and NIBM are additional sources of research inputs for the college. The college has always derived information from these libraries.
- The college has a good hand in organising seminars, events and workshops. Between 2017 and 2022 it organised a total of 58 such events on various topics of interest for the students and the staff. To cite an example the college was prompt to hold a seminar on Demonetisation within a period sufficient enough to test its immediate impact. Stalwarts from the field of banking (RBI), Academia (JNU, IGIDR, IIT Delhi, University of Kashmir, Arthabodh), Construction Industry (Paranjape and Gera Builders Pune) were invited to talk and share their expertise.
- The staff is instrumental in writing research papers and almost 20 research papers were published in UGC Carelisted Journal between 2017 and 2022 and many more in peer reviewed journals. The faculty members have authored some books and contributed chapters in books.
- The extension activities are primarily carried under the NSS unit of our college. Cleaning premises, educating people are prime in getting to 'Not me but you' of the NSS.
- Sakal's YIN is another platform. The college organizes activities for Sindhi community, for Senior Citizens and others.

Infrastructure and Learning Resources

- Infrastructure of the college is update. There are 11 ICT enabled classrooms. and departments for teachers.

- The Admin office is IT enabled.
- The college has a separate room for girls and boys. The boys' room has table tennis facility. The girls' room has a sanitary napkin wending machine. The room even has a facility for girl students to rest provided in the form of a bed.
- There are sufficient number of washrooms for both the genders.
- The college has a multisports playground. The students use it for athletics, cricket, football, volleyball and other games. The college gymkhana offers the students facility of chess and carrom. Provision of multisports playground was one of the recommendations of the NAAC peer team for the third cycle of reaccreditation. This recommendation stands complied with.
- Parking of two and four wheelers is never an issue. This is a gated parking so students' two wheelers are safe and protected. This is available to them free of cost.
- The college has an IT enabled conference hall which is used for a number of activities. The college has another multi purpose hall to hold various events.
- The halls mentioned above are not big enough to accommodate an audience above a hundred and fifty each. In case of large audience, the college uses a big hall commonly shared between all the institutes of the Trust with a seating capacity over 500.
- An open house feel to music programmes or quizzes is given when they are conducted by the college in the atrium. It has a seating capacity of 150 and about a 100 can watch the programme standing.
- The college provides for a working canteen that satisfies the basic requirements of students.
- Library which is an important learning resource that adds to its existing stock of books regularly. The latest of the titles in Economics, Banking, Law, and Taxation are subscribed to by our library. A total of 07 newspapers are subscribed to on a daily basis irrespective of weekly holiday. Latest copy of budget, bare acts, tax related books are subscribed to on a real time basis. There is no compromise on the books purchased, journals subscribed to and dailies bought.
- The library has separate building and it has a library management system. It is airy and has a seating capacity of 55 students at a time.
- The internet facility on the campus is undisturbed with 100 mbps bandwidth. The IT infrastructure is managed by an independent technical staff earmarked for the Jai Hind Institutes by the service provider.

Student Support and Progression

- The college has left no stone unturned in building more & more capacities in the students keeping in mind the changes in requirements of the economy and the society.
- The areas that students are supported include personal counselling, career counseling, providing platforms for their personality development, competitive examination preparation, representation of college at various platforms, making them job ready, providing scholarships and financial support, health check up, mentoring, canteen services and the like. Apart from this, academic support is provided besides the regular lectures.
- The college has a student development officer who looks after various aspects of students' development. The University's earn and learn scheme helps the financially weak students to earn the bare minimum financial support for themselves.
- Career counseling is provided right from the first year to help them decide the future course. Many students take up professional courses like CA/CS/CMA.
- Soft skill lectures and program make them job ready.
- Various extra & co curricular activities help them develop their personality.
- The progression of a student is tracked on the basis of parameters like:

- Taking up of a post-graduate course
- Taking up of a job
- Students opt for post graduation in different institutes and for different programmes. The programmes could be M.com, post-graduate degree in banking and finance, or post graduate course in management. The data for the former is collated from the transference certificates issued to the students. The same is applicable for identifying the drop outs from the college.
- The data for those employed through 'on campus' recruitment is collected from the placement cell of the college. Many students take jobs in their own capacities.
- A short term course in entrepreneurship is conducted to create interest and awareness among those willing to start their own enterprise.
- The college takes efforts in assisting the students financially and one such source is the scholarship. The beneficiaries of scholarship rose from 98 to 250 between 2017 and 2022 while the amount of scholarship rose to Rs 22, 77, 095 from Rs 10,70,205 during the same period. The percent rise in the beneficiaries is 155 while the percent rise in the amount is 112. The number of students subscribing to scholarships has risen but more students need to apply for these benefits.

Governance, Leadership and Management

- The management committee leads the institution in terms of its overall operations.
- The college development committee is constituted as per the University norms and meets periodically.
- The College Management committee is constituted to review the overall functioning of the college which meets on a monthly basis. The Principal and a staff representative represent the college in this committee.
- For a very federal functioning of the institution the college has several sub committees. The IQAC both consults and directs these sub committees on issues that need a bilateral understanding and resolution. The committees include:

1. Curricular and co curricular committees
2. The administrative committees
3. The statutory committees
4. Admin office

- The college has a liberal work environment set by the management. Non interference, functional autonomy and operational flexibility are the key to governance by the Jai Hind Sindhu Education Trust. Those who work in any institute of the Jai Hind Sindhu Education Trust do not feel that the access to the management is difficult.
- The hierarchy in administration exists as a statutory need albeit direct dialogue whether vertical or horizontal is encouraged.
- The management or the Principal can be accessed easily. The Principal is available for a dialogue throughout the working hours of the college as well as during the break every working day over a cup of tea. This accessibility is alike for the teaching, non teaching staff and the students.
- The management does not believe in any kind of a discrimination while appointing the teaching and the non teaching staff. The admission process is transparent and based purely on merit.
- The management of every department of the college is such that there are no hurdles . The students, parents, employees do not find it difficult to access any of the departments of the college or administration.

Thus institutional values do get reflected in the functioning of the college.

Institutional Values and Best Practices

Working honestly, relentlessly and with discipline are the institutional values. 'Honesty, Industry and Discipline' are the three values equally important from the view point of functioning of the institution whether academic or administrative. Effective leadership and participative management makes it possible.

The college management, the Principal and the staff of the college come up with various new ideas. These ideas turn out to be best practices of the college over long run. There have been several best practices of the past -

- Industrial visits - These study tours have been a regular phenomenon of the college. The RBI, the NSE, the BSE, the FIMMDA, NISM are some institutes of repute where study tour of the college students is a regular practice. The students eagerly await these study tours.
- Hindustani Classical Music - The college has been very active in promoting the Hindustani Classical Music - Vocal/Instrumental. The college does not take any money from the audience/participants/students for the conduct of the programme. It is an every year practice, exceptions being the pandemic years.
- Late Mrs Kaushalya Sangatani Quiz & Reflexion (inter-collegiate events)
- Employability Skills Enhancement Programs
- Financial Aid to the needy students.

There are many more. The two prominent best practices the college needs to highlight are -

a. **Short term courses & sessions on specific topics** - Autonomous short term courses and those in collaboration with the institutes of repute are introduced by the college keeping in view their market relevance and the employability of the students. Experts from various fields are invited to deliver talks on specific topics including crosscutting issues.

b. **Psychological, Social and Career counselling for integrated development** - It was found that the students needed counselling whether psychological, academic or career related. A number of baby steps were taken in that direction until the practice became as if imbibed: from a visiting psychologist to full time 'on campus' psychologists. The Social counseling is provided for societal inclusion. The career counseling starts right from the year when the students are admitted. This is done to provide them with enough time to reveal preference for their future and Career Counseling Cell helps them in many ways.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGHANMAL UDHARAM COLLEGE OF COMMERCE
Address	Oppo. Jijamata Hospital, Jhamtani Chowk, Pimpri
City	Pimpri
State	Maharashtra
Pin	411017
Website	www.mucollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinita Basantani	091-9028004422	9028004422	-	mucc17@rediffmail.com
IQAC / CIQA coordinator	Azhar Khan	091-9423520069	7620864498	-	azhar1248@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Approval of minority status.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Sindhi Minority Institute
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	25-10-1997	View Document		
12B of UGC	25-10-1997	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				

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	Oppo. Jijamata Hospital, Jhamtani Chowk, Pimpri	Urban	4.612	1517

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	English	480	436
UG	BBA,Commerce	36	HSC	English	88	88
PG	MCom,Commerce	24	GRADUATE IN COMMERCE	English	66	64

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				3				11			
Recruited	0	0	0	0	1	2	0	3	2	2	0	4
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	3	9	0	12
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	4	0	0	4
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	9	7	0	16
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	2	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	0	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3	1	0	4	

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	574	1	0	0	575
	Female	872	1	0	0	873
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	89	0	0	0	89
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	46	37	29	27
	Female	80	79	62	50
	Others	0	0	0	0
ST	Male	1	2	0	1
	Female	4	3	6	7
	Others	0	0	0	0
OBC	Male	61	56	43	37
	Female	125	123	86	80
	Others	0	0	0	0
General	Male	317	320	297	227
	Female	633	646	618	510
	Others	0	0	0	0
Others	Male	224	203	209	186
	Female	198	256	191	241
	Others	0	0	0	0
Total		1689	1725	1541	1366

