



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**BHAVNA TRUST JUNIOR AND DEGREE COLLEGE OF  
COMMERCE AND SCIENCE.**

**PLOT NO 5, SUNDAR BAUG , NEAR MAHARAJ SHIVALI CHOWK, DEONAR  
400088**

**[bhavnatrustcollege.com](http://bhavnatrustcollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Founded in the year 2003 under the auspices of **Bhavna Trust**, Bhavna Trust Junior and Degree College of Commerce and Science, affiliated to the University of Mumbai, stands as an unaided, Jain Minority Institution. Established by visionary leaders, including founder Managing Trustee Late Shri. Keshavji Chhadva, Late Shri. Gagubhai Chhadva, Late Shri. Mulji Nisar, and Late Shri. Pravinchandra D. Dalal, the institution has flourished over the years.

The college offers a diverse range of academic programs, encompassing 5 undergraduate and 1 postgraduate course, all affiliated with the prestigious University of Mumbai. From its humble beginnings with 20 students and 2 programs, the college has expanded significantly, now catering to 613 students across 6 programs. Situated in the vibrant metropolis of Mumbai, the college benefits from excellent connectivity with both industry and academia.

The college's infrastructure is noteworthy for its spacious and attractive design, equipped with modern amenities. This has made it a preferred venue for numerous university-level intercollegiate activities and examinations. Emphasizing national collaborations, the college has entered into various Memorandum of Understanding (MOUs).

A testament to its commitment to education, the college boasts a dedicated and experienced staff. Guided by a vision and wholehearted support from the management, the institution has initiated several ventures to benefit students from all walks of life. Serving as a study center for the M.Sc. (IT) program of the Institute of Distance and Open Learning (IDOL) at the University of Mumbai, the college extends educational opportunities beyond traditional boundaries.

Keeping pace with technological advancements, the college has established Four ultra-modern computer labs ,**5 Smart Classrooms(ICT)** ,12 Classrooms with Projector facilities and an Audio-Visual Room to provide advanced education to its students. The College Library serves as a comprehensive resource hub, housing an extensive collection of print and digital materials, including textbooks, academic journals, and reference books.

To streamline attendance tracking, the college has implemented a QR Code attendance system. Additionally, ensuring the safety of its students and property, the entire premises are equipped with CCTV surveillance and a Fire Alarm system. This multifaceted approach reflects the institution's commitment to providing a conducive and secure learning environment. Our Premises cater to diverse disabilities and Sensor lights save electricity .

## Vision

Empowering learners through cutting edge education.

## **Mission**

Continuous efforts to impart knowledge and skills to learners that are relevant to the demand in evolving times.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Remarkable performance of active N.S.S and DLLE Extension Cells.
- Wide range of extra curricular activities aimed at the all round personality development of students.
- Active participation of teaching staff in different faculty improvement programmes to improve teaching and research skills.
- Visionary, Proactive and Progressive management.
- Several Initiatives towards Environmental Conservation.
- Remedial coaching for academically weak students.
- Leveraging on ICT infrastructure for smooth conduct of academic, examination and administrative processes.
- Linkages with industry for industry-led courses, Internship and placement.
- Environmental initiatives like rain water harvesting, tobacco free campus, E- waste management system etc.
- Guest lectures and interaction with industry and academic institutions
- Quality of entry level students –Large number of students are admitted with low percentage of marks.

### **Institutional Weakness**

- Progression to further higher education suffers because many students come from economically weaker sections of society and have to support their families during and immediately after graduation.
- Inability to meet the students' higher education needs due to limited number of programmes.
- Difficulties in tapping external funding from UGC/Government for developmental activities as a Self Financing Private College.
- Number of MOU's with industries needs to be enhanced

### **Institutional Opportunity**

- Increase in resources generation through collaborations and MOUs.
- Staff empowerment through various management development programs for professional and vocational skills.
- To prepare our students for competitive examinations for jobs in Government, Public and Banking Sector.
- Spacious campus for creation of physical and learning infrastructure to add new programs or to increase the intake of existing programs as per the need.
- A large number of courses provided to cater to the diverse needs of students with various backgrounds.

## **Institutional Challenge**

- Difficulty to keep a track of students qualifying State / National /International level examinations.
- To enroll students for Sanskrit / Hindi certificate programs.
- Motivating students to undertake internships, field visits, etc., in programmes where it is not compulsory, is difficult.
- Difficulty in getting govt. grants for research and development for the self financing college.
- Drawing the first generation learners into the mainstream and increasing their participation in various extension and collaboration activities.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college is affiliated with the University of Mumbai and offers a total of six programs in Commerce, Management Studies, and Science. These programs consist of five undergraduate (UG) programs and one postgraduate (PG) program. Over the past five years, there has been a significant revision of the syllabus for most courses, enhancing the educational experience.

During this assessment period, the college has introduced certificate and value-added courses, greatly benefiting the students. Additionally, the faculty members actively participate in university-level activities such as setting examination papers, serving as examiners, and moderating exams. They also regularly attend faculty development programs to stay updated on revised syllabi.

The college places a strong emphasis on gathering feedback on the syllabus from all stakeholders, including students, alumni, and employers. This feedback is then shared with the members of the Board of Studies to make necessary improvements.

To foster global competencies among students, classroom teaching is supplemented with seminars, quizzes, and short films. The implementation of a Choice-Based Credit System, Grading, and Semester system has been extended to all programs. Furthermore, internships, field trips, and project work are integrated into the curriculum to enhance students' competitiveness.

The college's academic and co-curricular activities are meticulously planned by the Internal Quality Assurance Cell (IQAC) before the start of each academic year. This planning is reflected in the Academic Calendar, ensuring that the syllabus is completed on time.

Recently, the college introduced additional programs, including Masters of Commerce (M.Com. in Advanced Accountancy) and Bachelor of Commerce in Accounting & Finance (B.A.F) reflecting its commitment to academic excellence. The college adheres to University-driven Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), which are communicated to students at the beginning of each

semester. Efforts are made to continuously improve outcomes to align with the institution's Vision, Mission, and societal needs.

Moreover, the college has integrated important issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into its curriculum. Feedback on the curriculum is collected from various stakeholders, including students, parents, employers, and alumni. The analysis of this feedback is made available on the college website, and suggestions are forwarded to coordinators for action.

A robust mechanism is in place for well-planned curriculum delivery and documentation to ensure the delivery of quality education. The college's faculty, comprising both young and experienced educators, diligently cater to both curricular and co-curricular needs. The feedback system involving stakeholders allows for continuous improvement in student progression and overall development.

### **Teaching-learning and Evaluation**

The institution emphasizes student-centered teaching and learning activities, offering a range of certificate courses, bridge programs, and remedial lectures to support students' academic growth. Additionally, mentoring sessions and guest lectures contribute to their development. The admission process is transparent, accommodating students from diverse backgrounds and geographic locations.

Innovative teaching methods like peer-to-peer learning and fish bowl discussions enhance the learning experience. The institution provides specialized coaching to both advanced and academically weaker students, resulting in improved performance. Experiential and participative teaching approaches foster seminars, workshops, and student exchange programs to align with current educational demands. The academic calendar includes dedicated slots for important events.

Over 90% of teachers utilize ICT tools, such as PPTs, videos, and modern teaching methods. The institution increasingly employs ICT classrooms, departing from traditional teaching methods. A mentoring system maintains a 25:1 student-to-mentor ratio.

Management is keen on recruiting the faculty with the required qualifications. Out of 25 teachers, 1 is PhD, 3 are currently pursuing PhD.

Community outreach activities involve interactions with senior citizens( shelter homes) and orphanages promoting empathy and communication. Entrepreneurial skill development programs nurture student's creativity and business abilities.

Feedback from stakeholders drives quality improvements. Continuous internal evaluation supports students of varying capabilities, while a robust exam grievance mechanism ensures transparent resolutions within set timeframes. Leadership skills are fostered by placing students in responsible committee positions.

#### **Highlights:**

- Student-centered learning
- Support for slow and advanced learners

- Various competitions and field visits

- Faculty development programs encourage continuous learning and active participation in seminars and conferences.

### **Research, Innovations and Extension**

The college has a research promotion policy that supports researchers with facilities, incentives, and training. It encourages faculty to apply for research projects, present papers in workshops, and publish in journals and books.

To enhance research skills, the college organizes research seminars. Faculty and students actively participate and present research papers at conferences, seminars, and workshops.

Annually, the college publishes a magazine to encourage student writing skills. Currently, there is one PhD holder on the faculty, and four faculty members are pursuing their Ph.D.s within the college.

### **Infrastructure and Learning Resources**

The institution's infrastructure plays a crucial role in facilitating its academic, extracurricular, and administrative activities. Here's a concise summary of the provided information:

1. **Physical Infrastructure:** The college has a 4000 sq. ft. building with three floors, parking for two-wheelers, a lift, a ramp, and a restroom. It features 19 classrooms (8 with LCD projectors), computer labs, laboratories, seminar halls, conference rooms, an auditorium, a library, a canteen, and common rooms for both genders. Essential amenities like water, electricity backup, CCTV, gym, and a yoga center are available.

2. **Library Resources:** The library is fully automated and includes a digital library, reading hall, departmental library, and periodicals section. It uses software like Koha and OPAC for book management. There are four computers available for library use.

3. **Maintenance:** Regular maintenance of IT facilities is managed through Annual Maintenance Contracts. The college ensures proper upkeep of physical infrastructure, classrooms, labs, and equipment. All departments follow established procedures for equipment maintenance.

4. **IT Infrastructure:** The college has 83 computers with the latest configurations, connected via LAN and Wi-Fi

(100 Mbps) to offices and the library. There's a hall for 200 students for sports, NSS, and cultural activities. Fire extinguishers and CCTV cameras are strategically placed across the campus, with infrastructure upgrades managed by the College Development Council upon request.

### **Student Support and Progression**

The College's student support activities are led by the Management, Principal, Head of Department, and Faculty. They promote student participation in cultural and sports events through the Students' Council and Sports Department, including Fresher Party, Independence Day, Teachers Day, Navratri Festival, Republic Day, Farewell, Sports Day, and Foundation Day. The intercollegiate festival, "Freak," which is an amalgamation of technical and nontechnical events involves around 600 students from 40 colleges. Alumni contribute expertise and financial assistance.

The institute offers government scholarships, fee discounts, and a grievance redressal system with set timelines. Placement drives by the Placement Cell result in job appointments and more employer connections have been established. To enhance students' career readiness, the college offers certificate courses, competitive exam guidance, remedial and bridge courses, and career counseling.

Students are encouraged to organize events through department clubs, IQAC, and cultural and sports activities. Yoga aid personality development. The Placement Cell provides equal placement opportunities to eligible students.

### **Governance, Leadership and Management**

The institution is guided by a well-defined Vision and Mission statement, emphasizing decentralization and participative management in both academic and administrative affairs. These principles are brought to life through an effective governance system. The Principal of the college holds ultimate authority for ensuring the institution's smooth operation. However, the Governing Body offers guidance to the Principal in implementing diligence and is empowered to decentralize academic and administrative activities. The Academic Council diligently monitors academic affairs. Various Functional Committees, Cells, and Clubs, featuring student representatives, play crucial roles in different aspects of campus life.

The College Development Committee (CDC) plays a pivotal role in planning, monitoring, and evaluating administrative and academic processes. Staff members actively participate in the planning and decision-making processes of the CDC through representative members. Major decisions, including budget allocations, the introduction of new courses, and the accountability of the teaching-learning process, are recommended through this committee.

A strategic plan is crafted in alignment with the college's vision and mission. This roadmap envisions a fully furnished new building, modernized laboratories and equipment, ICT-enabled classrooms, upgraded library infrastructure, e-learning facilities, safety and security enhancements, renewable energy systems, and a commitment to maintaining a hygienic and green campus. Essential bodies such as the Anti-ragging Committee, Anti-Sexual Harassment Cell, Grievance Redressal Cell, and Women's Cell are established to ensure a safe and inclusive campus environment.

To foster a culture of quality on campus, the Internal Quality Assurance Cell (IQAC) spearheads quality

initiatives, including feedback analysis and various welfare measures. Faculty Development Programs (FDPs) are conducted to empower staff members, while seminars, conferences, and workshops on quality aspects are organized regularly.

Administrative responsibilities are carried out collaboratively and democratically, with input from the Managing Council, which includes representatives, the Principal, and staff representatives. Both internal and external financial audits are conducted in accordance with auditing standards generally accepted in India, with external audits being performed.

Overall, the institution is committed to its vision and mission, emphasizing participation, quality, and transparency in its governance and operations.

### **Institutional Values and Best Practices**

Bhavna Trust College fosters a strong ethical work culture centered on equity, ensuring equal opportunities for all, regardless of gender. They have established a Gender Policy, conduct Gender Audits, and have committees like WDC and ICC.

Gender sensitization is integrated into several courses. The campus is eco-friendly with 100% LED lights, waste segregation, E-waste management, rainwater harvesting, and disability-friendly facilities. They've received recognition as a "Clean & Green Campus." Their standout best practices include a Digital Attendance System and a commitment to women's empowerment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Bhavna Trust Junior and Degree College of Commerce and Science.
Address	Plot no 5, sundar baug , near maharaj shivali chowk, deonar
City	Mumbai
State	Maharashtra
Pin	400088
Website	<a href="http://bhavnatrustcollege.com">bhavnatrustcollege.com</a>

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">minoritydoc English marathi compressed.pdf</a>
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details		
State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Plot no 5, sundar baug , near maharaj shivali chowk, deonar	Semi-urban	0.8489	4661.842

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce,	36	Higher Secondary Certificate	English	120	81
UG	BCom,Commerce,Accounting and Finance	36	Higher Secondary Certificate	English	30	30
UG	BMS,Commerce,	36	Higher Secondary Certificate	English	60	50
UG	BSc,Science, Computer Science	36	Higher Secondary Certificate	English	60	60
UG	BSc,Science, Information Technology	36	Higher Secondary Certificate	English	60	60
PG	MCom,Commerce,Advanced Accountancy	24	Graduation	English	30	5

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				2			
Recruited	0	0	0	0	1	0	0	1	2	0	0	2
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				18			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				18			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				9
Recruited	8	1	0	9
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				1
Recruited	0	1	0	1
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	2	15	0	17
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	6	0	6	6

**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	353	7	0	0	360
	Female	238	4	0	0	242
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	6	0	0	0	6
	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	24	22	11	24
	Female	17	13	16	15
	Others	0	0	0	0
ST	Male	4	3	2	5
	Female	1	1	0	4
	Others	0	0	0	0
OBC	Male	17	15	11	21
	Female	11	11	6	15
	Others	0	0	0	0
General	Male	214	192	168	232
	Female	145	108	96	138
	Others	0	0	0	0
Others	Male	15	11	14	23
	Female	5	11	8	10
	Others	0	0	0	0
Total		453	387	332	487

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college, affiliated with the University of Mumbai, follows a Choice-Based Credit System (CBCS). As an affiliated college, our course structure and content adhere to the guidelines set by the parent university, following the UGC recommendations. Our leadership is actively paving the way for the successful introduction of multidisciplinary and interdisciplinary education. This approach will equip our students with the essential skills needed in the Future. While we anticipate further details on the implementation of this educational approach in the coming months, we are fully supportive of and prepared to embrace this change within our college. To foster well-rounded development in students, our college regularly offers certificate courses with an Interdisciplinary focus, hosts conferences, seminars, and workshops to facilitate diverse and innovative teaching and learning experiences. Additionally, students across all programs engage with subjects related to the environment, gender, and professional ethics. In alignment with the guidelines of the National Education Policy (NEP), the college is dedicated to enhancing its teaching and learning methods by integrating Multidisciplinary and Interdisciplinary elements.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The 2020 National Education Policy (NEP) aims to enhance curriculum flexibility and facilitate academic mobility, utilizing a credit transfer system that supports multiple entry and exit points for students. In line with the University of Mumbai's Circular No. DBDEE/ICF/2022-23/14 dated October 21, 2022, our institution has taken proactive steps to implement the Academic Bank of Credits (ABC). To do so, university has established a centralized database that aligns with our college's data, where we'll track academic credits earned from various courses. Additionally, we've put in place the necessary technical support infrastructure, appointed faculty members as Nodal officers, conducted college-wide awareness campaigns, held orientation sessions, and generated ABC IDs. All relevant information has been duly submitted to the University in Excel format for proper record-keeping and administration.</p>
<p>3. Skill development:</p>	<p>Our college offers a range of programs that include Certificate courses designed to impart valuable skills such as Management, Accounting, and</p>

	<p>Communication skills. Our institution places a strong emphasis on skill development, not only within the regular curriculum but also through co-curricular activities. We provide certificate programs with skill-focused components, covering a diverse array of topics such as Tally ERP, GST, Advanced Excel, Digital Marketing, Android Application Development, Python Programming Cloud Computing and Database Management, among others.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Preserving and promoting India's cultural heritage should be a top priority for the nation, as it holds significant importance for both its identity and economy. An essential aspect of this endeavor is the integration of the Indian Knowledge system, particularly through education in Indian languages. Language plays an integral role in culture and the arts, shaping how people communicate with family, authority figures, strangers, and the overall tone of their conversations. Therefore, to safeguard and enhance a culture, it is imperative to protect and promote its languages. The Bhavna Trust College benefits from faculty members who are proficient in various Indian languages, such as Hindi, Marathi, etc. Leveraging this linguistic diversity within the institution's human resources presents a valuable opportunity to strengthen the Indian knowledge system. Our institution is actively promoting local languages through discussions and seminars dedicated to languages such as Hindi and Marathi . Moreover, we have forged significant partnerships to further these initiatives, including MOUs with organizations like Prajapati Brahmakumari for meditation and the established Marathi Wangmay Mandal. . Additionally, we celebrate important occasions such as International Yoga Day, Aashadi Ekadashi, Independence Day, and Republic Day to strengthen our commitment to these values and traditions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college maintains an updated syllabus, along with clear program and course outcomes, which are readily accessible on our website and communicated to our students. We assess the attainment of Course Outcomes (COs) based on students' performance. To effectively measure the alignment of COs and Program Outcomes (POs), the college employs an evaluation system for each program, encompassing</p>

	<p>both formative and summative assessment methods. Our teaching and learning methods are designed with a strong focus on achieving desired outcomes. We harness e-learning resources and software to enhance specific outcomes, thereby expanding job opportunities and facilitating more placements for our students. All of our programs and courses are thoughtfully crafted to align with the institution's Vision and Mission. Furthermore, the syllabus have received approval from the University of Mumbai, and the program's objectives are comprehensively achieved.</p>
<p>6. Distance education/online education:</p>	<p>Online teaching and learning were implemented through various platforms, including Google Meet, Zoom, and Microsoft Teams. Learning materials were distributed through Google Classroom and WhatsApp videos. Assessments were conducted using Google Forms and examination software(Quadruple) . We continue to utilize a blended approach to teaching and learning, combining online and traditional methods. We also offer certificate courses in an online format. Additionally, we regularly organize online classes and webinars on a wide range of topics, and students are actively engaged in virtual classrooms. Furthermore, our college serves as a study center for M.Sc.(IT) (University of Mumbai) The entire college campus is equipped with Wi-Fi, ensuring uninterrupted online education. With the implementation of the NEP, we will ensure the seamless facilitation of distance and online education, aligning with the recommendations of the NEP-2020 policy makers.</p>

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In 2017, our college established the Electoral Literacy Club (ELC) in alignment with the Election Commission of India's mission to foster active electoral participation among young voters. We envision ELC as a dynamic focal point for creating awareness and encouraging future voters to engage in the electoral process. Our efforts to engage newly enrolled students include various activities such as slogan writing campaigns in collaboration with the</p>
---	---

	District Election Office, with the aim of educating and motivating them to register as voters.
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?	The college has appointed a faculty coordinator and an assistant coordinator to oversee the operations of the Electoral Literacy Club (ELC). The ELC is actively functional and plays a pivotal role in raising awareness among both students and the community about the significance of the "Right to Vote." Regular meetings are held to facilitate these endeavours.
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.	The college actively coordinates numerous voluntary contribution programs related to electoral processes. These initiatives encompass activities such as facilitating voter registration for students and their respective communities, offering support to district election administration during polling, conducting voter awareness campaigns, advocating for ethical voting practices, and actively promoting increased participation of underprivileged segments of society in the electoral process.
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.	The college has undertaken various electoral-related initiatives in the field of research projects, surveys, awareness drives, and publications dedicated to promoting democratic values and enhancing understanding of the electoral process.
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.	Efforts have been made to enroll eligible students as voters by both the Electoral Literacy Clubs (ELCs) and the college itself. In 2020, the college conducted an Oath ceremony for Voter ID creation, and in 2017, Voter ID registration was carried out. Furthermore, a Special Camp was organized in 2022 in collaboration with municipal authorities to facilitate the registration process for new voters on campus. These initiatives are part of institutionalized mechanisms aimed at registering eligible students as voters.

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
487	334	368	453	577

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 39

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	20	18	18	16

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	48.07	22.56	42.21	35.589

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Bhavna Trust Junior and Degree College of Commerce & Science is affiliated to the University of Mumbai and follows the curriculum developed by the University of Mumbai.

The teaching-learning process is made effective through a well-planned and documented process starting from the preparation of the academic calendar, teaching plan, and timetable to achieve academic excellence.

In addition to a curriculum-focused approach, the college conducts a variety of extracurricular activities throughout the year on the initiative of its various Clubs/Associations for the overall personality development of students.

**Academic Calendar:** - The Academic Calendar is developed in accordance with the University of Mumbai's Academic Calendar. IQAC in consultation with the Principal finalizes the Academic Calendar. It includes information regarding, curriculum, co-curricular, extra-curricular activities of Clubs/Associations, Internal and University of Mumbai's examination patterns.