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Realizing the need of imparting interdisciplinary education, the college initiated the process by applying to the affiliating university for the degree programme in Arts, i.e. B.A. The college intends to offer B.A. in Economics and English. Mathematics and statistics are prerequisites of Economics and are not offered in Arts colleges. The college intends to offer a course in mathematics and statistics as compulsory for all the three years. This will be a unique practice to have been adopted by any college. The college would also offer German, Psychology, History and Political Science as optional subjects so that additional career opportunities in law, language as well as competitive examinations open for them.</p>
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The college has received an approval from the affiliating University to start the course but it is awaited from the state government. 2) The SPPU (affiliating university) introduced Choice Based Credit System from the academic year 2019. The SPPU offers the degree only when a student qualifies the CGPA and non-CGPA credits. Under the non-CGPA, the affiliating university has offered compulsory courses that deal with the cross cutting issues such as Democracy, Leadership and Governance - Gender sensitization - Environmental issues and Physical Education. The college encourages students to take courses that are other than their domain so that their thinking broadens. 3) The college continues to take efforts in developing the spirit of Indian culture among the students by popularizing Hindustani Classical Vocal and Instrumental music. It organizes concerts and Music Appreciation Courses. This has been a continuous effort of our college since 2015. An evening of Hindustani Classical Music was recently organized on 26 November 2022. In a two hour long Hindustani Classical Vocal concert Pandit Aanand Bhate, a disciple of Bharat Ratna Bhimsen Joshi, performed. A curtain raiser to this came in the form of Mr. Santosh Ghante introducing the students to the nuances of Harmonium. Efforts continued in the form of lectures on Music appreciation and Music as therapy. The college plans to bring Folk and Western music on the campus in the near future. A certificate course in music under NSQF is sanctioned. Annual cultural fest is celebrated which includes Traditional Day wherein the students present themselves in various regional attires and highlight their culture and traditions. 4) The college runs IGNOU study center (16143) with programmes such as B.A., B.Com. M.Com M.A. and M.B.A. This opens an opportunity for our students to branch out. 5) The college offers Sindhi and Hindi to its First year students for protecting and nurturing languages. •One day English theatre workshop was organized by the college to promote both English drama and language. •A two days' Sindhi theatre workshop was organized wherein theatre experts were invited from Gujrat. The experts trained the students and the teachers on basics of drama. It involved writing, appraising and enacting. • A group of students participated in prestigious intercollegiate Marathi drama competition

	<p>in Pune. The college has won prizes on this platform in the past.</p>
2. Academic bank of credits (ABC):	<p>As for the institutional responsibility is concerned, the college has made all student to open his/her academic bank of credit account. The students are being encouraged to take credits from institutions outside so that they not only get exposure to new subjects but other institutes too. The college has initiated the process of getting its NAD registration done. The same would be complete soon.</p>
3. Skill development:	<p>In tune with the mission of the National Skill Development Initiative of empowering all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the global market, Bachelor of Vocation in Retail Management was applied for under the UGC - NSQF and the college received its sanction from the UGC. In addition to the degree course, the college procured permission for certificate programmes in the following areas: 1. Direct Tax Laws 2. Banking and Finance 3. Data Analysis and Interpretation 4. Classical Music The college promptly applied to the affiliating university for approval of both the degree and the certificate courses. The university has placed the proposal for the start of B.Voc before the Government of Maharashtra for its approval. The certificate courses that are already run under University syllabus viz, Direct tax laws and Banking and finance have been approved by the University. The syllabus for Data analysis and Classical music is placed before the Board of Studies and we await its approval from the university. The college proposes to start these courses from the academic year 2023-24. These courses would subsequently be advanced into diploma courses depending upon the demand for the same from the students. The college runs a number of short duration programmes to equip the students with definite skill sets. The skill sets are developed primarily through very short duration courses that incline to make students aware of the careers in certain fields. These are just fifteen hour courses that can be taken by both who struggle to understand the nitty gritty of the subject as well as those who don't. These courses include – a. Accounting and Tally b. Taxation c. Banking and Insurance d. Google tools e.</p>

	<p>Interest calculation on bank transactions f. Stock market trading g. Search Engine optimization These courses are further supported by additional guest lectures or workshops either in the areas mentioned above or areas that supplement academics.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>1. The college is a Sindhi Linguistic Minority institution. Every attempt is made to protect the Sindhi culture and language. This is done through courses, lectures, workshops, competitions and festivals. The development of Sindhi language is with complete respect to other languages. The college imparts education in English Language because the student base of the college is diverse in terms of the mother tongue they speak. Most of the students of the college are minorities whether linguistic or religious. Their education, until they write qualifying examination to enter the college, is through English language The college encourages the students to take Hindi or Sindhi as an additional language as a part of their B.Com programme. Almost 1/3rd of the total first year B.Com students of the college take up either Hindi or Sindhi as a subject. 2. A good student-teacher relationship on the lines of Gurukul tradition is sought to be developed. The relations are cordial yet professional. Students are mentored by the teachers not only on academics but also on issues that are very sensitive. Personalized counseling is provided to the students keeping their issues strictly confidential. 3. The College organizes cultural fest (Culfest) as an annual practice. This offers the students a platform to showcase their culture specially Traditional Day wherein the students present themselves in various regional attires and highlight their culture and traditions. 4. The college takes initiatives in organizing the Hindustani classical vocal and instrumental concerts trying to maintain the Indian ethos among the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Session plan objectives – The college follows the syllabus laid down by the affiliating university leaving no room for the college to make changes in the same. The university syllabus clearly lays down the programme and course specific outcomes. Each student is informed about the syllabi and the outcomes that are expected to be achieved at the end of the course. The contributions, if any to the curriculum, from the college come in the form of short-term courses of 15 hours each. A well-prepared</p>

	<p>session plan that includes session heading, session objectives, prework, session methodology and post session reading or exercises would become a practice in the ensuing academic years. Training in this regard is given to the staff. Bloom's taxonomy establishes a link between 1. Course outcome with programme outcome on the grounds whether or not being weak or strong. (PO-CO grid) 2. Session Objectives and course outcomes are also linked on the grounds of the strength of relationship between the two. (CO – SO grid) 3. Bloom's taxonomy grid levels are prepared identifying the students' ability to remember, understand, apply, analyze, evaluate, create etc. 4. Assessment plan is finally mapped with course outcomes. Various methods of assessment are designed and are linked to various levels of bloom's taxonomy. A link between the course outcome and the way the students are assessed is established. It throws light on whether the way the students are assessed tries to attain the course objectives. If the assessment does the needful, then we say that there exists a strong relationship between the two else not.</p>
6. Distance education/online education:	<p>The college runs a recognized IGNOU study center (Centre number - 16143) offering a variety of undergraduate and post graduate programmes. It is only through the IGNOU the college offers an option of distance education. Pandemic required the college education to go online but the college had already promoted online education through select platforms such as Coursera, Edx, NPTEL, Future Learn even before the pandemic struck. The students have completed courses in Economics, Finance and Banking from coursera. They have also completed courses meant for the non-bankers from Indian Institute of Banking and Finance. A prominent mention of one online course could be made - "How to succeed at Interviews" which was completed by Second Year Commerce Students. This is how the college promoted online education much before the pandemic.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has electoral literacy club and the college has been active in this field of spreading the electoral
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	<p>literacy among the students. This is an effort since year 2011 when the college got the students' voter registration done in association with Pimpri Legislative Assembly Constituency. The students who qualify the adult franchise are promoted by the college to register in the electoral list. They are required to fill the voter enrollment form (Form number 6) as prescribed by the Election Commission of India. The same is needed to be supported by the documentary evidences to get the Election Photo Identity Card. These documents are scrutinized by our staff to make sure that the compliances are accurate. Students from our college represent three different constituencies viz, Chinchwad (205), Pimpri (206) and Bhosari (207). Our college is active in getting all of these students registered as voters.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Electoral Literacy Club consists of 15 members in all. It is headed by the Principal who is the chairman of the club. There is a nodal officer to the committee. Apart from these there are 4 faculty members and 9 students coordinators. Faculty members include - Dr Ajit Gaikwad - Nodal Officer, Dr Rekha Chetwani, Dr Leena Modi, Prof. Maruti Shinde, Mr Hemant Rajesth. The student coordinators include - Ms Vaishnavi Shinde, Mr Abes Shaikh, Ms Pratigya Singh, Mr Akanksha Shringare, Ms Gauri Bhandari, Mr Mohak Sugnani, Ms Amruta Deshmukh, Ms Daivashila Mane, Ms Tanu Pradhan.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of the college has encouraged the students to become a part of electoral list as their right and national responsibility. The students have created videos, posters, slogans and songs for promotion of ethical voting and submitted to Election Commission of India. The ELC organizes rallies to create electoral awareness. During Elections, our students work as volunteers and fulfil the work assigned by the district election office. Voters' Day is celebrated every year inviting officers who create awareness about voting among the students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Content pertaining to the importance of voting and the need for voting was created in the form of a video by our college students. Our college students enacted in the same. The video was shot in Sindhi language to reach out to the people of Pimpri who are largely Sindhi speaking.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

The college made it mandatory for all the students to fill form no. 6 for enrolment. This year a total of 149 applications to the three constituencies viz, Pimpri (59 applicants), Bhosari (32 applicants) and Chinchwad (58 applicants) who were not enrolled, were submitted. A number of students opted for online application submission. The college believes that almost all the students over the age of 18 are now enrolled as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1689	1725	1541	1366	1408

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

2 Teachers

2.1

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

Response: 28

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	21	20	19

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
101.29	79.29	82.39	59.79	83.299

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is affiliated to Savitribai Phule Pune University and follows the curriculum designed by the Board of Studies of the said University. This leaves the college with less scope in terms of designing its own curriculum. The curriculum delivery is carried out through various tools that suit its effective reach to the students. The college makes a systematic time table in sync with the academic calendar of the institute and the affiliating University. The academic calendar is for the entire year and is made available on the website for the stakeholders to access. Problems, if any, are discussed during everyday tea-time meetings with the Principal.

The syllabus mentions the relative importance to every chapter in each course. Based on the relative importance, the concerned subject teacher allocates the time in her/his teaching plan. The teaching plan is created in advance to ensure justice to every topic in the syllabus. There is an attempt on the part of every teacher to abide by the teaching plan albeit there could be instances wherein teacher may be required to take leave on account of a number of reasons. The teaching plan stands deferred in this case but the syllabus is covered well within the number of lectures assigned for the same. The teachers then resort to taking extra sessions in lieu of the sessions lost.

Examination has an internal and an external component. The external component is the prerogative of the University and the constituent colleges have to abide by the schedule set by the University. The college has complete freedom to decide its course of internal examination. The college has an examination officer who works in consultation with the Principal and the college staff to streamline the internal examination process. There is one uniform component of the internal examination and that is a written examination mandatory to all the students. The remaining modes of internal assessment differ coursewise, hence the subject teachers are at liberty to decide the mode. The students are alarmed well in advance about the internal examination through the time table displayed on notice boards and website. The exam papers are discussed in the class and the queries of the students resolved on a real time basis. The other components of the internal examination could be Group discussions, Power-point presentations, assignments, class tests, tutorials etc. The final score sheet prepared based on any of these components is made available to the students for their perusal. If there are any queries, they are resolved and finally, the marks are fed to the affiliating University's exam portal. Special exams are conducted for those who could not appear for the regular examination due to valid reasons such as medical emergencies, representing the college in some event whether cultural or sports and overlapping of the two exams one being the University and the other professional such as C.A., C.S. or C.M.A.

So curriculum planning and its delivery is well planned with the help of systematic time tables, examination schedules, academic caledars and are well documented through notices, minutes of the meetings.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 10	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 10.05				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
98	0	272	238	169
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

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

Commerce curriculum does not include subjects like psychology, sociology, music, philosophy or ethics and hence a deliberate wedlock between issues mentioned in the question and subjects that fall under commerce becomes essential. The first year students begin with a mandatory course in Value Education. A course on business ethics is taught both in B.B.A. and M.Com programme as a part of the curriculum. The students are exposed to basic lessons in ethics by making them aware of the importance of attendance, following of fair practices at examination and even in sporting events. This takes care of both their professional ethics as well as human values.

The college has a very well devised student code of conduct that brings out how a student should behave on the campus. It covers the conduct of the students on campus, in the library, while attending lecture and writing examination. It also unveils the importance of attendance and punctuality. All these are much needed to inculcate human values in the students. The prospectus of the college also includes a very comprehensive note to the parents. It is an appeal to the parents to help the institute in building the nation together.

The college is dominated by the presence of women whether as students, staff or administrators. Gender related topics become more relevant here. The college conducts a number of programmes for girl students whether it is related to their safety, health & hygiene, and defining their place in their families. The college has an informal mentor mentee system in place wherein the students can share their issues of concern. The college introduced a system of counselling through a professional counsellor long time ago. The college conducts webinars on Women Empowerment, workshop on Gender Sensitization, Self Defence, Equal Opportunity and more such topics under the aegis of NSS & Students Development Office. The College has a Vidyarthini Manch, a cell for girl students. It is created to help women in increasing awareness about their rights, safety and overcoming difficulties in their personal and professional lives.

A compulsory course in human Values is introduced by the affiliating university. Apart from this, the teachers encourage advanced learners to help such students who need an extra support in learning.

As for the environment and sustainability is concerned a compulsory course in Environment is introduced by the affiliating University. This study largely encompasses aspects of physical & biological environment. Tree plantation & plastic and e-waste collection drives are organized, Awareness about water conservation, air pollution, limiting use of plastic and such other related issues are raised through slogans and posters. Many commemorative days like World Bicycle Day, World Environment Day, International Yoga Day are celebrated.

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

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 25.58**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 432

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

1.4 Feedback System**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)****Response:** Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 92.19

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
531	626	642	549	543

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
634	634	708	580	580

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

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 67.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	117	118	103	114

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

2021-22	2020-21	2019-20	2018-19	2017-18
166	166	187	153	153

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

2.2 Student Teacher Ratio

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

Response: 99.35

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 using ICT tools

Response:

During the last five years, the college conducted various autonomous short term courses for enhancing learning experiences and these courses resorted to problem solving methodologies as well as experiential and participative learning. ICT tools have been effectively used by the faculty members to enhance students' understanding.

Experiential Learning :

Different courses, which focused on experiential learning using ICT tools include Indian Stock Market, Entrepreneurship Development, Financial Planning and Google Tools.

Students were taken to the National Institute of Security Market for a 2 night stay and 3 days live learning experience. They were introduced to Asia's biggest stock market simulation lab which gave the students a feel of actual trading in the stock market. A corpus of 5 lakhs each with a condition to maximize the same was the task and the students who converted that corpus to the maximum were to be awarded by the NISM. Students participated and enjoyed trading as a learning and enriching experience. This in fact stimulated some students to open trading accounts.

Participative Learning:

Some of the courses which encourage participative learning include Introduction to GST Laws & Accounting, Advanced Excel, Smart English for Effective Communication and Grammar & Vocabulary Development.

The two autonomous courses, namely, Smart English for Effective Communication and Grammar & Vocabulary Development focus on participative learning. Students are asked to perform various activities, which are related to language learning, during the classes. All the students are actively involved in the classroom activities. Teachers make use of different ICT tools like audios and videos to interact with students in the classes. During pandemic Grammar and Vocabulary Development course was conducted in an online mode through Google meet.

Problem Solving Methodologies :

Some of the courses dealt with problem solving methodologies including Certificate Program in Banking, Finance & Insurance, Interest Calculation on Bank Transactions, Powerful Presence for Success and Quantitative Aptitude.

One certificate programme that is indicative of wedlock between experiential and participative learning with the usage of ICT is Interest calculation on the bank transactions. This course in a short span of 15 hours taught the students various types of accounts, the method of interest credit to these accounts, preparation of loan amortization. All of this was taught using excel. The standard guidelines of the RBI were resorted to while guiding the students.

The Courses in Google Tools and Advanced Excel are all about ICT tools and enhance students' experience about the same while Powerful Presence for Success focuses on branding. A lot of social media experience is included while dealing with the content. Students are benefitted with the first hand experiences of the entrepreneurs while attending the course in Entrepreneurship Development. They also interact with various bank officials for preparing loan proposals and with officers of MCED for funding proposals for start ups.

Students are taken for industrial visits where they interact with the staff of the concerned departments which provide them a first hand experience on the working of industries.

Thus the college uses maximal possible methods to enrich the students' knowledge.

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

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	21	20	19

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 84.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	17	16	17

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

2.5 Evaluation Process and Reforms

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

Response:

The college has initiated a continuous and comprehensive internal evaluation process in accordance with the norms and guidelines of Savitribai Phule Pune University, Pune. The following measures adopted by the institution guarantee that the internal and external assessment is transparent and robust:

- The college has appointed an examination officer, as per the guidelines of the university and has set up an examination committee to look after the effective functioning of the internal as well as external examinations.
- The examination committee headed by the Chief Examination Officer (CEO) coordinates the internal and external examinations and informs the details to students, teachers and administrative staff. The detailed schedule of examinations is made available on the college notice boards along

with on the college website. It is also communicated on students' WhatsApp groups.

- Internal assessment is carried out through formative assessment system, which comprises class tests, assignments, G. D., presentations and tutorials. The internal evaluation is spread over the entire semester. It is conducted in such a manner that students get sufficient time for writing these assignments, tutorials and class tests. The evaluation is carried out by respective subject teachers and results are shared with the students. During COVID 19 pandemic, the internal evaluation was carried out through various online modes like google forms, online presentations and assignments.
- The examination committee coordinated by the examination officer and headed by the Principal deals with grievances related to internal examinations. The committee identifies the students who have missed out the internal examination with the help of respective subject teachers. Those students who have missed out the internal examination on medical grounds, sports representation or any other valid reason, are given a second chance to appear for internal examination. After the evaluation of internal examination answer scripts, the marks are shared with the students on notice board and official WhatsApp groups and queries if any, are resolved. The answer sheets are shared with students on demand, hence it leaves no scope for student grievances. A student can also raise a grievance related to examination through college website as the college has provided a facility for raising a grievance in an online mode. The links are (<https://mucollege.edu.in/redressal-ofgrievances/>) and (<https://mucollege.edu.in/examination/>).
- University examinations are conducted through summative assessment system. The college follows the mechanism and time line as prescribed by the affiliating university. The evaluation of first year undergraduate students' answer scripts is carried out at the college and for remaining years, the answer scripts are dispatched for evaluation to the central assessment program centre of the affiliating University. .
- For university examination (External component) related grievances, students need to approach university officials. Students can apply for photocopies of answer sheets which are provided to the respective students either by post or via email. Then the students can apply for reevaluation process. Students needing explanation over their grievances is required to complete the entire process within fifteen days after the declaration of the results by the university.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The college offers two undergraduate programs, namely, B.Com, BBA, and one post graduate program, namely, M.Com. The college has prepared program and course outcomes and the same are uploaded on the college website. The program and course outcomes are in tune with the POCOs identified by the affiliating university. This is because all the programs and courses taught at the college are of the Savitribai

Phule Pune University. These POCOs are informed to the students in the following ways:

1. Induction Meet: An induction meet is organized for the first year students and information about various programs, courses and facilities offered by the institute are shared with them. Students are also guided over CBCS and POCOs in the induction meet.