**Effective Curriculum Planning:** -At the beginning of the academic year, each department conducts a departmental meeting with Principal to discuss workload distribution based on faculty's expertise. The timetable committee prepares time table of every department and the same is displayed on notice board, uploaded on the ERP system and communicated via WhatsApp official group of students.

**Teaching Plan:** - The teaching plan is prepared by every faculty to ensure timely completion of the syllabus.

**Curriculum Delivery:** -The effective implementation of the curriculum is ensured by classroom/online teaching with different pedagogy in teaching such as blended learning, participative learning, experiential learning, ICT-enabled learning, collaborative learning, integrated learning and enquiry-based learning. Classroom teaching is supplemented by MIE (Meeting Industry Expert), MAE (Meeting Academic Expert), PPT presentation, Recorded Video Lectures, Tutorials, Projects, Group assignments, Case studies, Industry visit, Internship, E-learning, Quiz, Assignments, and participation in curricular and extra-curricular activities. Remedial lectures are conducted for slow learners. To facilitate an excellent academic environment campus is 24 X 7 WI FI enabled, and classrooms are equipped with ICT facilities like Smart boards, wall mounted projectors, a Public addressing system, a Computer lab, an Electronics lab, a Digital Library. Log book is maintained by each faculty and is being monitored by Head of Department. College encourages faculties to participate in Orientation, Refresher courses, Faculty

Development programs, University syllabus revision workshops etc. to update themselves as per the industry requirements. IQAC collects feedback from various stakeholders which is analysed and appropriate actions are taken for academic excellence.

**Continuous Internal Evaluation (CIE):** - The mechanism of CIE is transparent and flexible. The Examination committee is responsible for conducting Internal and External examinations.

<b>Continuous Internal Evaluation (CIE)</b>				
<b>Internal (25 Marks)</b>		<b>Practical (50 Marks)</b>		
1. Bachelor of Management Studies		1. Bachelor of Science (Computer Science)		
1. Bachelor of Commerce (Accounting and Finance)		2. Bachelor of Science (Information Technology)		
1. Bachelor of Science (Computer Science)				
1. Bachelor of Science (Information Technology)				
<b>Internal Exams</b>	<b>Comprehensive Tests/Viva</b>	<b>Practical</b>	<b>Journals</b>	<b>Comprehensive Tests/Viva</b>
<b>20 Marks</b>	<b>05 Marks</b>	<b>40 Marks</b>	<b>05 Marks</b>	<b>05 Marks</b>
<b>Semester End Examination ( Theory ) = 75 Marks</b>				
<b>Bachelor of Commerce Semester End Examination ( Theory ) = 100 Marks</b>				

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 37

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
487	334	368	453	577

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The Mission and Vision of the College are in alignment with the core values stated by NAAC. Accordingly activities are planned for inculcating a value system in the students.

The cross cutting issues facilitate the holistic development of students by ensuring a positive perspective towards life, career and happiness.

### **1. Gender:**

Foundation course in all programmes focuses on topics such as social problems, Contemporary Society challenges and gender issues. The course creates awareness and provides information regarding problems and violence faced by various vulnerable groups such as SC, ST, Women and Children, physically and mentally challenged. Students are encouraged to take up projects and presentations related to various gender issues. The syllabus focuses to achieve targets in United Nation's Sustainable Development Goals (SDG) .

The College has a Women Development Cell and various programs and activities on gender issues such as gender equality, health care and hygiene are conducted.

### **2. Environment and Sustainability:**

Environmental studies is offered as a course in the first-year of commerce programme and creates

awareness among students pertaining to various recent environmental issues. The courses cover the topics such as Sustainable Development, Climate Change, Environmental Protection and Management etc. which also focuses on SDG. To achieve the targets in NSS department and Cultural Committee organises activities like Tree Plantation Drive, Visit to Maharashtra Nature Park, Plastic Bandhi Drive, Swachchatha Pakhawadha following and similar activities Eco friendly Ganesh Idol making workshop , Best out of Waste , Restricting use of Plastic, .Collection and Disposal of E-Waste

In Foundation Course topics like Natural ,Man-made & hybrid disasters are dealt with causes effects mitigation activities, government policies and human rights violated during rehabilitation and compensation as well as major International environment summits and policies are covered.

NSS unit of the college conducts drive and Compost Making, E-waste and dry waste collection drive, Environment Awareness Lectures, Home Composting and cloth bag distribution in adopted area.

### **3. Professional Ethics:**

The courses that address this aspect include: Business Environment, Ethics and Corporate Governance, .The initiative of the College to integrate this value into the curriculum is as follows:

The IQAC organized a workshop on Intellectual Property Rights (IPR) for the students.

Discipline Committee plays a role in the maintenance of discipline of the campus. The College believes that discipline is the foundation of ethics.

The Curriculum of M.Com. delivers systematic study of ethical matters in Research areas such as voluntary participation, anonymity, confidentiality, plagiarism, potential for harms and results.

B.Sc. (I.T.) curriculum has a unit on Cyber Crime that focuses on ethics and rules of media and online interactions.

Students check their projects/assignments for plagiarism, thus instilling in them the importance of professional ethics.

#### 4. Human Values:

Commerce Department supplements their curriculum constituting student groups such as clubs, Student Council conducted activities like Blood Donation Drive , Food Donation to Flood affected areas of Maharashtra and visit to Children's Aids Society, NSS Camp at old age house at Shantivan, which reflect the moral values and societal virtues among the student fraternity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 1.3.2

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

**Response:** 61.6

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

Response: 300

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

#### 1.4.1

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

*the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 69.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
271	125	114	114	186

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

2022-23	2021-22	2020-21	2019-20	2018-19
350	170	170	170	300

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 68.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	24	30	21	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	38	38	38	75

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 19.48

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The IQAC ensures that faculties along with traditional lecture method uses various student centric pedagogical techniques for an effective teaching learning experience and improved learning outcomes for students. Following measures are taken to make learning student-centric:

**Experiential Learning Techniques: -**

- Practical for each course like a demonstration, hands-on experience, self-directed learning by doing practical record monitoring, Educational Tours, NSS camps & DLLE Activities .
- Group discussion helps students in experiential learning.
- Department-level Educational trips etc. are organized to nurture and expand the subject interest and learning experience.
- The students are encouraged to take part in various extra co-curricular and co-curricular activities, intra/inter departmental, inter/Intra college events which enhance their planning, organizational and managerial skills through events like FREAK (Institution's Annual Inter-Collegiate Fests) which is the amalgamation of Technical & Non-Technical Events.
- Subject experts from different domains, eminent personalities in the field of Administration, Science and Technology, Social Sciences, Culture & Literature, Media, Business & Commerce, Social Reformers, Entrepreneurs, Artists, etc. are invited as Guest speakers to address students through seminars, ability development programs, workshops, group discussions, and industry-academic interactions

**Participative learning:**

- Curricular aspects such as Group Assignment, Group Projects, Group Practical and Practical make theoretical knowledge stronger as per the requirement of present-day learning.
- Students are encouraged to take part in various academic and non-academic competitions/events to widen their holistic and life learning skills.
- Mandatory Group events and team building activities (Group Discussions, Projects & Presentations, and Case Studies) are assigned to students which help them in reflective thinking, team problem solving, and logical addressing associated issues leading to developing collaborative, participative learning skills.
- Activities such as seminars, quizzes, and projects are conducted to stimulate the critical thinking skills of the students. Participation in various national and cultural festivals develop acceptance of unity in diversity as working with peer groups.

**Problem Solving Methodologies:**

- Studies, Study of Current Affairs: Used to increase student participation and develop problem solving skills.
- Business Games, Business quiz: Used to develop logical reasoning and problem-solving skills.
- Assignments, quizzes, presentations: Used to develop logical reasoning and problem-solving skills.
- Tutorials: Problem-solving skills.
- Case studies

The Institution encourage the teacher to use various ICT tools which emphasize mentoring

students and enhance their learning experience. The diversity of the students in terms of their educational background and experiences makes it necessary to implement innovative ICT teaching strategies to enhance learning patterns. Five smart class rooms and other classrooms are equipped with Projector and other teaching aids. Along with the chalk and talk, ICT enabled classes enable students to understand the concepts effectively.

The teacher uses hardware like a laptop, Desktop, Projector provided by the college. Teachers are using software like Adobe pdf reader, MS-office (word, excel PowerPoint), Internet browser, YouTube. Teachers are using WhatsApp, Google classroom as a teaching and learning platform. The college emphasizes to use various tools and platforms for online teaching, it includes Zoom and , Google Meet . It helped in enhancing Teaching Learning during the time of the pandemic.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	20	18	18	16

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 21.65**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	04	03	03	04

<b>File Description</b>	<b>Document</b>
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

**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 examination process is transparent and compliant as per the University of Mumbai guidelines. Students and their parents are informed about examination process through orientation program in the First Year. Semester end and Internal examinations of Undergraduate and Post Graduate programmes are handled by examination committee.**

**Examination Committee:**

**The Committee consists of Convener and members from Undergraduate and Post Graduate departments. Non-teaching staff also lend its support in administrative work. The examination committee performs following functions to maintain transparency and robustness of examination procedure:**

**For internal and semester end examinations:**

- **Time table and seating arrangement for examination are displayed on the notice board adequately in advance.**
- **For internal examination, syllabus is declared by subject teacher and semester end**

examination is conducted on entire syllabus.

- The question papers are verified to eliminate errors and stored in sealed envelope.
- Supervision duty chart is drafted and informed to teachers. Separate seating arrangement for students with learning disability and the writer, reader and extra time to such students as per university guidelines.
- Attendance of students is maintained properly during examination.
- Any unfair activity of the student is reported to Unfair Means Committee for appropriate investigation and action.
- Examination Committee determines deadline for assessment of answer books.

**Additional responsibilities for semester end examinations:**

- Prepare examination time table one month in advance and its submission to lead college designated by university.
- teachers prepare 3 sets of encrypted question papers and submit to the designated email address.
- The question paper for examination is selected randomly by the authority.
- Moderation of answer books is done as per guidelines of university. External moderators are called from the list of moderators.
- Examination committee members verify the final result and then grade cards are outsourced.

**Infrastructure for examination related work:**

- The College designated a specific room having necessary equipments including Computer, Printer, Photocopier and Paper -Shredder for examination work. The room has restricted access and is under continuous CCTV surveillance.

**Frequency of the examinations:**

- All Internal, Re-internal, practical, semester end and supplementary examinations are conducted once in each semester.
- Project evaluation is done as per requirement of Programme Structure.