2. Student-Teacher Interactions: The subject teachers provide guidance about POCOs in their respective classes.

The college follows the Bloom's Taxonomy as a tool to evaluate the attainment of POs and COs. The emphasis is to understand, remember, apply and analyze the concepts taught in the classrooms. The results of the examinations demonstrate if they have been successful in achieving the course outcomes and program outcomes. The result analysis is one of the important indicators to evaluate the attainment of POs and COs.

The verbal feedback is received from the employers when they are invited as guest speakers which provides information on whether the students have been successful in implementing what was taught to them in the college. This turns out handy in knowing if the programme outcome and course outcome have been attained or not.

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

2.6.2 Pass percentage of Students during last five years

Response: 80.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
514	473	466	293	327

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

2021-22	2020-21	2019-20	2018-19	2017-18
610	509	514	452	481

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.4	
File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.9

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.0446	0.05687	1.30	1.5

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[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:

The most important resource for any academic institution is its library. It is by using the library that the teachers transfer academic content to the students. The process of acquisition of information, its processing, and its transfer to the beneficiaries is carried out effectively through a well thought out plan.

The library of our college contains the latest books. The proportion of the text books prescribed by the affiliating university to the reference books in that subject is low. This indicates that the college library focuses on the use of reference books than the text books. Ranging from Accountancy to Economics and Competitive Examination to general reading all latest books are available in the library. Latest bare acts are no exception to the addition of books to the library.

The college library subscribes to N-List which provides access to e-books, e-journals, Shodhganga and many more online resources. The teachers recommend various internet resources to the students for their intellectual brain storming. Internet resources include – YouTube channels of Khan Academy, the Marginal Revolution University, EDX and Coursera to mention a few. Some of the faculties create videos of their lectures and upload on YouTube for knowledge creation. These resources are an add on to the existing classroom information the students possess.

Supporting the classroom teaching with expert external resources –

The industry expectations and the academic expertise may not necessarily go hand in hand and hence support of special knowledge and practical experience of the industry experts is resorted to. Such external resources include – Institute of Cost and Management Accountants of India, Indian Institute of Banking and Finance, National Institute of Securities Market, and the internship providing institutions such as the State Bank of India, A.U. small finance and the like. Various industry personnel and entrepreneurs are invited to deliver talks and interact with the students and faculty. The college is a member of Entrepreneurs Club of Pimpri Chinchwad and imparts a short term course in Entrepreneurship. Many students could start their business due to the guidance of these experts.

Learning material –

At a graduate level, unlike schools and higher secondary institutes, notes are done away with. The students are trained to be independent such that they can draw their own notes based on their understanding of what was taught in the class coupled with the support in the form of reference books. Teachers of our college have written books, chapters in books and research papers which come in handy for the students to establish connect with the subject. The students are also benefitted with the knowledge created by teachers in their respective areas of research especially their doctoral work. The teachers attend refresher, orientation courses. These courses bring in more expertise in them on account of different views and perspectives given to them by the subject experts on the subject during the course.

Subject specific internship

Students of B. Com. specialize in subjects such as Banking and Finance, Business Entrepreneurship, Costing, and Marketing. In B.B.A. specialization is offered in Marketing and Finance. The students take up projects in the second and final year of their graduation and get hands on training. Experiential learning of this kind adds to the students' subject specific versatility.

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

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

Response: 58

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	11	11	6	8

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

3.3 Research Publications and Awards

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

Response: 0.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	7	2	1

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

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

Response: 0.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	4	1	1

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

The mission statement of the college is: "creating intellectually and morally endowed global citizens." Hence, the college is well aware of its role in the transformation of the nation. The college sensitizes its students towards social issues. Thus a sense of responsibility is inculcated among the students which is important for their holistic development. Many activities are conducted outside the campus reaching the people whereas many others are conducted inviting the locals on the campus.

- Inspired by respected Prime Minister's initiatives regarding Swachha Bharat Abhiyan, the students carried out many cleanliness drives in the vicinity. Cleaning of roads and temples is an all comprehensive effort on the part of the NSS unit of the college.
- Students celebrated Azadi ka Amrut Mahotsav by Har Ghar Tiranga Movement.
- There is a continuous endeavour to spread awareness about environmental issues through the NSS:
- Students planted 250 trees in Dehu Gaon. It is this village where our students organise the NSS winter camp.
- There are lectures held creating awareness about cleaning the water bodies.
- During Ganpati Visarjan (Ganesh immersion) college students sensitize people about not to immerse idols in water bodies, but in artificially created ponds.
- As a part of the Government of Maharashtra's initiative, when the pilgrims travel to Pandharpur (through Pimpri, Pune) in big numbers, their travel path is cleaned by students to keep the surroundings healthy and clean. The students distributed to the pilgrims cloth bags, made by them, helping them avoid the use of plastic. This is to spread awareness about reduced use of plastic.
- Students dug continuous contour trenches in Jambhavade village to save water.
- During pandemic students created videos, slogans, posters and posted the same on social media to spread preventive awareness about Covid 19 in the society. Not only this, as a part of their responsibility, they stitched masks at home and distributed through the police during lock down. They distributed food to the needy and provided water and food to the police on duty. They also fed the stray animals. The college conducted a national; webinar in collaboration with the affiliating university on " Transformational role of NSS : Covid 19 - Crisis & Post-Pandemic Action Plan"
- Understanding the need of blood donation, the college conducts blood Donation Camp every year. It is organised in association with either a hospital or a blood bank. The existing and past students and people from the neighbourhood join the college in this venture.
- Seminar for the senior citizens on various issues like 'Leading a blissful life', 'Health, Yoga & Meditation' are conducted.
- Pre-marriage counseling for the young students and their parents is organised.
- NSS winter camps carry out in them activities such as sensitising villagers on health issues, guidance on specific health issue like Breast Cancer and surveys related to health.
- The college helps the poor and needy widows of the neighbourhood by securing for them financial help from the IndusInd foundation.
- The college organises for the local community a post-budget analysis inviting established Chartered Accountants
- A theatre performance in Sindhi for the residents of Pimpri was one of the major highlights during

2022-23.

File Description	Document
Upload Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The college has been working extensively in its effort to perform extension activities and has received a few awards for the same.

1. The affiliating University has honoured the college with 'Excellent Work during Covid -19' award for its students' contribution in fighting Covid 19 challenge.
2. The Government of India, Pimpri Chinchwad Municipal Corporation, PCMC Smart City Limited and Centre for Innovation, Incubation and Enterprise of the Savitribai Phule Pune University organised "Open Data Challenge, 2022". This included various competitions such as Hackathon, Blog Writing etc. A girl student of the college received a second prize in Hackathon. The college and one of its staff, Mr. Hemant Rajesth, who coordinated this activity were awarded for 'Outstanding support and cooperation towards the PCMC Open Data Challenge, 2022.
3. The college was honoured with Five Tree Award instituted by National Stock Exchange Academy Limited.
4. Dr. Pushpa Pamnani was awarded Research and Innovation Award at Education Excellence Conclave supported by Ministry of Ayush.
5. The college has been working in the direction of voters' awareness and their registration since 2011. The college gets the students' voter registration done in association with Pimpri Legislative Assembly Constituency. The students who qualify the adult franchise are promoted by the college to register in the electoral list. The efforts of the college through its electoral literacy club in spreading the electoral literacy among the students were recognised in the form of an award from the Pimpri Chinchwad Municipal Corporation for outstanding contribution in Voters' Registration and other related activities. .

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness,

Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	13	10	3

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

3.5 Collaboration

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

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Physical Infrastructure

The college has 11 classrooms which are ICT enabled, and with good ventilation. All the classrooms are equipped with LCDs to make teaching learning more effective. The audio systems are installed in three classrooms. All the Classrooms have internet connection to facilitate teaching and learning. The college also has wi-fi facility on the second floor, which supports teaching-learning process. The classrooms are cleaned on daily basis while the corridors twice a day. This keeps the surrounding really clean.

The college has an independent administrative office to cater to the varied requirements of the students. The office has a separate cubicle for the office superintendent. The office staff interacts with the students across the counters. There are counter assistants to assist the students during the time earmarked and displayed outside the office. Each of the counter assistants is provided with a personal computer with internet connectivity and a printer. There is a reprography machine in the office. The work in the office is compartmentalised and each office staff is expert in an area allotted to him/her. Face reader is installed in the office for recording the daily attendance of the college staff.

The college has a computer Lab equipped with 62 computers. It has two seminar halls which are ICT enabled, utilized for conducting guest lectures on various curricular and co-curricular topics. Each of these halls has seating capacity of 150. A common auditorium 'Late Mrs Kaushalya Sangtani Hall', is shared between three institutes of the JHSE Trust, and it accommodates more than 500 students at a time. It is used for conducting induction programme for the first year students, workshops, seminars and academic quizzes.

The atrium of the college is utilized for organizing different functions and cultural activities. It has a seating capacity of 150 and about a 100 can watch the programme standing. It gives a feel of an amphitheatre.

There are shared rooms for the needs of Academic Research Coordinator, N. S. S. program officer, IGNOU Coordinator, Cultural Coordinator, Placement Cell, and Students' Development Office. A separate office is assigned to the Economics and Banking Department as well as to the Director of Sports and Physical Education. There is a staff room for all the staff to come together and interact during the tea break. For the students there is provision for a boys' as well as girls' room.

There is a separate library building. Library is partially automated. It has a seating capacity of 55 students. It has 15968 books and 9 titles of journals and magazines. The library keeps adding to its existing stock of books regularly.

There is sufficient parking space for the students & staff in the College campus. A canteen is available to

cater to the needs of the staff and the students. The available infrastructure is utilized in the best possible manner to support academic needs of the learners.

The college provides with internet facility with bandwidth of 100 mbps . All the institutes under the Jai Hind Sindhu Education Trust are provided with a dedicated staff for its IT infrastructure support.