**Additional examinations conducted for eligible students as per university guidelines. All practical examinations, internal evaluation of projects and internal examination of Postgraduate programmes are carried out by individual departments as per university guidelines.**

**Exam processes are Time bound:**

- Time tables displayed well in advance.
- Hall tickets are issued at the proper time
- Question papers submission schedule is given to faculties,
- Schedules regarding the time for application for Revaluation, verification and declaration of results given by the examination committee.
- Unfair means enquiry meeting is conducted and decisions are taken in that .
- Schedule of moderation in coordination with assessment completion
- Schedule submission of marks, based on which verification will begin

**Transparent:**

- Time-tables displayed on the Notice Board
- Hall tickets reflects relevant details of the examination
- Question papers prepare shall ensure maximum security.
- Revaluation result is displayed on the Notice Board, students apply for photocopy of the answer paper for all theory and practical examinations
- University guidelines adhered in moderation
- All faculty members aware of result processing stages.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes****2.6.1**

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

**Response:**

The College takes a number of steps in dissemination of the vision, mission and programme outcomes among students and other stakeholders. The vision and mission statement is displayed at all strategic locations in the College, College Prospectus and Institutional website. The Programme Outcomes of all graduate and post graduate programmes offered by the Institution are displayed on the College website. During the admission process, the teachers counsel the prospective students and parents on the expected outcomes of programmes for selecting their course for admission. Orientation programmes organized for all first year students acquaints the students with the vision, mission and the expected outcomes of their selected programmes. The meeting held for parents of first year students is also used to guide parents to understand the expected outcomes. Assessment for Attainment of POs, PSOs and COs is the process carried out by the institution, that identify, collect and prepare data to evaluate the achievement of POs, PSOs and COs.

Assessment methods are categorized as following.

- Define POs , PSOs and COs
- CO Assessment (setting and measurement):-Internal Assessment (25%) & External

**Assessment (75%) for innovative courses & (100 %) for traditional courses.**

- **Attainment of POs/PSOs**

**This method display the student’s knowledge and skills from their performance in the continuous internal assessment tests, semester examinations and supporting activities such as seminars, assignments, case study, group discussion, online quiz, mini project etc., These methods provide a sampling of what students know or can do and provide strong evidence of student learning.**

**Procedure for attainment of POs, PSOs and COs through**

- **Define POs/PSOs and COs at university level.**
- **Setting Target level of Attainment of POs/PSOs:** matrix has been set with correlation levels of 3, 2, 1 and ‘-’ which denotes high, medium, low and no correlation respectively of COs with POs/PSOs, then target attainment level for each PO/PSO is set. **Setting and Measurement of COs assessment:** It is calculated in levels 3,2,1 for high, medium, low respectively, on the basis of number of students obtaining greater than or equal to 50% marks in both internal and semester end examination.
- **Obtain POs/PSOs attainment table:** Assessment of Internal and semester end examinations are considered with the weightage of 25% and 75% respectively for attainment of POs/PSOs
- **Exit Survey**
- **Attainment of POs/PSO**
- **Indirect Method (20%)**

**Attainment of POs/PSOs Indirect assessment is done through program exit survey. It is conducted for students who have graduated from the institution for that year. Relevant questionnaire to evaluate attainment of POs/PSOs is given in exit survey form.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words****Response:**

- Obtain POs/PSOs attainment table through direct assessment methods: For BMS final POs , PSOs and COs attainment table for Batch 2019-20:- (Example)

<b>CO- PO/PSO ATTAINMENT (BMS-FC_1)</b>									
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	3	1	0	3	0	0
CO2	3	3	3	3	3	1	1	0	3
CO3	3	3	3	3	3	1	1	0	3
CO4	3	3	3	3	3	1	3	0	3
PO/PSO ATTAINMENT	2.3425	2.279	2.3425	2.3425	2.279	2.23667	2.38625	0	2.23667

For attainment of POs, PSOs and COs, same procedure shall be followed for all undergraduate and postgraduate programme

- **The performance and progress of the students is continuously and closely monitored by the faculty through various learning activities during the programme and their learning outcome is measured and communicated to both parents and students. The result analysis of the performance of the students helps in understanding the student's level of understanding of the subject.**
- **On declaration of Results, analysis is done, toppers are identified and results are displayed on the notice board, marksheets are distributed and performance is discussed with parents. Student with failure in one/two course/subjects are allowed to keep term for the next Semester**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 72.64**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	97	141	160	89

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	98	183	161	188

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.67

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 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, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

There is an urgent need for educational institutes to change in order to adapt to the needs of the 21st century. Digital technology, networks for communication, and new means of presenting learning in the globalized world provides opportunities for wider, richer learning. Hence there is a need for coming up with innovations that enrich learning and help in dealing with specific challenges.

Development of healthy and forthright procedures of knowledge transfer for the benefit of all the stakeholders of the Institute. Research promotion committee will be responsible for implementation of this policy. The college has worked out to establish MOUs, linkages, and collaborations with industries and institutes both to share innovative start-ups and ideas with the College. The college has also planned the publication of multidisciplinary research journals. MoU with eminent institutions have equipped our students with the required industrial and other required skills for job market. The Institution has created an ecosystem for innovation and transfer of knowledge through the activities of various committees/cells

and departments.

IQAC of Bhavna Trust Junior and Degree College of Commerce and Science in order to instill research and creative thinking among the students and teachers organizes Research Workshops, Faculty Development Programs, E- Learning Sessions for faculty members and students. The Cell has encouraged the faculty member to attend many multidisciplinary Research Conferences at International and National Levels to encourage research activities.

The IQAC has established an Entrepreneurship Development Cell comprising of faculty members and students. The purpose is to mentor students to develop their innovative skills. The Centre organizes training programs, seminars and interactive sessions with successful entrepreneurs, competition on innovative ideas to promote specialized knowledge in the fields of Commerce, Management and Information Technology.

A number of workshops & Faculty Development programs on Intellectual Property Rights, how to raise capital, importance of feasibility study were conducted to encourage Start Ups have been conducted by people from the industry to motivate and to empower students with entrepreneurial skills.

- A duly constituted Research and Development Cell is in place.
- College Principal as an approved guide in the J.J.T , University of Rajasthan and resource person for many research initiatives.
- Presently Four Faculties are pursuing Ph.D.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 40**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**

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	10	7	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:** 0.56**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	6	1	1

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.44

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
6	06	1	3	1

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Bhavna Trust Junior and Degree College of Commerce and Science firmly believes in holistic development centered around quality education. It aims at sensitizing students towards social issues and serving the community as a whole.

National Service Scheme (NSS) is a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports that aims to develop the personality of student volunteers through community services and to make them sensitive and responsible human beings who are aware of the socio-economic realities of India.

The college has an active Department of Life Long Learning and Education( DLLE) unit which develops entrepreneurship skills by conducting Food stalls, encourages small business initiatives by the students. The students also conduct survey on the status of women in the nearby area which is eventually submitted to the university of Mumbai DLLE unit.

The Womans Development Cell focus on promoting gender equality by organizing programs and talks on issues related to women. WDC brings about awareness and sensitivity in the students and instill the desire to work for an equitable, safe, and just society for women through various activities such as Sessions about the menstrual cycle and personal hygiene were conducted along with the installation of sanitary napkin vending machine.

Besides these each department conducts Seminars, Workshops, Talks, Donation Drives, Fieldtrips, etc. to sensitize students and most teachers work towards inculcating these values in their classroom teaching and real life situations.

**Major extension activities:**

- Environment-friendly and eco-friendly activities
- Adoption of Govandi Railway station under PMs Swachha Bharat Abhiyan and nearby areas in the vicinity of the college.
- Cleanliness drive in adopted areas near college and adopted village .
- ‘Say no to plastic drive’ by making and distributing more than 400 paper bags every year to nearby vendors and residents free of cost.
- Collection of used plastic bottles for recycling – appreciated by DROP Project and Bisleri Pvt. Ltd.
- E – Environmental activities and E-Waste Collection.
- Street plays for sensitization of social problems and women empowerment

**Blood Donation:** Annual feature of the College

- Appreciations from JJ Mahanagar blood bank for collection of blood units
- Free medical health checkup and Thalassemia awareness drive
- Counselling the students and faculties who have low haemoglobin count.

### **Fighting Covid – 19:**

- During Covid Pandemic the college organised two Covid 19 vaccination drive and distributed Plastic shield covers for the Autodrivers to protect them and the passengers from the infection
- The students also distributed free food packets and ration kits to the needy people in Deonar Trombay area.

### **Visit Orphanages, Schools and Underprivileged Communities:**

- The students when visited the old age homes and school for disabled students conducted activities like Donation of food, groceries and medicines to the inmates
- Distribution of Sanitary pad and educating girl students.

### **Road safety and traffic control**

- The NSS Volunteers with the police Dept. have taken initiatives like “No Helmet, No Entry” rule, thereby increasing awareness about traffic rules in the neighborhood and to promote Road Safety Measures.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **3.4.2**

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

#### **Response:**

#### **Appreciation by:**

- State Election Commission, Government of Maharashtra for Voters Awareness Campaign.
- Sarpanch–Grama Panchayat of Dundre pada, Maharashtra for a series of activities during residential camp.
- Sir. J. J. Mahanagar Raktapedhi, Mumbai for blood donation camp.
- The Principal of the college honoured by the University of Mumbai for outstanding contribution to Academics and linkages with social activities.

- Appreciation letter for conducting activities during vigilance week from Airport authority of India
- “Corona Yodha Award” from Rotaract for serving society in various forms during the Covid - 19 pandemic.
- Appreciation letter from DBM India for conducting medical check up and health awareness camp.
- Appreciation for PLASTIC WASTE MANAGEMENT INITIATIVE, with Bisleri

For segregation and responsible disposal of plastic waste.

- For the Department of Lifelong Learning and Extension (DLLE) by University of Mumbai for participating the Departmental Fest “UDAAN”
- Appreciation letter for conducting “ Say No to Tobacco “Program by Dr.Rambhia
- Appreciation letter from Kartavya Foundation about activities relating to menstrual health and hygiene.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 104

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	15	16	23	21

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 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:** 24

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

The institution has adequate infrastructural facilities for teaching – learning, classrooms, computing laboratories, equipment etc.

The College has 3435.38 sq m land area. It has three floors of 4661.842 sq.m in total

The College has 22 class rooms including ICT & Smart classrooms. The campus has one AV Room, Four computer labs with latest computers, Staff room for faculties, separate common rooms for boys and girls, NSS /WDC/DLLE Room, Exam Room , Yoga Centre etc.

The college Gymkhana is equipped with outdoor and indoor games materials.

The College has ground for playing outdoor games like Foot Ball, Volley Ball and box cricket.

The college library has reference books , text books , Rare Books , Book Bank, Internet facilities, Wi-Fi, Library Management software KOHA, OPAC(Online Public Access Catalog). N- List is in process , Library website with link for open sources E-Resources.

The College has Bore well facility since 1973. It fulfills complete requirement of water for non-drinkable purposes such as gardening, toilets and cleaning facilities.

The College has provided rain water harvesting system with two tanks with a capacity to store additional 30,000 liters of water

Sr. No	Item	Area/ No. of Units	Remarks
	<b>Total Land Area</b>	<b>36978 sq ft</b>	
<b>1</b>	<b>Class Rooms (Smart Class)</b>	<b>5</b>	<b>Capacity of 120 students</b>
<b>2</b>	<b>ICT Class Rooms</b>	<b>11</b>	<b>Capacity of 60 students</b>
<b>3</b>	<b>Library</b>	<b>1</b>	<b>To accommodate 100 students</b>
<b>4</b>	<b>Computer Labs/Language Lab</b>	<b>4</b>	<b>Accommodating students as per batches allotted, ensures ratio 5:1</b>
<b>5</b>	<b>AV room</b>	<b>1</b>	<b>To accommodate 50 students</b>

6	Gymkhana	1	For keeping all indoor sports and outdoor sports material
7	IQAC Cell	1	For maintaining records of all department
8	Server room	1	CCTV control room
9	Exam Room	1	To conduct the process for examination and related work.
10	Administrative office	1	For Administrative Work
11	Conference Room	1	To conduct meetings & Presentation
12	Canteen	1	College canteen provides hygienic refreshment and lunch
13	Staff Room	1	For the teaching faculties
14	Seminar Room	1	approximate capacity of 250 students
15	Principal Cabin	1	The central place for the head of the Institution
16	Digital Electronics Laboratory	1	To accommodate 20 students.
17	Placement Cell	1	Ist Floor
18	Common Room [Girls]	1	Ground Floor
19	Common Room [Boys]	1	Ist Floor
20	Yoga Centre	1	3rd Floor (Room No-310)
21	NSS Room/ DLLE/WDC	1	Ground Floor
22	Computers	98	lab 1, lab2, lab3 ,lab 4, library,AV Room
23	Internet	500 Mbps	
24	Total Printers / scanners	13	
25	Total CCTV	84	
26	Total Fire Extinguisher	11	
27	Total First Aid Box	5	
28	Total Suggestion Box	3	
29	Total Smoke Detector	4	
30	Total Air Conditioner	16	
31	Total LED Light	208	
32	Total Fans	257	
33	Generator	3000 cps	Ist Floor
34	Lift with Ramp for disabled students	1	
35	Wheel Chair	1	

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 6.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.86	5.98	3.02	1.12	3.58

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

- The library is the resource hub for knowledge and has a huge collection of books, journals, magazines, and e-resources. It is situated on the ground floor of the College covering an area of 1625.98 sq. ft. The Library is partially automated with KOHA Integrated Library Management System (ILMS), Version 23.05 and year of automation is 2023.
- KOHA is a full featured open source Integrated Library Management System. KOHA provides the modules of Acquisition, Cataloging, Bar code Printing, Patrons, Serials Control, Reports,

Tools and KOHA Administration. The OPAC ( Online public access catalogue) service is also provided by KOHA where the users can search the collection of books by title, author, publisher etc. The books are being bar coded and the users are given unique barcoded Library ID and all the entries are updated in KOHA. The ILMS provides options of generating customized reports as per the library requirements.

- Through this ILMS the library has been automated with all its functions like issuing/returning and renewal of books, regular updation of books purchased by the library, maintaining the database of books in the catalogue module, generating bar code etc.
- The bibliographic details of all documents in the library can be searched through the online public access Catalogue OPAC
- N-List( e-resources) Subscription is under Process.
- The library has spent 3,40,490 rupees on the purchase of books, journals and other library materials in last five year.
- The library has a separate website and it is linked to the college website with all the library details along with open sources e-resources provided on the same.
- The DSpace open-source software is installed in the library. It is more supportable to academics and for building digital repositories. Users can access digital repositories.
- The library also gives access to rare books, old manuscripts, rare maps, etc. through the e-resources web page of library website. In addition to this Library of the college provides access to many Open Educational Resources across various subject disciplines.
- Average 51 users have been using the library per day during last year.
- 13 computers are available for Staff and students in the e-library section with 500 MBPS internet and Wi-Fi facility is also available. These computers are used to access e-resources and for their academic research.
- The library committee meets twice a year to discuss and propose matters related to the library and its functioning.
- Along with the Books, Encyclopedias, Dictionary, Year books, Rare books, University Syllabus, College Magazines, etc. library maintains Question Papers of all the streams for reference,
- The library organizes various events to inculcate reading habits among the students and announces Best Library User award.

The library provides many services and facilities to its users.

- Computerized Issue / Return / Renewal Service
- New Arrival Display
- Reservation book facility
- Reprographics service
- Internet facility
- Reference Service
- Institutional Repository
- Open Access Resources through the library website
- Library Orientation to new member of the library
- Reading Hall
- Book Bank facility
- Wi-Fi facility
- Current Awareness Service
- CCTV surveillance for security reinforcement

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

There has been a drastic change in the education system with the emergence of blended learning and online lectures. Hence, to provide effective education as per the current trend, the college strives to upgrade its IT Infrastructure facilities with better configurations. All purchases of IT equipment are guided by IT expert. The college has well equipped classrooms with ICT facility as well as smart classrooms, laboratories such as Computer Lab, Language Lab / IT Lab .The college library has a separate website and OPAC. It is fully automated with ILMS. Attendance of teaching and non – teaching staff is recorded in the biometric system. Hence to meet the demands of the various stakeholders, the Institute frequently updates its IT infrastructure.

The Institute currently has 98 computers. The computers have been steadily upgraded either by bringing in new devices or upgrading existing devices. Computer Labs have adequate number of desktops maintaining student computer ratio.

The college has 12 ICT class rooms and 5 smart class rooms for effective teaching learning process.

Lab assistant or technicians offer technical support for the correct operation of the machines and software . In the lab, instructors or tutors are available to help students with certain software programs, programming languages, or other technical difficulties they could run into.

The College has purchased 15 Raspberry Pi Kits. The Institute has employed a full time IT Lab Assistant and consultant for maintenance and support of the IT infrastructure. In general, computing and internet facilities are available to all teachers as well as for students in the campus.

The Institute uses open-source software. However, with respect to the prescribed syllabus, several licensed software's and Windows Operating System are used. A licensed copy of antivirus (Quick-heal) is installed on machine.

The Institution has internet facility of 500Mbps.

The College has well equipped Exam room. It has internet connection. It is also equipped with webcam fitted computer, paper shredder and a photocopy device for conducting University and Home Exams. From the year 2016-17, the College is using official Google email-id for receiving the password protected question papers and other data related to examination from all faculties.

A back up is taken for all the staff systems, windows and antivirus are updated on a regular basis. LAN and Network connections are also monitored by the IT technician.

The computers of the college are connected with printers and scanners in Administrative office, Principal cabin, IQAC Cell, Library and in all computer Labs.

The entire campus is under the surveillance of CCTV

Sr. No	Item	Area/ No. of Units
1	Computers (Including Computer Labs)	98
	Computer Lab1	10
	Computer Lab2	31
	Computer Lab3	25
	Computer Lab4	10

	ICT/Smart Classroom	17
	Library	04
	AV Room	01
2	Printers/Scanner	14
3	Photo Copier / Xerox Machine	02
4	Paper Shredder	01
5	CCTV	84
	Third Floor	13
	Second Floor	18
	First Floor	20
	Ground Floor	33
6	Internet	500Mbps
7	IoT Kits	15
8	Biometric Attendance System	02

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 6.41

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

Response: 76

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*****Response:** 29.26**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
51.74	2.604	3.435	5.013	8.427

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 80.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
255	214	282	450	577

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 38.26

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
345	59	32	215	198

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 10.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	25	11	13	19

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	98	183	161	188

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 2.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	6	04	01	00

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 6**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	00	01	02

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 23**

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	20	10	29	24

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 purpose of an association is to foster a spirit of loyalty and to promote the general welfare of your organization. Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization. The Alumni Committee was formed to strengthen the bond between alumni and the college, which includes developing an active network of Alumni across countries. The committee has been working on creating an alumni directory and facilitate the formation of an Alumni Association.

**Objectives of the Alumni association:**

- To promote close bond between the Institution and its alumni
- To encourage healthy relations between members of the alumni.
- To provide information regarding their Alma Matter, its graduates, Faculties and students, to the alumni.
- To develop programs for the benefits of the alumni.
- To assist the Institution in obtaining funds for development.
- To guide alumni who have completed their courses to obtain employment
- To co-ordinate reunion activities of the Alumni

The Alumni Committee also has a Whatsapp group called BTDC College Alumni that has more than 100 Alumni along with faculty members who are part of the Alumni Committee. The Whatsapp group is used to update the alumni about all the activities undertaken by the Alumni Committee. There is one more group which has alumni, current students, and faculty who are members of the Alumni Committee as members of the group. The group is involved in planning future activities and creating of the Alumni Association. To have interactions of alumni and teachers, the Alumni Committee will conduct an alumni meet. On the occasions, the alumni meet involved current students performing cultural programs for the alumni, the alumni sharing their experiences, and various fun games involving alumni and faculty members. The Alumni Committee is highly motivated to facilitate a strong, healthy association between the alumni, teachers, and current students. In the future the Alumni Committee is hoping to have the former students be an integral part of the college activities such as placements, seminars/workshops, guest lectures, and career guidance for the current students in college. We are in process of registration of Alumni Association.

**Alumni Contributions**

The alumni have generously contributed to our institution in various ways, enhancing both our facilities and the well-being of our staff. In the realm of fitness, the Gymkhana has been enriched with two pairs of dumbbells, an exercise cycle, and a weighing machine, courtesy of our esteemed alumni.

Demonstrating thoughtfulness towards our staff members, the alumni have gifted items such as a fridge, microwave, water filter and a wall clock . These contributions not only improve the working environment but also serve practical needs, showcasing the alumni's commitment to the welfare of our dedicated staff.

During our Inter-Collegiate Festival, the alumni play a pivotal role in fostering a vibrant atmosphere. They extend their support by distributing snacks to our volunteers, adding a touch of warmth and appreciation for their efforts. Furthermore, the alumni actively engage in providing valuable guidance, ensuring the smooth and successful conduct of the Inter-Collegiate Festival. This collaborative spirit reflects the strong bond between the alumni and our institution, contributing to the overall growth and vibrancy of our community.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

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

#### Vision

“Empowering learners through cutting edge education.”

#### Mission

Continuous efforts to impart knowledge and skills to learners that are relevant to the demand in evolving times.

The nature of governance, effective leadership, perspective plans and teacher’s participation in decision making etc. are in tune with the vision and mission of the institution.

The Institution abides by the rules and regulations & policies accepted in the Governing Body. The Governing Body delegates authority to the principal, who in turn shares it with the different levels of functionaries in the college. The policies are monitored, and necessary corrections are made to suit the present-day requirement.

The College Development Committee (CDC), an apex body responsible for planning and evaluating the administrative and academic processes. Few staff members become a part of the planning and decision- making process through their representation in the CDC.

CDC has representation of 02 persons from management ,04 teachers, 01 Educationalist ,01 Industry Person, 01 Researcher, 01 non-teaching and 01 Representative, IQAC Co-ordinator , Social Worker & Principal.

Major decisions related to sanctioning of budget, approval of new courses, implementation, revision, and accountability of teaching learning process are taken by the Governing Body.

The principal frames the strategies , perspective plans, overall management of the various operations of the college with the help of Co-ordinator and Registrar.