The college has a multisports playground. It is for the students to play a variety of outdoor sports. The college gymkhana offers the students facility of indoor sports such as table tennis, chess and carrom. A boxing bag is provided for the boxers to practice.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 4.29

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.8	0.86	6.01	8.64	1.11

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Library is the most important learning aid to the students and teachers alike. The library has improved over a period of time in terms of automation. All the books were barcoded during the second cycle of

accreditation. The library has progressed from a mere barcoding of books to 'Libman' software for library to 'Koha'. All the books in the library are covered under Koha and the entire information about the book such as title, author, publisher and whether it is issued or not with its position in the library is known to us.

The college library building is independent and the ground floor of that building is specifically earmarked for library transactions. The library building houses in it a Conference [Seminar] Hall, a Computer Hall, Department of Economics and Banking, Department of Sports and Physical Education and a small room for recording electronic study material. There are washrooms in the ground and second floor of the building.

The library purchases during the last five years include purchasing books, journals and periodicals purchased for every programmes. The purchase of books has been an rise from RS 1,09,705 To RS 2,20,722 lakhs worth. Library has the relatest of the ference books. It also has text books but the college teachers do not encourage students to use the text books. This could be evident from the ratio of reference books and textbooks.

The library subscribes to N-List which gives access to various e-resources to carry out research and additional reading. There is a shared internet connection with a bandwidth of 100 mbps. The library has two computers earmarked for librarian and her assistant to carry out the day to day activities. There is one computer at the entrance to record the footfalls of students and recording of issue and return of books and journals. The library has two computers for students to access. The stack room of the library has an additional computer record for emergency reasons and use of OPAC. The library and its stack room both are under camera surveillance. The library has four kindle and have around thirty books subscribed on the same. The library has reprographic system such that any material from master circular, reports can be quickly photocopied. The material brought by the students and teachers for photocopying is done well without any hassles'.

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

4.3 IT Infrastructure

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

Response:

- The college has a computer laboratory with total of 62 computers. Each computer has a 500 GB hard disk (HDD) and 4 GB RAM, Each computer is multimedia enabled.
- All machines are linked to the internet. The internet has a bandwidth of 100 mpbs. This is optic fibre service provision for high speed internet access. Its service provider is Bharat Sanchar Nigam Limited (BSNL).
- The college has subscribed to 'Endpoint Security' (EPS) - 7.6 console covering 95 computers. This

is installed for the purpose of prohibiting the use of social media websites college computers. It also restricts the use of pen drive or any external media in the laboratory. It is purchased every three years and renewed thereafter.

- Each department has a computer or two. There are laptops, LCD projectors, and much more. Each of these facilities is maintained and updated on a real time as well as regular basis.
- The College has a comprehensive AMC with Uptech Systems (P) Ltd. for maintaining its IT resources. A full time person is appointed on campus to maintain and update the IT infrastructure.
- All the computers in the campus are connected through the LAN. This enables remote access to machines.
- The software of all these computers are updated regularly for effective functioning. The laptops are also upgraded as and when required. The UPS machines are replaced or their batteries are changed when those are not in function. All other replacements and upgrades are on a real time basis and are need based.
- The college has subscribed to multi user Tally ERP - 9.

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

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

Response: 27.24

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

Response: 62

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 40.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
27.11	24.76	39.99	34.67	39.77

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 10.43

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
250	119	217	122	98

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

5.1.2 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: A. All of the above

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

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

Response: 20.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
658	360	121	372	104

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

5.1.4 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: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 28.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
152	133	91	142	78

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

2021-22	2020-21	2019-20	2018-19	2017-18
514	473	466	293	327

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0.24

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

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

5.2.2.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
514	473	466	293	327

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

5.3 Student Participation and Activities

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

Response: 15

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	4	2	0

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

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

Response: 15.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	2	23	19	13

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

5.4 Alumni Engagement

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

Response:

The college has a registered alumni association. The Association was registered in the year 2017. The college holds a strong relationship with its Alumni Association. These former students continuously hold some or other activity for the existing students of the college.

- Many of our alumni hold respectable positions in corporate houses, many are C.A./C.S. while many others are entrepreneurs. They invite students for industrial visits, offer them internships and jobs.

Recently a local sports club, namely Rahul Sports Club wherein all the football players are our alumni, is training the college football team.

- A number of out alumni conduct guest sessions for the present students. These guest sessions cover both academics and softskills. During pandemic, the alumni held a constant contact with the students through online sessions on a variety of topics to keep them engaged and motivated. These topic included public speaking, resume writing, career planning, financial management, capital gains, cyber law, sujok therapy and many more.
- An alumna conducted a workshop in behavioral skills while another one conducted a skill based course for girl students in collaboration with local agencies.
- On the occasion of College Foundation Day and Teachers' Day, many of the alumni visit the college and greet the staff.
- On International Yoga Day, one of the alumni Mrs. Shobha Mirchandani, who is a Yoga & Zumba instructor, conducts online & offline Yoga sessions for the students and the staff.
- One alumnus Mr. Satish Jhamnani has instituted a prize of INR 10,000/- for the best out-going sportsman of the year in the name of his late mother while another alumnus Mr. Nitin Kondhalkar awards a prize of INR 11,000/-, every year, to a student scoring highest marks in Accountancy at the Third Year B.Com, In case the highest marks are scored by a number of studentts, in such a case Mr Kondhalkar revises the amount immediately. He has instituted this award in the memory of his mother.
- Three of the alumni have sponsored the fees of three students along with their other academic expenditure.
- Alumni Association purchased two Oxygen Concentrators and donated those to the college. They were placed in the college for such beneficiries who struggled to procure a bed in any hospital. It was available for anyone in need. This was made available free of cost.
- As a special initiative, the college gives preference to the alumni as and when some job vacancy arises in the college. During last 5 years,14 of the faculties and 7 of the administrative staff appointed in the college are the college alumni. This act creates a strong bond between the college and alumni.
- The alumni have helped the students participating in Marathi Drama competition select and direct a play.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The vision of the college is *'To become a center of excellence in commerce and management and entrepreneurship aimed at generating knowledge.'*

Ministry of Skill Development & Entrepreneurship, Government of India mentions what center of excellence stands for:

“Center of Excellence (CoE) is a body that provides leadership, best practices, research, support, training of trainers and skill training for a specific sector/s. The literal meaning of a Center of Excellence is – ‘A place where the highest standards are maintained.’”

In so far as the attainment of the vision is concerned the college makes almost all the facilities available that are needed to be one such center. The college is managed through federal mechanism with distribution of authority at each level but with definite limits. At the helm of the affairs is the College managing committee to whom the Principal of the college is answerable. The general superintendence and management of the affairs of the college is vested in the Principal of the college who is assisted by a team of faculty members in carrying out the same. The Principal works in consultation with the college management when it comes to taking decisions involving too much of financial outgo.

The Principal appoints committees to look after every aspect of the college. The heads of the committees are given complete liberty and autonomy to carry out all possible activities that fall under their purview. A general discussion over the distribution of committees and activities that may be carried out under each committee (activity) head is discussed with the Principal in staff meetings and everyday tea break meetings. The college management does not discourage conduct of any activity, in fact it would rather encourage by financially assisting the activity. Thus the role of the college management is both decentralized yet participative.

The management has no interference in the routine activities that are held in the college. Only the major activities where financial support is required, are discussed with the college management and approval to these activities is routine. At the end of the academic year, the Principal apprises the management about the activities and achievements of the students, staff and the college as a whole.

An activity could be curricular, co-curricular, extra-curricular or relating to sports. It is conduct of these conglomerate of activities that helps the students to develop their personality. Students that enter the college premises as introverts, reserved, timid and shy, leave the college premises as confident human resource due to the exposure they accumulate throughout the term of course completion. Students showing participative interest in the subject are directed and guided to pursue post graduate courses in programmes other than commerce

Thus, the governance of the college is in accordance with the vision of the college.

The mission of the college is "Creating intellectually and morally endowed global citizens by providing quality education to the students of all strata of society." The institutional values of Discipline, Honesty and Industry are nurtured in the students to fulfill the mission set by the college. The management of the college, the Principal, the teaching and the non teaching staff demonstrate, as far as possible, both individually and collectively these institutional values.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The college is run and managed by the Jai Hind Sindhu Education Trust. It is a linguistic minority institution. The college is affiliated to the Savitribai Phule Pune University and is hence regulated by the Maharashtra Public Universities Act, 2016. The college is recognized under section 2 (f) and 12 (B) of the UGC Act, 1956, this is how it is governed by the statutory provisions of the UGC Act

The college is an institution recognized by the Government of Maharashtra and hence it comes under the purview of the regulations of the Government of Maharashtra. Being an aided commerce college the audit and approvals of teachers' posts is necessarily done through the Director and the Joint Director of Higher Education of the Government of Maharashtra. Hence the college also has to abide by the regulations laid down by the Government of Maharashtra from time to time.

The appointment of whether the teaching or the non teaching staff in the grant in aid section is as per the norms prescribed by the UGC from time to time under UGC (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) as amended from time to time. All appointments are strictly on the basis of merit and as per the requirements of the college and the concerned department. The guidelines laid down by the authorities are complied with from time to time making its functioning transparent. The authorities that sanction the government posts of teaching and non teaching staff i.e. the Director of Higher Education, Government of Maharashtra and the Joint Director, in addition to the University authorities, are consulted before publishing the advertisement about vacancies in the college. The Joint Director and the Director would make necessary changes, if required, and then the process of inviting the candidates for interview and constitution of the subject experts' committee for selection of teaching staff begins. The staff in the unaided section is subject to all the regulations as their counterparts in the aided section are.