Academic performance of an institution improvised by the decentralization policy followed by the

**active involvement of all stakeholders to bring forth good infrastructure and Quality Teaching.**

**CASE STUDY:**

**"FREAK----The Inter Collegiate Festival"**

**FREAK, The Inter Collegiate Festival of the College showcases the practice of decentralization and participative management .**

**The cultural Committee and the Student Council of the College are entrusted with the task of organizing the event. To strengthen the idea of participative decision making, the Principal of the College consults with the staff members and student representatives.**

**The Respective Committee and the Principal put up Duty Charts for Teaching and Non teaching Staff. Each staff member must voluntarily sign up for the slots of duties on all days of the event.**

**Under the guidance of Staff Advisors ,Student Council, various Committees and Sub-Committees are constituted to take care of Sponsorship, Finance and Accounts, Programmes, Stalls, Security, Advertising and Logistics.**

**Decentralization of administration in FREAK refers primarily to a process, in which students are given a free hand to take decisions about the judicious use of resources, financial management, execution of programmes, security arrangements, and so on. This sort of decentralization allows the students to be more responsible, responsive, sensitive, and proactive to exercise their own discretion for planning and execution in a participatory and democratic environment.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The Organogram of the institution reflects the organizational structure of the institution. It shows the relationship among departments, heads, teaching, and non-teaching staff etc., The main purpose of organogram is to distribute responsibility/workload equally and effectively among the

employees.

1. Governing Body: - It consists of top management executives. This body is responsible for the overall growth of the institution including building, college surroundings, expansion, modernization, and renovation, etc. This body executes the decisions through the principal.

2. Principal: - At the institutional level, the principal as the head of administration acts as a bridge between the Management and staff. The principal executes all major decisions taken by the governing body. As an academic head, the principal finalizes the schedule of all academic activities. Principal serves under the Governing Council, Government, and University bodies and adheres to all rules and regulations. Both teaching and non-teaching staff work under her guidance.

3. IQAC functions as the advisory body for various policy matters, structures, and documentation as mandated by the statutory authorities.

4. Committees: - The Principal constitutes various committees for the smooth administration of the institution. Through these committees, all curricular and extracurricular activities are planned and incorporated in the academic calendar for further execution.

5. Parent-Teacher and Alumni Association: - These two bodies are associated with the institution to help and suggest in adopting various measures for the holistic development of the learners. Regular feedback of these bodies helps the head of the institution to frame various policies for the progress of the institution.

6. Teaching and Non-Teaching Staff: - Recruitment of teaching and non-teaching staff is done as per the directives of the University of Mumbai and the management. A code of conduct is issued to these staff and the same is implemented. Workload, duty hours, placement, etc. are followed as per norms. A yearly performance appraisal report is drawn from all the, for better performance and institutional growth.

The institutional perspective plan aligns with the vision and mission of the institution which are the constant driving factors for improving academic quality policies and strategies. "Students" are the primary focus of the Institution. The Management has taken the following efforts to bring all round development of students and ensure their success:

1. Curricular Planning and Implementation.
2. Teaching- Learning Processes.
3. Infrastructure, in terms of classrooms, has been enhanced.
4. Computer Laboratory and software packages.
5. ERP based Administration.
6. Library resources.
7. Research, Collaboration and Extension Activities are promoted.
8. Transparent Examination system.
9. Continuous Internal assessment.
10. Skill enhancement and career guidance activities.

One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is that of Teaching, Learning and Research. This has been achieved through the deployment of Action Plan for the following initiatives:

- Faculty Development and Student development programs.
- Introduction of innovative Add-on/Certificate Courses.
- MoUs signed with Industrial sectors for training, development, and placements.
- Emphasis on using the ICT tools for effective teaching and learning.
- Webinars and Seminars are organized by various departments to give exposure to both faculty and students about the latest global trends in academics, industry, sciences, and environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

### *Institution implements e-governance in its operations*

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

**Response:** D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

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

**Leave Benefits and other benefits for Teaching and Non-Teaching Staff.**

**12 days of casual leave are provided to both teaching and non-teaching staff. 90 days Maternity Leave, 15 days Paternity Leave. In the case of critical illness & hospitalisation leaves are sanctioned by the Principal.**

**Duty leaves to the teaching staff to attend various Orientation/Refresher/Seminar/workshops/Training Programs & FDP as per the decisions taken by Management (As per the Norms of University of Mumbai). Non-teaching staff are also provided duty leave.**

**The institutions Reimburses fees of Membership/ registration for conference/Webinars /Seminar/ Workshop & Professional bodies.**

**Class IV employees are provided Uniforms free of cost, washing allowances are provided by college.**

**Institution organises free health check-up camp for staff members annually . Medical tests to diagnose diabetes, heart problems, oral health, anemia, calcium deficiency, ENT issues and so on .**

**Fee concession for children of teaching and non-teaching staff studying in the college.**

- **Basic Pay is revised periodically with regular increments.**
- **Felicitation/Appreciation by College Management on faculty achievements**

**Support Facilities:**

- **Canteen in the Campus .**
- **Grievance Redressal cell.**
- **Internal Complaints Committee**
- **Parking facilities for both Teaching , non-teaching staff and for Students .**
- **Clean/cold drinking water facilities.**
- **Facilities such as lifts, ramps, and others for differently abled.**

- **The faculty members are provided with well-equipped staff rooms.**
- **Sanitary pad vending machines have been installed in ladies' washrooms.**
- **Salary-in-advance can be availed by staff if needed.**
- **Interest free loan facility is also available for the Staff .**
- **ICT Facilities .**
- **Four full-fledged Computer labs.**
- **The College is fully Wi-Fi enabled.**
- **Laptop/Desktop facilities are provided in the library and staff room.**
- **Recreational Activities for Physical and Emotional Wellbeing.**
- **One-day annual excursion for both teaching and non-teaching staff.**
- **Stress Management Sessions are arranged for Teaching and Non- Teaching staff.**
- **Performance Appraisal system .**

**Every year the teaching staff is asked to submit a self-performance appraisal report in the prescribed format. The departmental head with necessary remarks forwards the same to the IQAC which after evaluation is forwarded to the principal. The principal, after going through the report, communicates with the concerned employees highlighting the areas in which more efforts are required. The action taken is then communicated to the governing body.**

**The confidential report for the appraisal of the Teaching and non-teaching staff members is prepared on the following parameters and presented to the governing body for necessary action.**

- **Time Management: How efficiently they manage time and complete the given task.**
- **Work Efficiency: How efficient is the staff member.**
- **Punctuality at Work Communication Skills.**
- **Updated Knowledge: Knowledge of the rules & regulations and other skills acquired**  
**Knowledge of Computers:**
- **How competent is the staff member in operating Computers and use them for his/her work**

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 22.68

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
18	01	00	03	00

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 27.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	07	9	7	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	09	09	09	09

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:

**Financial audit aims at ensuring financial transparency, essential for the smooth running of the institution. Institution conducts internal and external financial audits on a regular basis. Mechanism for Internal Audit and External Audit is as follows.**

#### Internal Audit:

- **Internal audit is a continuous process which ensues after every financial transaction, whereby the college itself conducts the initial stage of the internal audit.**
- **Proper procedure for purchases is adopted. Quotations are called for and prices are compared.**

- **Corrections are affected based on the audit report and clarifications called by them are submitted as an audit reply.**

#### **External Audit:**

- **The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the Management .**
- **The bills and vouchers of the revenue expenditure are checked.**
- **The Management has appointed the external auditor for auditing purpose, in accordance with the accounting principles accepted in India. Based on the audit of financial statements, the responsibility of the auditor is to express an opinion in the form of Auditor's Report on whether the statements are fair and free from material misstatements.**

#### **Optimal Utilization of Funds:**

- **The Institution has its own policy for utilization of funds as it is self-reliant and independent and manages the finances effectively. (Self-Finance College)**
- **Funds generated through fees collected from students are used to disburse salary to staff and finance other academic activities.**
- **All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. Only authorized persons by management can operate the transaction through the bank.**
- **Recurring Expenses**
- **Salary to staff, academic activities, transport, and Institution maintenance.**
- **Research activities**
- **Non-Recurring Expenses**
- **Infrastructural development facilities & construction works.**
- **Computers, Software, Lab & Sports Equipment.**
- **Up-gradation of the infrastructural facilities in tune with the modern trends.**
- **Space crunch being a genuine issue in Mumbai, ensuring optimum utilization of resources is a major challenge. The academic activities are planned to optimize use of the Seminar, Conference and Information Technology rooms as classrooms whenever needed.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**IQAC has promoted quality in the institution at various levels for better academic and administrative support such as:**

- **Minimum set of standards maintained in all internal activities, which consists of Regular Unit Tests, Internal & Preparatory Exams, Intra and Inter-collegiate competitions, Assignments/Self- Study.**
- **The IQAC monitors the implementation of the teaching plans prepared and executed by the teachers. The IQAC expects the teachers to forward the syllabus completion report by the end of each semester.**
- **The campus has been equipped with ICT-enabled classrooms for the last four years. The library includes an E-resource center, with a subscription to the latest e-resources.**
- **Extensive use of ERP has enabled smooth functioning.**
- **Online Feedback from students, alumni, parents, and faculty in curriculum development is taken and analyzed.**
- **Webinars, Seminars, workshops, and FDP are conducted regularly to enhance the Quality of the institution as Faculty could keep themselves updated to the times.**
- **Teachers are encouraged to participate in Syllabus Revision Workshops.**
- **Academic Diary/ Teaching plan is being maintained to monitor the lecture delivery system.**
- **IQAC is continuously engaged in imparting and sharing ideas by organizing workshops on best practices adopted by College, Quality enhancement workshops like interpreting and implementing new NAAC guidelines, how to write SSR etc.**
- **Students are encouraged to present case studies and write research papers.**

- **IQAC organizes ICT workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting for students.**
- **Academic and Administrative Audit is conducted from time to time.**
- **Gender Audit and Green Audit are also conducted from time to time.**
- **IQAC believes in establishing a democratic pattern of administration. The Management along with the principal ensures that equal opportunities are given to staff members who are best suited for a particular department and, they are provided with opportunities to hone their skills.**
- **SSR prepared by IQAC is analyzed by the Principal and Governing body of the institution before submitting it to NAAC.**

**The IQAC reviews the teaching and learning process, its structures, and methodology of operation and learning outcomes periodically as per norms.**

**Two broad areas where these reforms are reflected are as follows:**

### **1. Attainment of Programme Outcomes, Programme Specific Outcomes**

**and Course Outcomes.**

**It has been one of the primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process.**

**IQAC suggests innovative pedagogical methodologies in teaching learning in addition to the completion of curriculum through Assignments, project work, Class Tests, Tutorials etc.**

**IQAC promotes the culture of research amongst students by organizing Research Workshops for students. The college offers dedicated certificate add-on courses to impart life skills and are transacted by practitioners, thus providing opportunity to students for hands-on experience and building bridges with the world of work.**

### **2. Effective Use of ICT in Teaching and Learning**

- **IQAC has ensured that classrooms and labs are equipped with ICT facilities.**
- **Classrooms have been constructed which is equipped with projectors, IRIS device and whiteboards and Green Board .**
- **Teachers are encouraged to use ICT tools.**
- **Organized workshops to familiarize the faculty with the various teaching and communication platforms.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The Gender Policy of Bhavna Trust College is dedicated to ensuring equal opportunities and fair treatment for individuals of all genders who are working, studying, or applying to the college. The policy outlines specific aims and objectives, as well as various initiatives and practices to uphold these principles:

#### Aims & Objectives:

1. Equality for Access and Equity: Striving for fairness in access to educational opportunities.
2. No Gender-based Discrimination: A commitment to eliminating gender-based discrimination at all levels.
3. Equal Opportunities and Congenial Ambience: Creating an inclusive environment that provides equal opportunities for all genders.
4. Improving and Promoting Gender Equality & Diversity: Actively working towards enhancing gender equality and fostering diversity.

#### Learning Environment:

1. Appropriate Learning Environment: Tailoring the learning environment to meet the educational needs of all genders.
2. Development of Correct Attitude, Conduct, Behaviour, and Sensitiveness: Encouraging the development of positive attitudes, conduct, behaviour, and sensitivity.

#### Activities for Sensitization:

1. Orientation Programs, Seminars, and Workshops: Conducting programs to sensitize faculty and students on gender-related issues.

#### Creation of Different Cells:

1. Gender Policy Women Development Cell, Internal Complaints Committee: Establishing specialized cells to promote fairness and protection for female students and staff.

#### Extension Activity:

1. NSS and DLLE Cell: Organizing various activities to promote gender sensitization, such as campaigns against dowry and initiatives like "Beti Bacho, Beti Padho."

#### Gender Audit:

1. Identifying Gender Imbalance: Conducting gender audits to pinpoint areas of gender imbalance and

addressing factors contributing to it.

**Recruitment:**

1. Equal Opportunity in Recruitment: Ensuring equal opportunities for all genders in the recruitment process.

**Gender-Sensitive Infrastructure:**

1. Separate Facilities: Providing separate washrooms and common rooms for girls and boys.
2. CCTV Surveillance: Implementing surveillance for safety and security.

**Gender Sensitivity Definition and Programs:**

1. Recognizing Gender Issues: Defining gender sensitivity as the ability to recognize gender issues and acknowledging the perceptions and interests of every gender.
2. Committees: Establishing committees like ICC, Grievances Committee, NSS, DLLE, and WDC to address gender-related issues.

**Safety and Security:**

1. Fire Safety Audit: Conducting regular fire safety audits for building safety.
2. Security Personnel: Outsourcing security services to 'Internet Detective Singh Security' to ensure safety, security, and identity protection.
3. Housekeeping: Maintaining cleanliness and sanitation through a diverse team of male and female staff.

**Counseling:**

1. Mentor-Mentee Scheme: Implementing a scheme where each teacher mentors a group of 20 to 30 students to address stress, depression, and other challenges.

**Common Room:**

1. Separate Common Rooms: Providing separate common rooms for male and female students equipped with essential infrastructure .

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.4

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

**Response:**

**Accepting Inclusivity:** The College promotes an atmosphere where students from various castes, locations, and backgrounds live in harmony with one another, acting as a model of inclusivity. Every aspect is infused with the equality ethos, which guarantees a discrimination-free environment.

**Commitment to Diversity:** A hallmark of the institution is its unwavering commitment to celebrating diversity. The socio-cultural fabric of the student body is rich and diverse, woven with threads from various linguistic, regional, and communal backgrounds. The commitment to tolerance and acceptance is tangible, going beyond mere lip service.

**Cultural and Extension Activities:** To acknowledge and appreciate the myriad cultures and traditions within its walls, the institution organizes regular cultural and extension activities. Entities like the Women Development Cell (WDC), National Service Scheme (NSS), and the Department of Life Long Learning & Extension (DLLE) actively engage in programs promoting social awareness.

**Social Welfare Initiatives:** The institution exemplifies its commitment to social welfare through events like blood donation camps. Both students and faculty contribute, receiving funds from alimonies and donations in various forms to old age home. These endeavors extend beyond academia, reflecting a dedication to creating responsible and socially conscious citizens.

**Preserving Regional Languages:** Marathi Bhasha Diwas and Hind Divas serves as a testament to the institution's efforts to honor and preserve regional languages. Essay competitions, elocution contests, and multilingual story competitions in English, Hindi, and Marathi underscore the commitment to linguistic diversity.

**Instilling Constitutional Values:** The institution goes beyond academic pursuits to instill constitutional values in students and employees. Through a blend of curricular, co-curricular, and extra-curricular activities, individuals are sensitized to their constitutional obligations, fostering a sense of values, rights, duties, and responsibilities.

**Holistic Education Through Workshops:** Sessions and workshops on consumer guidance, ethical hacking, and self-defense exemplify the institution's commitment to holistic education. By addressing real-world issues and equipping students with practical skills, it ensures graduates are well-prepared for the challenges of the modern world.

**Resilience During the Pandemic:** During the challenging times of the COVID-19 pandemic, the institution demonstrated resilience and a commitment to community well-being. Collaborative efforts from NSS, Healthcare & Counseling Committee, and IQAC organized vaccination drives, open to both staff and students, providing a valuable service to the broader community.

**Community Catalyst for Positive Change:** In conclusion, BHAVNA TRUSTS JUNIOR & DEGREE COLLEGE OF COMMERCE & SCIENCE stands as a shining example of a community that not only embraces diversity but actively celebrates it. Through a multifaceted approach encompassing cultural events, social initiatives, and educational programs, it molds individuals who not only excel academically but also embody the values of equality, tolerance, and civic responsibility. The commitment to inclusivity and social welfare underscores the institution's role not just as an academic center but as a catalyst for positive change in society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

##### **Response:**

BEST PRACTICE 1 Title: The Community Yoga Centre (Nurturing Well-Being)

**Context:** The Community Yoga Centre is a holistic initiative designed to cater to the diverse needs of the local community. Recognizing the increasing importance of stress relief, mental health support, physical fitness, and overall well-being, the centre emerged as a responsive and inclusive space. Central to its success is the collaborative effort with local organizations and the commitment to providing accessible yoga classes.

**Practice:** At the heart of the Community Yoga Centre is the provision of free or affordable yoga classes, catering to individuals of all ages and fitness levels. Beyond physical exercise, the centre incorporates mindfulness practices, educational workshops, volunteer engagement, and participation in health and wellness fairs. The overarching goal is to cultivate a supportive network within the community and enhance both physical and mental health. **Problems Encountered and Resources Required:**

**Lack of Awareness:** One of the challenges faced by the Community Yoga Centre is the lack of awareness about the benefits of yoga and the existence of the centre itself. To address this, there is a need for comprehensive promotional efforts and awareness campaigns.

**Accessibility Issues:** Some community members face accessibility issues due to the centre's location. Overcoming this challenge requires strategic planning to ensure that the centre is easily reachable for all, possibly through additional locations or transportation solutions. **Cultural Differences:** Cultural differences or a lack of understanding may hinder participation in certain demographics. Cultural sensitivity training and tailored outreach programs can help bridge this gap, making the yoga centre more inclusive.

**Resources and Support Required:** **Administrative Support:** Administrative support is crucial for the promotion and awareness of the Community Yoga Centre. This involves the development of promotional materials, advertising campaigns, and coordination with local media to spread the word about the benefits and existence of the centre.

**Collaboration with Local Organizations:** Collaborating with local organizations and non-profits is essential to reach a wider audience. Partnering with community groups, schools, and healthcare providers can help establish a network that supports the centre's outreach efforts. **Effective Communication Strategies:** The success of the Community Yoga Centre depends on effective communication strategies. This involves engaging with the community through various channels, such as social media, local events, and word-of-mouth. Building relationships with community leaders and influencers can also enhance outreach efforts.

In conclusion, the Community Yoga Centre is a commendable initiative addressing the holistic wellbeing of the community. Overcoming challenges such as awareness, accessibility, and cultural differences requires a strategic and collaborative approach. By leveraging administrative support, collaborating with

local organizations, and implementing effective communication strategies, the centre can continue to thrive as a vital resource for community health and well-being.

Title: Empowering Education through the Book Bank Scheme

**Context:** The Book Bank Scheme was introduced at Bhavna Trust Junior & Degree College of Commerce & Science to address the challenges faced by students from lower-income and underprivileged backgrounds in accessing educational resources. Recognizing a significant disparity in the availability and affordability of books, the college took a proactive approach to bridge this gap.

**Aims:** The primary aim of the Book Bank Scheme is to provide books to all categories of students at 40% of the printed price. This initiative seeks to promote equality, ensuring that financial constraints do not hinder students' educational pursuits.

**Practice:** The college initiated the Book Bank Scheme by establishing a dedicated book bank collection, utilizing funds from the Bhavna Trust Junior & Degree College of Commerce & Science equity initiative scheme. The scheme prioritizes students from socially disadvantaged categories such as ST/SC/OBC/NT, ensuring they have preferential access to the available books. Subsequently, other students can borrow books for the entire semester by contributing 40% of the printed price. Key Steps:

**Administrative Support:** Securing administrative support was crucial for the approval process. This involved creating a comprehensive proposal outlining the necessity and benefits of the Book Bank Scheme. Financial Resources: The trustee's financial backing played a pivotal role in the successful implementation of the scheme. This required meticulous budgeting and justification of expenses to ensure the efficient functioning of the Book Bank.

**Book Selection Committee:** A dedicated team or committee was formed to oversee the selection of books. Subject teachers, possessing the necessary expertise, played a crucial role in curating a list of relevant and high-quality educational resources.

**Library Infrastructure Investment:** To accommodate the book bank, investments were made in the college library's infrastructure and resources. This ensured the proper organization and accessibility of the books.

**Development of Procedures and Guidelines:** Clear procedures and guidelines were developed to govern the operation of the book bank, ensuring consistency and transparency in the lending process. Problems Encountered and Resources Required:

**Administrative Support:** The need for consistent administrative support was emphasized throughout the initiation of the Book Bank Scheme. Clear communication and advocacy were crucial to garner backing for the program.

**Financial Resources:** Securing ongoing financial support from the trustee remained a challenge. Continued efforts were required to demonstrate the positive impact of the scheme and justify the allocation of resources.

**Book Selection Committee:** Ensuring the active participation and commitment of the book selection committee was vital. Regular meetings and communication channels were established to address any

concerns and maintain a collaborative approach.

**Library Infrastructure and Resources:** The initial investment in library infrastructure was essential but required continuous monitoring and updates to meet evolving needs. **Communication and Collaboration Mechanisms:** Establishing and maintaining effective communication and collaboration mechanisms demanded on-going effort. Regular meetings and feedback sessions were organized to address emerging challenges and streamline processes.