File Description	Document
Upload Additional information	View Document

6.2.2 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
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Ministry of Human Resource Development, Government of India in its e-content on human resource management for post graduate students mentions what welfare for employees stands for. The e-content mentions that employee welfare means “the efforts to make life worth living for workmen.” According to Todd “employee welfare means anything done for the comfort and improvement, intellectual or social, of the employees over and above the wages paid which is not a necessity of the industry.”

Welfare measures are classified as statutory and voluntary. Statutory welfare measures are those that the institute has to provide by law and include drinking water facility, giving first aid, electricity etc.. While the voluntary are those that are provided by the employer to the employee for making the work place a healthy and a happy place. These include providing flexible timing to the employees, providing them with regular health checkup camp etc.

The location of the welfare schemes classifies the schemes into -

1. Intramural - these include the facilities provided within the organisation. The intramural facilities provided by the college include -

1. Canteen for both teachers and students
2. Uniform for the non teaching and the house keeping staff
3. Purified drinking water facility through water coolers

- 4.Provision of safety measures like fencing
- 5.Fire extinguishers on each floor

For the teaching and the non teaching staff college staff runs a tea club. It is funded by self made contributions. Some of the accessories such as the utensils, LPG and other peripherals are provided from out of the college expenses.

2. Extramural - These are provided outside the organization. The college provides a few out of them such as -

- 1.Education - The college makes it possible for the children of its employees to take subsidised education.
- 2.Medical reimbursement - The college makes as many welfare measure available to its staff as possible. Those available to the employees through the government have been claimed by the employees in the past. The college supports the employees in claiming these welfare facilities.
- 3.Provident fund - This benefit is made available to both the aided and unaided employees alike.
- 4.Leave encashment - This facility is available to those whose service is non vocational and it is made available to them as their right.

Performance based appraisal system -

Our college follows the guidelines laid down by the UGC from time to time for maintaining the standards of teaching. The teachers are required to comply with certain prerequisites before they join the institute and are required to update themselves on a regular basis. The system of Academic Performance Indicator is followed whether at the time of appointment or perpetual appraisal of a teacher. Promotion of a teacher from a given grade pay to a higher grade pay or from assistant professor to associate and beyond is based strictly on the scores defined by their academic performance indicators.

The promotion of the non teaching staff is necessarily time bound and there is no performance appraisal for them as per the University/Government/UGC. But the college has devised a method of even assessing the performance of the non teaching staff. Though this assessment is not yet linked to the salary increment given to them.

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

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

Response: 5.21**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**Response: 15.82****6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	14	1	0

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from**

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The management of the college conducts the college activities based on the the resources that are self augmented primarily through the collection of fees. For the sections funded by the government grants, the salary burden does not fall on the management. The management identifies all the possible sources that can augment resources that it is legally entitled to. As for the college is concerned it has a mix of aided and unaided section for B.Com, and purely unaided B.B.A. and M.Com. The salary grant for B.Com is received from the government but the salary of the unaided section is from the self augmented resources.

The college has the non salary commitment too. These commitments are for both aided and the unaided sections alike. In the light of growing vacancies in the aided sections in both teaching and non teaching not sanctioned by the government, there exists a great strain on the financial resources of the management, yet the management believes in financing these expenses out of the fees collected from the students. An annual budget on various activities is presented in the beginning of the academic year. The management is made aware of the demand for faculty and non teaching staff, so that it knows for sure the financial outlays for the ensuing year. On the basis of the past experiences about admission and as per the circular issued by the university, the fees for the ensuing academic year is revised. The fees charged are well within the fees prescribed for the course by the affiliating university. Some of the programmes are organized on sponsorships that are approved by the management. This sponsorship could come from the banks, financial institutions, companies, NGOs or alumni. The college management has created a fund of a sum of 16 lakh of rupees to give annual scholarships to its meritorious students out of the interest generated on that corpus.

There are other funds too such as:

- 1 IndusInd Foundation Scholarship for meritorious needy students
- 2 Mr. GMK Madnani Scholarship
- 3 Mrs. Bhagwanti Manghanmal Baharani Scholarship for needy Sindhi students
- 4 Mrs. Sita B. Jhamnani Sports prize for the best sportman of the year
- 5 M. U. College Academic prizes
6. M. U. Trust Academic Prizes

The scholarships are strictly meant for meritorious students. The college believes in generating the grant from the UGC for purchase of equipment, remedial coaching, construction of building etc. The UGC funding was received for the construction of the library building of our college. The college also received grants for the remedial and competitive examination coaching under the 12th plan. All possible schemes of the affiliating university are applied for to the benefit the students and to conduct various programmes. The college runs the NSS and 'Earn while Learn' scheme that are mainly funded by the affiliating university. Some seminars and workshops are conducted under the quality improvement programme of the affiliating university.

The college has a solar system installed utilising the grants received from the affiliating university.

The college conducts its internal and external financial audits regularly.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Quality assurance strategies aim at preventing, detecting and improving the service rendered by an academic institution. The most important stakeholder for an academic institution being a student, the IQAC has tried to provide its students with all the possible inputs to meet the vision and mission with which the institution runs.

Quality *improvement* strategies attempt to improve quality through continuous modification in the services provided.

- As a quality initiative online certificate courses were recommended by the IQAC.
- The introduction of short term courses on financial planning, employability skills, advanced excel and smart English are recommendations of the IQAC.
- Giving students a good and update information is what IQAC opines. A number of students have benefitted due to the introduction of such courses.
- A mandatory Induction for first year students for all the programmes was introduced at the behest of the IQAC.
- Bringing a wedlock between practical aspects of a subject and its theoretical foundations was a well-conceived idea of the IQAC. This is how the college thought of focussing on participative and experiential learning.
- The Pandemic that shook the entire world needed support in the form that could save the humanity. A very indicative contribution from the IQAC was the recommendation to purchase the O2 Cylinders and provision of the same to those who could not secure bed in the hospital.
- The academic Scene was uncertain against this background the IQAC recommended the Commencement of classes in time irrespective of whether or not the previous results were declared or even irrespective of whether or not the students were promoted to the next class. The IQAC did not wait for the University to declare the commencement of the academic year. So without conduct of the examination the students were promoted to the next class as if they had qualified the term.
- The IQAC had recommended introduction of B Voc against the background of the recommendation of the NAAC reaccreditation Committee for the third cycle. The UGC did sanction B-Voc to the college. This proposal awaits the Government of Maharashtra's sanction.

- To introduce a multi- disciplinary approach the college had applied for B.A. It stands sanctioned by the affiliating University but the state government has recommended to reapply. The need to have such multi-disciplinary approach is the requirement of the National Education Policy 2020 and well taken by the IQAC of the college.
- On the recommendation of the IQAC each department of the college came up with an autonomous course that is relevant to improvement in students' career graph. The multi-disciplinary approach was not confined only to degrees but also to some certificate courses such as the one on LGBTQIA+, Mathematical skills for business analysis, Indian classical music etc.
- Pre-marriage counselling, panel discussion on Budget became a regular practice at M.U. College on account of the strong recommendations to hold such events in the college by the IQAC.
- The IQAC plans to come up with some more activities. To mention a few -
 - A canteen on a cooperative principles to be run by the students.
 - A cooperative credit society on principles of cooperation to be run by the students in association with teachers.
 - A cooperative store on a cooperative principles to be run by the students.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Holly Martinez in her article on gender equity writes, "Gender equity, defined by the European Institute for Gender Equality, is the "provision of fairness and justice in the distribution of benefits and responsibilities between women, men and all genders." Gender equity is important because, historically, societies around the world have deemed females, transgender people, and nonbinary people as "weaker" or less important than males." It is this context we identify that the place of women in the organisation must be ascertained.

Needless to say that the institute pays complete attention to gender equity. This is evident from the gender ratio that prevails among students enrolled in the college, among faculty whether primary, high school or junior college run by the same management and among the staff of the senior college. Staff would include both teaching as well as the non teaching.

The management body of the college comprises of only women members. The heads of all three institutes are also women. The management takes due care and diligence in appointing any personnel in the institute. All appointments are purely on merit basis without any gender bias.

It must be prominently mentioned here that the college is led by a lady principal for the last 16 years at a stretch. The superintendence of the college management is with a lady President since its inception. As mentioned before, the entire college management is ably carried out by ladies. The key positions of the college such as the library, examination centre, NSS, IGNOU study centre are headed by a lady staff.

The college conducts guest lectures to develop awareness about gender equity and gender sensitisation. The lectures covered areas such as "Women Empowerment" "Rights of Women", "Prevention of Sexual Harassment at Workplace" "Gender Discrimination" "Equal Opportunity in Education and Employment without discriminating based on race, religion, gender" and many more.

Celebration of commemorative days -

The institute celebrates as well as observes national and international commemorative days. Celebrating festivals of various religions is taught to the students from their childhood. The school on the neighbouring campus celebrates all the festivals and lays the foundation which is carried forward by the students till the end of their post graduate education. Important days such as the Sindhi Shahadat Day (January - 21), National Voters' day (January 25), *Marathi Bhasha Gaurav Din* (Marathi Language Pride Day) (February - 27), Women's Day (March 8), International Yoga Day (June 21), Sadbhavana Diwas (August 20), NSS Day (September 24), Constitution day (November 26), World Aids Day (December 01) and a host of such important days are celebrated on the campus. Three important days viz, the Republic Day (January 26), Maharashtra Day (May 1) and Independence Day (August 15) are celebrated on the campus. The Principal of the college addresses the students present on the day.

The celebration of these days takes the form of invited lectures, quizzes, elocution competition and essay writing competition.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Non discrimination in every aspect of college administration makes the working environment inclusive. It is inclusive across genders, ages, classes and castes. The college has provided admissions on the basis of pure merit irrespective of the class or the caste the candidate belongs to. The college enjoys linguistic minority status and hence has its 50% seats reserved for the sindhi students. The rest of the admissions are provided on the basis of the reservation policy laid down by the Government of Maharashtra. This automatically brings the constitutional obligation into reality. This is social inclusion too.

The college has never objected to any kind of dressing by whether boys or girls or any staff member. Any attire reflecting any religious affiliation is not objected to. This demonstrates the tolerance of the administration towards the religious beliefs of the other community and caste. The college management does not intend to encroach upon their freedom of choice, faith, worship and belief.

The students that are trained on the Jai Hind school campus are trained from their childhood to celebrate various festivals and hence by the time they travel to the college the concept of inclusiveness in terms of acceptance of other religions and their religious practices is already developed.

As for the constitutional values are concerned the college holds separate courses, which are made mandatory by the affiliating University. They are -

1. Introduction to Constitution of India
2. Democracy, Election and Governance.

These two courses offer an additional information to the students about the Constitution, their rights, duties and responsibilities.

In the light of spreading the awareness about constitutional rights, the college takes serious efforts in getting all those who have attained adult franchise enrolled in the electoral roll. The college has electoral literacy club. The college gets students' voter registration done in association with Pimpri Legislative Assembly Constituency.

The college conducts lectures on the rights of the minorities. It even discusses the very latest topics such as the Citizens Amendment Act and makes the ideas of the students academically sound. As a part of such endeavour the college recently conducted a lecture on Uniform civil code delivered by an expert from Pune city. He made the students understand the academic side of the Uniform Civil Code and answered all the queries of the participants. Not only students but even senior citizens from around the locality, parents of some students attended and benefitted by attending the informative and academically rich session.

The clarity of thought over issues that are simple but become complicated and controversial because of lack of reading and awareness are made lucid due to interaction and discussion. This needs an expert to talk and interact. The college is one such platform where such clarity is provided.

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

7.2 Best Practices

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

Response:

I) Short Term Courses & sessions on specific topics

Short term courses are a phenomenon that is carried not only as a mandatory University requirement but also as the ones that are designed and developed by the college faculty. The year 2017-18 had only 4 autonomous courses and were developed on very topical issues such as the Tally, GST, Cyber Crime and Security, and fostering scientific temper. They were initially confined to first and second year students. They added value to the students' qualification.

In the subsequent years autonomous short term courses such as 'advanced excel', 'Yoga, fitness and stress management', 'Sindhi Language', 'Indian Stock Market', 'Banking and Finance' contributed to an all round development of the students. Some more courses were added to the existing ones and the number finally reached 21 in the academic year 2021-22.

The objectives -

- Improve the understanding of the students in a particular subject and subject area.
- Build and improve upon the students' understanding of the subject.
- Enhance the students' confidence levels and information spread.
- Improve their selection field of postgraduate courses.
- To train the students in such areas of development that they feel educated.

The context -

- Lack of versatility among the students with reference to subject knowledge
- Bridging the learning levels between two classes of students. The students could be from non commerce background needing a bridge to understand the curriculum which is provided in the form of these courses. There could be students who may need an additional support to understand content within the syllabus, these courses are even meant for them. There are some other kind of students who need information more than wanted by the curriculum. So the autonomous courses offered by the college are to serve the purposes of all types of students.
- As a matter of CBCS requirement - The SPPU offers some value added courses to ensure the students complete their additional non CGPA credits. These courses touch upon various aspects of students' overall development. The college confirms that the delivery of these courses is carried out through internal and external faculty.

The Practice -

- In case of the short term autonomous courses the college staff designs the syllabus keeping in mind the need of the industry.
- In case of the university's mandatory courses, the college invites good external staff because syllabus for these courses is set by the University.
- The classes of these courses and lectures for regular programmes are so scheduled that they do not overlap each other.
- Effective implementation of each course is a sole responsibility of the coordinator of the course.

Evidence of Success -

- The number of courses has risen over time from a mere 4 to 21.
- It has improved the employability of our students.
- There are a few students who benefit in terms of improving their performances in interview whether for a job or for higher education.
- It makes their idea about post graduation slightly better, then they had earlier.
- The students who take up these courses spread positive externality with regard to attendance and the need to complete such courses.

Problems encountered and Resources required -

- The basic problem encountered in carrying these courses is generating students for these courses because of their lack of awareness about the necessity of these courses.
- Retaining the students in the class. Retaining their focus amidst so many distractions.
- The course timings.
- Resources needed include the physical infrastructure and the human resources.

II) "Psychological, Social and Career counselling for integrated development"

Objectives -

- ? To bring about their integrated development.
- ? To reduce the level of confusion in their minds created due to too much distractions around them.
- ? To settle them on psychological and career front.

Context -

- The rising indifference of the students towards education.
- The rising financial and psychological stress among the students on account of a number of family issues.
- The need of the time wherein a lot of distractions are created by the exposure these students have, to a varied content on social media.
- The need to help students to decide their career path.

Practice

- ? The college started with an informal mentor mentee interaction of the teachers with students.
- ? This was supplemented with an invite to a professional psychologist on campus Ms (Dr) Himani Chapekar. This was initially intermittent but later it became a monthly phenomenon.
- ? Identifying the seriousness of students' psychological problems, the management of the college invited an expert psychologist to train the faculty from each of the institutes.
- ? At present the management has employed two full time Counsellors on the campus who are available for their guidance on a real time basis.

A number of our students 60 % of them, if we take the 2021-22 data, are girls students. They come from families that are socially not so liberal. In such cases these girls are married at a pretty early age. Pre-marriage counselling through a professional counsellor is a novel practice that our college has instituted. This year in fact we had gotten counsellors from "NARI SAMATA MANCH" to talk not only to the students but to their parents too.

Evidence of success -

- ? The college has created an all inclusive environment where students feel comfortable to express themselves.
- ? The number of students getting their issues resolved is on the rise & they feel relieved on being counselled.

Problems encountered and resources required -

- Identifying the beneficiaries that need counselling.
- Non acceptance of the need of counselling even if that person may need it.
- Non acceptance by the parents of need to discuss sensitive topic such as marriage, with children together with counsellors.
- Lack of awareness for the need of counselling

The resources required include -

1. Availability of counsellor on a real time basis.
2. Availability of a counselling room.

Notes -

The college has taken efforts to streamline both the practices. It has added to the autonomous courses relevant courses that suit the need of the time. The management of the college has appointed two full time counsellors who are available for the students to access anytime.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

An attempt to protect the Sindhi language, customs and culture.

Background -

Sindh is a geographical name for a province in today's Pakistan. Sindhis hailed from Sindh province and this is how they derived their name Sindhi. The partition of India in 1947 and massive exodus of people that followed partition led many communities to come to India. One such community is the community of Sindhis. These Sindhis made India their new home. They followed a variety of routes to reach India. Those who travelled by sea either settled in Gujarat or Maharashtra. Those who came by road and rail settled in Rajasthan's Jaipur and Ajmer respectively.

Introduction -

While we compare the benefits of investing in a new machine with that of investing in research or knowledge we find that it is expensive to create a new machine and even a new idea. However a copy of a new machine costs as much as the first one, while an idea can be copied at little or no expense. Since the contribution of new knowledge – new inventions and discoveries is only partially captured by the creator, there can be substantial external benefits. Further each new idea makes the next idea possible, so knowledge can grow indefinitely. Thus the belief of many and mainly economists that investment in human capital in general and research and development specifically is the key to understanding long run growth. This was captured by those who set the foundations of the Jai Hind family.

The Jai Hind Trust and the College

A group of Sindhi ladies displaced from West Pakistan, due to partition of our country, started social work in the direction of imparting Education to Sindhi children. They named their organization "POONA REFUGEE RELIEF COMMITTEE". This trust was registered with Assistant Charity Commissioner, Poona Region, under the provision of The Bombay Public Trusts Act, 1950 vide Certificate of Registration No.31299 dated 06.10.1955.

An institution that originated to impart education at preprimary level to Sindhi children branched out into a primary school, elevated into a high school, junior college and to a senior college (B.Com programme). The college today also offers M.Com and BBA programmes.

The Distinctiveness –

Students of the day have lost touch with Sindhi language. The college attempts to attract these students towards this language.

A number of activities are conducted whether intra college or inter college in an attempt to spread Sindhi language, culture and tradition. These activities include-

1. Sindhi as a subject – Sindhi is taught as a subject at first year B.com level - Almost 15% of the students enrolled and 30% of the Sindhi students opt for the subject.
2. Elocution competition – This is a landmark event of the college attempting to preserve, promote and protect the language. The students of our college participate and a trophy called the 'Sindhology Trophy' and cash prize are given to the winners and the runners.
3. Essay writing competition – Students of the college and junior college of the same institute, participate in the event. A number of relevant topics such as Sindhi Jewels of Modern India, Sindhi Culture, Sindhi Saints and their Contribution are topics of essay writing competition.
4. Sindhi Learning Certificate Course in Association with National Council for Promotion of Sindhi Language (NCPSL) - It is this course that attracts even the non Sindhi students.
5. Organization of Poojya Behrana Saheb - The festival of Chaliya marks the completion of 40 days of fasting. The college organizes this on any one of the last 9 days of Chaliya festival. The entire campus comes together to observe this grand event. The Sindhis worship the Lord Jhulelal, seated on a fish. The Sindhis believe that Jhulelal emerged to rescue them from the victimization by Muslim ruler Mirkhshah.
6. Celebration of Sindhi Language Day – Sindhi New year
7. Celebration of Bhagat Kanwar Ram Jayanti.
8. Provision of financial help to the needy Sindhi widows and needy Sindhi students by IndusInd Foundation.
9. Observance of Sindhi Shahadat Divas.
10. Akhandh Path Saheb is conducted by the college which is continuous recital of the Guru Granth Saheb until it is complete. The reading is continuous whether day or night. The conclusion of the same is with Bhog Saheb and felicitation of those reciting.
11. A short film on importance of a vote was made in Sindhi language by our students to spread awareness. This was as a part of National Voters' Day Competition organised by Election Commission of India.
12. Sindhi theatre workshop was organised in the academic year 2022-23.
13. Organisation of National Seminar on Sindhi Identity, Culture & Lore and a state level seminar on 'Sindhi Language and Young Generation'.
14. Offering of the college premises for book release of prominent Sindhi Writers
15. Review of books written by prominent Sindhi Writers by a college faculty.
16. Membership of national and international NGOs as well as Maharashtra Sindhi Sahitya Academy by a faculty member.
17. A faculty member was on Linguistics Minority Committee for revision of syllabus formed by the Government of Maharashtra.

The college reserves 50% of the seats for Sindhi students as a right conferred upon the minorities by the Constitution of India. Some of the scholarships are reserved for the Sindhi students only to financially support them.

The college encourages our students to participate in activities that are organized by other institutions. They include –

1. Hojamalo Event organized by Jai Hind College, Mumbai
2. Participation of the students in Antarrashtriya Matru Bhasha Utsav (AMBU) organized by MSME Indian Region University. One of the activities under this was the handwriting competition and our student bagged the first prize.
3. Participation of our students in Sindhiyat Ja Sawal competition organized by Sindhi Heritage.
4. Participation in MatruBhasha Utsav 2021 on Sindhi – Muhinje Aama organised by Bharti Bhasha Samvardhan Sansthan.

All the activities above mark the celebration of Sindhi language, culture and values. These are promoted among the Sindhis and many others get to know the culture. There is a wholehearted attempt to protect the language and culture by experimenting various events on the campus that are language based.

From its establishment to date the institute has cherished its objectives and the same becomes a distinctive feature of this institute which has not left its status of the being a linguistic minority to be enjoyed merely on paper.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The 5 years ranging between 2017-2022 saw a lot of ups and downs. Some of them were internal but a few were external. The prominent external hit came as the pandemic which disturbed the conclusion of the academic year 2019- 2020 and it never let the academic year 2020-2021 begin smoothly. .

Developments during 2017 - 2022

- The college saw two of its faculty members pass away at a young age. Mr.Vishal Amolik from Department of Economics passed away of cardiac arrest in the college premises. He died at a premature age of 39 years in 2018. This left a big vacuum in the field of teaching, evaluation, NSS and sports too. This was because he was NSS area coordinator of the affiliating University and professional boxer teaching boxing to our students.
- Dr. Mrs. Geeta Sivaraman was another jewel that fell to pandemic in 2021. It was severe academic blow to us because a number of research activities , industrial collaborations were carried out by Dr. Geeta Sivaraman.
- A number of experienced and professionally qualified faculty members retired one after the other. The principal of the college Dr. Vijaylaxmi Nambiar (2018). the HOD - Commerce, Dr. V.H. Borgaonkar (2021), Dr. Parveen Prasad (Senior faculty- Commerce (2022), Mrs S.Nadar, senior faculty Commerce (2021), Advocate Ashok Tarani, (Law - 2017) and Prof. Shakur Sayyed Director of Sports and Physical Education (2022).
- The government has put a hold on filling up of teaching and non teaching positions. This puts tremendous burden on financial resources of the institute. More than that it is a loss of experties, replenishing which is a task, While young faculty is a merit the same could be a demerit on the grounds of lack of professional experience.
- The Principal's post remained vacant for quite some time on account of superannuation of Dr Vijaylaxmi Nambiar. No interview was allowed during pandemic. Deferred sanction to the Principal's post by the Director of Higher Education of Maharashtra made it difficult to get any approval to any scheme, any course, any programme or any permanent affiliation to a course.
- So the College went on adding to the existing basket of autonomous courses, improvisation of library, improvisation of ICT facility on campus, improvisation of association with the alumni and more consolidation of career guidance, psychological counselling and placement.
- The scene at the non-teaching end was no different.It was operating on one fourth of its capacity supported by the staff appointed by the management.
- The progress of the college between 2017 and 2022 can be attributed to the uncertainties created by the pandemic and the ones created by the interanlly existing conditions.

Concluding Remarks :

The recommendations laid for quality enhancement by the NAAC team for third reaccreditation cycle are partially met .

a) The college received approval to Innovation and Start-up Cell as per the norms of Centre for Innovation, Incubation and Linkagaes at the affiliating University. The same was inaugurated on September 15, 2022.

- b) The college initiated the application for B.Voc and received the sanction for B-Voc from the UGC. The college cannot start more PG Programmes because the college doesn't run any other UG programme.
- c) An attempt to start coaching in German language was made by floating questionnaire to freshers in 2019- 20 but very few students opted for the Certificate or the diploma course. Hence the college decided to introduce German as a language under the upcoming Bachelors of Arts programme.
- d) The college has signed MoUs with different academic Institutions, banks, co-operative societies to have their students placed, get internship, and arrange study visits. Though a lot still needs to be done on this front.
- e) Compared to the last cycle, the college has more Ph.D.holders. The college has complied with the norms and intends to apply in the forthcoming year to start a research centre in Commerce.
- f) The operational & financial feasibility, the non-availability of space have put a hold on introducing a language lab. The college has created some infrastructure in the form of audio cassettes, books, ear phones and audio cassette players for the students to listen to right pronunciation of words. The college plans to introduce a language laboratory with the introduction of Bachelor of Arts.
- g) The college offers table tennis as an indoor sport . A boxing bag for practice purpose is available for the players. Though not recognised as a sporting event, carrom facility is made available for recreation.
- h) A multisport playground is developed for sports such as volleyball, cricket, athletics, football, kho-kho, and kabaddi.
- I) An Independent section for books on competitive examination is created. A continuous addition to this section is made. Some of the best publishers such as McGraw Hill, Cengage Learning are introduced. The books are sufficient to take care of exams such as public service commission, NET, SET, GMAT, TOEFL, etc..
- J) The college has improved upon its ICT set up. Every class is internet enabled and has an LCD projector. The college internet bandwidth is 100 mbps. The teachers can use online resources very easily on account of the facility provided.
- k) Though the college could not introduce any post graduate programme on account of the legal prohibitions, it did work on the recommendation of the NAAC committee for the third cycle and promoted C.A./C.S./CMA courses and provided infrastructure to conduct their exams. The college initiated its own short term autonomous courses too.
- l) The competitive examination centre and placement activities have improved. Companies such as A. Raymond, ICICI Prudential have visited the campus as a repeat visit to recruit our students. This speaks for the performance of our students too.

The college definitely seeks to improve upon what it has achieved between 2017 and 2022.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>129</td> <td>0</td> <td>286</td> <td>240</td> <td>169</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>0</td> <td>272</td> <td>238</td> <td>169</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	129	0	286	240	169	2021-22	2020-21	2019-20	2018-19	2017-18	98	0	272	238	169										
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2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1689</td> <td>1725</td> <td>1541</td> <td>1366</td> <td>1408</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>531</td> <td>626</td> <td>642</td> <td>549</td> <td>543</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1910</td> <td>1862</td> <td>1808</td> <td>1680</td> <td>1680</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1689	1725	1541	1366	1408	2021-22	2020-21	2019-20	2018-19	2017-18	531	626	642	549	543	2021-22	2020-21	2019-20	2018-19	2017-18	1910	1862	1808	1680	1680
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531	626	642	549	543																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
1910	1862	1808	1680	1680																											

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
634	634	708	580	580

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.1.2 Percentage of seats filled against seats reserved for various 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:

2021-22	2020-21	2019-20	2018-19	2017-18
381	360	282	243	302

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
106	117	118	103	114

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
506	493	481	446	446

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
166	166	187	153	153

Remark : As per the revised data and clarification received from HEI, based on that no of admitted seats could not be more than sanction seats of that particular category so DVV input is recommended accordingly.

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

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

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

19	21	23	22	21
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	21	20	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	21	17	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	17	16	17

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	4	6	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	7	2	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>9</td> <td>4</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>4</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	7	9	4	3	2	2021-22	2020-21	2019-20	2018-19	2017-18	4	8	4	1	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	9	4	3	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	8	4	1	1																	
3.5.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :7</p> <p>Remark : As per the supporting documents received from HEI, based on that DVV input is recommended.</p>																				
4.1.2	<p>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</p> <p>4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1494 1046 1628"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.8</td> <td>2.42</td> <td>6.01</td> <td>8.64</td> <td>1.11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1706 1046 1841"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.8</td> <td>0.86</td> <td>6.01</td> <td>8.64</td> <td>1.11</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0.8	2.42	6.01	8.64	1.11	2021-22	2020-21	2019-20	2018-19	2017-18	0.8	0.86	6.01	8.64	1.11
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0.8	0.86	6.01	8.64	1.11																	
4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27.11	24.76	40.00	34.67	40.35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27.11	24.76	39.99	34.67	39.77

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
152	133	91	142	78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
152	133	91	142	78

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
610	509	514	452	481

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
514	473	466	293	327

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State

government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.2.2.2. 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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
514	473	466	293	327

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	2	25	19	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	2	23	19	13

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	16	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	14	1	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 30 Answer after DVV Verification : 28</p>										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>21</td> <td>23</td> <td>22</td> <td>21</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	19	21	23	22	21
2021-22	2020-21	2019-20	2018-19	2017-18							
19	21	23	22	21							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	21	20	19

2.1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
102.5	93.42	88.53	76.50	94.15

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101.29	79.29	82.39	59.79	83.299