**Procedures and Guidelines:** The development and adherence to clear procedures and guidelines were pivotal in ensuring the fair and transparent operation of the book bank. Continuous refinement was necessary based on practical experiences. In conclusion, the Book Bank Scheme at Bhavna Trust Junior & Degree College of Commerce & Science stands as a testament to the institution's commitment to inclusive education. Overcoming challenges through strategic planning, collaboration, and ongoing refinement has allowed the college to create a valuable resource for students, fostering a conducive learning environment for all.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

Our institution, established in the **year 2003**, has carved distinctiveness by adapting to the evolving needs of education and the dynamic requirements of our students. We have consistently striven to cater to the educational and co-curricular needs of a diverse student population, many of whom hail from nearby suburban areas and are first-generation learners.

**Infrastructure and Resourcefulness:** We take pride in our excellent infrastructure and the dedication of our teaching, non-teaching, and administrative staff. The college extends its support by providing free education to the children of teaching and non-teaching staff. Moreover, we contribute to non-teaching staff's PPF accounts. We encourage our teaching staff to participate in research workshops and seminars. The welfare of our staff is a priority, and we conduct free health check-ups, eye check-ups, and dental care programs for all.

**Investment in Infrastructure:** Our commitment to student welfare is reflected in our continuous efforts to enhance our infrastructure. We have invested in facilities such as a Turf, rainwater harvesting, an auditorium, canteen facilities, and the latest technology Lift, all geared towards improving the student experience.

**Unleashing Student Potential:** We recognize the importance of fostering creativity and individuality among our students. We encourage them to showcase their hidden talents through various avenues, including writing original poetry and stories for our college magazine, "BHAVNANKUR," free from any internet references. Students also express themselves through Indian classical music and classical dances like Kathak and Bharatnatyam during Guru Purnima celebrations. Our annual college day provides a platform for cultural activities such as folk dances, skits, fashion shows, and solo singing etc. Additionally, students actively participate in various technical and non-technical sports and cultural activities during our three-day intercollegiate festival, "FREAK."

**Sports and Cultural Activities:** Another vital element of our institutional distinctiveness is our unwavering support for sports and cultural activities. We acknowledge that students need holistic development, encompassing physical, social, and cultural dimensions alongside their academics. Our institution offers extensive sports facilities and encourages participation in cultural events, including music and dance performances, debate competitions, and art exhibitions etc.

**A paperless approach to attendance and feedback management through a smart system using QR codes offers significant benefits for colleges.**

The QR Code E-Attendance System & Feedback Management System aims to improve communication between educators, students, and parents while automating lecture bookkeeping and streamlining the process of tracking student attendance. In addition, it seeks to decrease paper use, boost attendance overall, automate ID card ordering, and make it easier to gather feedback for NAAC compliance. This system only requires a basic internet connection and no special hardware installation because it runs via an Android app and a web link. For the purpose of tracking attendance, a unique QR code is given to each student and teacher. Attendance for a variety of sessions, such as lectures, practical's, workshops, seminars, and tutorials, is tracked by the system.

### **NEED OF QR CODE**

1. QR codes enable quick attendance tracking, saving time and providing real-time data for immediate identification of absentees.
2. Automation reduces the administrative burden on faculty, ensuring accurate records and minimizing errors.
3. Enhanced security is achieved through personalized QR codes, preventing attendance fraud, and integrating access control mechanisms for authorized access.
4. Instant feedback is facilitated through QR code-based forms, fostering continuous improvement. Integration with Learning Management Systems ensures a seamless user experience, creating a unified platform for attendance and feedback data.
5. This approach reduces paper usage, contributing to cost savings and a positive environmental impact.
6. Analytics and reporting capabilities enable data-driven decisions, identifying patterns for proactive interventions.
7. Automated notifications improve communication, fostering a streamlined experience for students and faculty.

Overall, implementing a smart attendance system with QR codes aligns with the digital transformation in education, enhancing efficiency and communication

**Social Skill Development:** We place great emphasis on social skills and their integration into students' lives. To instill a sense of social responsibility, we engage students in community service projects, volunteer work, internships, and social awareness campaigns. These activities nurture empathy, compassion, and a deeper understanding of societal issues, and they equip students with communication, teamwork, and leadership skills essential for success in any field.

**Extension Activities:** Our extension activities are carefully designed to offer meaningful experiences that allow students to apply their classroom learning to real-world situations. We aim to cultivate responsible citizens who will contribute positively to their communities and the wider world.

**Physical Development:** Physical activities are encouraged to build student's physical fitness, team spirit, confidence, decision-making, and mental strength. We organize annual sports events that involve both male and female students, providing a platform for them to display their sportsmanship and team-building abilities. Our National Service Scheme (NSS) camps in adopted villages include physical activities like yoga exercises and outdoor sports.

**Emotional Development:** Emotional intelligence is another area of focus, and we have implemented a mentor-mentee system where students meet with their mentors weekly. These sessions provide students with opportunities to discuss academic and personal concerns. Additionally, we have a professional counselor on staff to support students in need.

**Academic Progress:** The institution ensures that internal assessments, assignments, and department activities follow the academic calendar, facilitating consistent academic progress.

**Student-Centric Initiatives:** To cater to the diverse needs of students at different stages of their academic journey, we offer specialized programs such as Personality Development and Bridging Courses for first-year students, Communication Skill Classes for second-year students, and a Career Guidance Program for third-year students.

#### **Performance Indicators:**

1. The continuous increase in the number of female students, highlighting the convenience of higher education available in their locality.
2. Progressive academic results.
3. Notable achievements in extracurricular activities through NSS, cultural events, sports, DLLE (Department of Lifelong Learning and Extension), and WDC (Women's Development Cell).
4. A commitment to community engagement, fostering a sense of social responsibility among our students.
5. Our institution aligns its journey with our vision and mission of "Empowering learners through cutting-edge education" and continually strives to impart knowledge and skills that are relevant to the evolving demands of our times.
6. Top of From.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

The college's distinctive contribution lies in its commitment to educating and empowering first-generation learners. This mission is realized through carefully planned activities, a nurturing environment, academic freedom, dedicated teaching staff, exposure to diverse forums, mentoring, a continuous evaluation system, and the incorporation of value-added courses, all of which collectively foster the holistic development of its students.

Although the college holds Jain Minority status, it extends admissions to individuals from all walks of life, ensuring equal access to all its facilities.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in inspiring both faculty and students to embrace innovative teaching and learning methods. This is achieved by organizing regular orientations, faculty development programs, and innovative teaching-learning initiatives, along with hosting webinars on current educational trends.

Furthermore, in addition to offering undergraduate programs in Science and Commerce, the college has expanded its academic offerings to include postgraduate programs, such as the Master of Commerce (M.Com), starting from the academic year 2022-2023.

### **Concluding Remarks :**

In addition to its pursuit of academic excellence in disciplines encompassing Finance, Accounts, Management, Commerce, Business Education, and Computer Science, the College holds a profound commitment to instilling robust ethical values within every student. These values include integrity, courtesy, compassion, and empathy.

The College firmly upholds the belief that education should be a catalyst for building self-assurance, discipline, clarity of thought, and the ability to make well-informed decisions. It should equip students with the capability to set and attain their objectives while also nurturing a sense of enduring social responsibility.

The educational process at the College is designed to foster self-reliance, encouraging students to think creatively, express themselves eloquently, innovate, and collaborate effectively.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>127</td> <td>115</td> <td>114</td> <td>186</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>125</td> <td>114</td> <td>114</td> <td>186</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>350</td> <td>170</td> <td>170</td> <td>170</td> <td>300</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>350</td> <td>170</td> <td>170</td> <td>170</td> <td>300</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes according to the report of seats reservation.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	272	127	115	114	186	2022-23	2021-22	2020-21	2019-20	2018-19	271	125	114	114	186	2022-23	2021-22	2020-21	2019-20	2018-19	350	170	170	170	300	2022-23	2021-22	2020-21	2019-20	2018-19	350	170	170	170	300
2022-23	2021-22	2020-21	2019-20	2018-19																																					
272	127	115	114	186																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
271	125	114	114	186																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
350	170	170	170	300																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
350	170	170	170	300																																					
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p><b>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>.715</td> <td>0</td> <td>0</td> <td>.25</td> <td>.35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes input as per shared report by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	.715	0	0	.25	.35	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
.715	0	0	.25	.35																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
0	0	0	0	0																																					

3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>5</td> <td>6</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>6</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : We have given the input by verified research papers from UGC case website .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	5	6	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	9	5	6	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	5	6	1	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	5	6	1	1																	
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>06</td> <td>06</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>06</td> <td>1</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared supporting document.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	06	06	01	01	2022-23	2021-22	2020-21	2019-20	2018-19	6	06	1	3	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	06	06	01	01																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	06	1	3	1																	
3.4.3	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></b></p> <p><b>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>41</td> <td>41</td> <td>37</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	44	41	41	37	37										
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	41	41	37	37																	

2022-23	2021-22	2020-21	2019-20	2018-19
29	15	16	23	21

Remark : DVV has made the changes as per shared supporting document excluding the duplicates.

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

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

Answer before DVV Verification : 98

Answer after DVV Verification: 76

Remark : DVV has made the changes according to the document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64.47	36.26	10.17	17.99	24.59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51.74	2.604	3.435	5.013	8.427

Remark : DVV has made the changes as per shared supporting document .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has selected the C. 2 of the above as per shared supporting 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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
428	59	32	268	239

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
345	59	32	215	198

Remark : DVV has made the changes according to the document .

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	25	11	13	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	25	11	13	19

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	98	183	161	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
101	98	183	161	188

Remark : DVV has made the changes according to the document .

**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****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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	00	02	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	00	00	01	02

Remark : DVV has made the changes according to the 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)**

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
55	35	10	41	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	20	10	29	24

Remark : DVV has given input by considered one event instead of activities .

6.2.2 **Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

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

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

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

**the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	03	00	03	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	01	00	03	00

Remark : DVV has made the changes according to supporting document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	07	15	13	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	07	9	7	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	09	09	09	09

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

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

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

	<p>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b>                  3. <b>Collaborative quality initiatives with other institution(s)</b>                  4. <b>Participation in NIRF and other recognized rankings</b>                  5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: B. Any 3 of the above                  Remark : DVV has selected the B. Any 3 of the above as per shared supporting document.</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <p>1. <b>Alternate sources of energy and energy conservation measures</b>                  2. <b>Management of the various types of degradable and nondegradable waste</b>                  3. <b>Water conservation</b>                  4. <b>Green campus initiatives</b>                  5. <b>Disabled-friendly, barrier free environment</b></p> <p>Answer before DVV Verification : A. 4 or All of the above                  Answer After DVV Verification: C. 2 of the above                  Remark : DVV has selected the C. 2 of the above as per shared supporting document .</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <p>1. <b>Green audit / Environment audit</b>                  2. <b>Energy audit</b>                  3. <b>Clean and green campus initiatives</b>                  4. <b>Beyond the campus environmental promotion activities</b></p> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: B. Any 3 of the above                  Remark : DVV has made the changes according to the document .</p>

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations