



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SHRI SHAHU MANDIR MAHAVIDYALAYA

PARVATI RAMANA, PUNE - 411009

411009

www.shahucollegepune.org

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shahu Mandir Mahavidyalaya, established in 1960, is one of the attempts of the A.B.M.S. Parishad to take education to the masses. It is one of the several educational units of the A.B.M.S. Parishad spread all over Maharashtra. The Parishad aims at reaching out to people, creating awareness among them about the importance of education and our college is an offspring of such efforts. Students from lower stratum of society and rural background are our main target group. We try to provide quality education to the students who are socially, economically and academically backward, as a result of which even a student of average intellect gather sufficient confidence to meet the demands of the world by the end of his/her graduation. The college offers degree courses in B.A., B.Com., BBA, BBA (CA)., Post-graduation in Commerce, English, Marathi, & Economics. The College also offers employment oriented Short Term Courses like Tally, Basic Beauty Culture, Spoken English etc. The College is affiliated to Savitribai Phule Pune University. The college has NCC, NSS, a competitive examination center, central library, three computer laboratories, Commerce computer laboratory, language laboratory, Vidyarthini Manch, Adult, Continuing Education and Extension department, Extra Mural Board, Literary Association, Gymkhana, hostels, canteen, vehicle parking, grievance redressal cells, welfare schemes, earn & learn scheme, employees? Cooperative Credit society etc. The College campus is spread over a vast area of 67 acres and has a very beautiful and picturesque campus covered with a large number of trees which provide shade, beauty and a very invigorating environment for serious studies. The college has very large sports ground with the background of Parvati hill. There is a ling –closed loop walking track. It is a wonderful sight at every dawn and dusk to see a large number of people jogging on this track surrounded by beautiful landscape and also spending their leisure time in the beautiful garden around the majestic statue of Rajarshi Shahu Maharaj.

Vision

- To spread and create awareness about education among common masses, particularly those who have been deprived of education for generations.
- To provide quality education particularly to rural, backward classes and economically weaker.

Mission

- ‘To serve the needs of society in general and the downtrodden classes in particular by imparting knowledge and developing skills and attitudes;
- to inculcate in them values of life to emerge as useful citizens and fully – developed individuals.”
- “To nourish, nurture and develop the all-round personality of students, to enable them to obtain gainful employment or self-employment”.

(Accordingly for instance Fee concession Scholarship (for weaker section), To empower skills and abilities (tally, Vachan Prearana Din) Financial aids (Annasaheb Patil Pratishtan, Deccan Maratha Scholarship etc are provided)

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

1. Spacious campus with greenery
2. Adequate infrastructure for conducting teaching activities
3. Education is available at affordable fees
4. Qualified teachers, of whom, some are research guides, have authored books, published research papers and reviewed articles in periodicals and journals, a few of them are recipients of Awards.
5. It has a recognized Research Center affiliated to SPPU for Ph.D in Commerce.
6. Spacious educational campus with well equipped library, departmental library, fullfledged sports ground with gymnasium facility, students' hostels, seminar halls with all audio visual facilities, two computer laboratories, Commerce Computer Laboratory, Language Laboratory, internet and wi-fi facility to all computers, departments and other support facilities.
7. Inculcation of values among students through our well-run extension activity units. The college provides ample opportunities and support to students who are good at sports, cultural activities, elocution, debate, essay, NSS, NCC and other social services. The college has produced a very large number of students who have excelled in these fields at the national and international level.
8. Library with-books, e-journals, book bank scheme
9. Various types of scholarships for socially and economically deprived students.
10. Earn and Learn Scheme

Institutional Weakness

WEAKNESSES

1. Few industry collaborations
2. Financial constraints for non-grant courses
3. Limited industry-institution interface
4. No separate Gymkhana Building even the sport department is showing its overwhelming performance.

Institutional Opportunity

OPPORTUNITIES

1. Linkages with Industry and other Institutions.
2. To impart an all-round education beyond classrooms, curricula and certificates and develop them in strong empowered citizens.

3. Use of modern teaching aids like smart boards, digital lectures, LCD etc

Institutional Challenge

CHALLENGES

1. Student teacher Ratio is high as per government admission policy
2. Build infrastructure with modern amenities and learning resources.
3. To provide employment opportunities for students and empower them for selfemployment.
4. Development of e-content and e-recourses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum is very essential component of an education system. Teaching-learning-evaluation, student activities and research revolves around it. UG Curriculum was changed from Annual pattern to Choice Based Credit System from June 2019. It introduced more academic flexibility. Currently the institution runs 9 UG and 5 PG programs. Our 7 faculty members are involved in curriculum design process and 22 teachers participate in question paper setting and assessment/evaluation process at university level. In-house faculty members have designed 7 add on courses focusing on employability and entrepreneurship. Our entire campus is Wi-Fi connected with all ICT enabled classrooms for academic implementation. Remedial sessions are conducted to improve slow learners' performance. The institute adheres to Academic Calendar for conduct of CIE for achieving academic excellence. Different programs integrate cross-cutting issues into curriculum. Student-centric activities inculcate core values among students. Our multiple courses include experiential learning through project-work/ field-work and internship. The institution regularly obtains feedback on curriculum from all stakeholders. Based on feedback, action is taken for quality improvement.

Teaching-learning and Evaluation

Institute ensures inclusiveness in admission process by following reservation rules and regulations of State Government. Total students in 2021-22 are 2304.with 503 belonging to reserved category. Diverse learning levels of the students are assessed to identify gradual and advanced learners. Focused special programmed are organized for addressing learner diversity. Currently 42 qualified full time teachers are working for the Academic Year 2022-23. Academic calendar covering major events and probable examination dates is prepared. Teachers use student-centric methods such as experiential learning, participative learning and problem solving methodologies in teaching. Teachers are well trained to use ICT enabled tools for teaching-learning-evaluation. Mentor-Mentee ratio is 1;64 . Internal assessment mechanism is transparent and robust. College practices continuous internal evaluation under CBCS system and observes a prudent grievance redresses mechanism. Programme outcomes and course outcomes are defined. Attainment of course outcomes is computed. Online Student Satisfaction Survey is conducted by the institute. Feedback from stakeholder on curriculum, infrastructure and teaching-learning process is displayed on the college website. Based on the analysis of the survey required corrective measures are taken.

Research, Innovations and Extension

Research grants of Rs.13.36lakhs from government and non-government agencies were received during the assessment period. This enabled creation for teacher research and helped minor and major research projects. One commerce phd research center has 23 Ph.D. guides produced 4 doctorates and 3 students have submitted their thesis and 3 students have given their pre-viva. Currently 76 students are registered with Phd research center. lecture workshops and national and international seminars were funded by university. Innovation, Incubation and Start-up cell and IPR and Entrepreneurship cell create conducive environment for start-up culture and encourages out of box thinking. 12 workshops related to research and academic aspects are undertaken. Our faculties have published 96 research papers in ugc care listed journal and 74 papers in peer reviewed journals and conference proceedings during assessment period. We have received 12 awards and appreciations during assessment period from govt and non govt. bodies. We have undertaken Industry Research institutes, internships, training, research publications, Expert lecture series, seminars and conferences, discussion forums, quizzes, poster and model competitions, marketing popularization programmes for the college students and interactions with experts. 66 extension and outreach activities through NSS, NCC, brhamakaumari, ramkrishna mission ,ISKON, encompassing health, environment and gender equality to sensitize the students towards societal issues, health awareness that directly inculcates a value system.

Infrastructure and Learning Resources

The College is spread over 67 acres of land with 3 buildings to run 9 Undergraduate and 5 Postgraduate Programmes in Arts, and, Commerce, Professional Courses and Research Centres. College provides sufficient infrastructure like, 26 Classrooms, 3 well equipped Laboratories, 173 Computers, Library, Examination Control Room, IQAC Room, Administrative Office, Three Seminar Hall, for cultural, curricular-extracurricular activities, ICT enabled facilities, Staff Rooms, Restrooms, Parking, Canteen, Indoor-Outdoor Sports facilities and Gymnasium, Solar energy, Botanical Garden. College has a hostel to accommodate 45 boys and a girls hostel to accommodate 31 girls in house campus. College has computers with basic and advanced Software. Student-computer ratio is 13:1. College has 1 physical server and, 100mbps internet speedline. Infrastructure has been augmented from time-to-time. Online Admission is done through Vriddhi and Entire campus is Wi-Fi enabled. Two BSNL lines of 100 MBPS and 50 MBPS bandwidth is available. Central Library hosts 25111 text books, 26407 reference books, 49 journals 8 magazines 2 lakh ebooks and rich e-resources along with Digital Library, Reading room, Audio books for visually-impaired students. Standard procedures are followed for utilizing physical, academic and support facilities. Policy for maintaining infrastructure is in place. Annual maintenance contracts are functional.

Student Support and Progression

2471 students have benefitted from the scholarships disbursed to the tune of Rs.1.8198 crore under Government Schemes. Many students have gained from the capacity building and skill enhancement initiatives undertaken by the institution. Students have availed guidance for the competitive examinations, and career counselling offered by the institution. 375 Students have qualified for competitive exams. 2659 students graduated and 300 students have completed their post-Graduation since 2017. The institution has secured 62 awards and medals at different levels for outstanding performance in sports and cultural activities events were organized by the institution/other institutions. shri shahu mandir mahavidyalaya has a registered alumni association. It is registered under Public Trust and Society's Act in the year 2022. The Registration Number of Alumni

Association is F-60423/pune has started raising a fund for amphitheater and auditorium and endowments and scholarships.

Governance, Leadership and Management

Abmsp's shri shahu mandir mahavidyalaya has a transparent and well-defined governance system. The Governing body of the college, through periodic meetings assesses and advises on issues pertaining to the incremental growth and development of the institution. The hierarchical organizational structure within the institution, helps to carry out academic, and administrative functions efficiently. Transparency is maintained in admission of students and recruitment of staff. Welfare schemes of the government and the college are made available to both staff & students. Well-designed implementation of evaluation methods ensures transparency and clarity in the examination system. An effective feedback mechanism involving all stakeholders contributes towards self-evaluation and achievement of institutional goals. Academic standards of students and teachers are updated through Enrichment and Faculty Development Programs. Performance-based appraisal system is in place to assess and upgrade skills of In-service teachers. Quality improvement strategies are initiated by the IQAC in areas like curriculum development, teaching-learning, examination and evaluation, research and development. T. The principal, in coordination with various college-level committees monitors the overall functioning of the institution. A transparent and effective grievance redressal mechanism ensures trust, sense of safety and security within the organizational framework. The college conducts internal and external financial audits regularly so as to effectively mobilise and utilize financial resources. Implementation of e-governance in areas of operation has simplified compilation, collation and documentation of information and also made it easily accessible to all the stakeholders. Governance of the college is thus, marked with significant underlying features namely- inclusivity, accountability and credibility.

Institutional Values and Best Practices

Gender Equity: UG/PG curricula addresses multi-dimensions and inter-sectionality of gender. Certificate/Extra-credit Courses are offered on gender aspects. In-house magazines and college fests are committed to promote gender equity. Workshops are organized on gender awareness. Anti-ragging Committee, Internal Committee, Anti-sexual Harassment Cell are functional. Inclusiveness: College created inclusive environment for students from diverse background. College magazine rajarshi, dedicated to culture and various social issues. Infrastructure facilities for differently-abled ensure inclusivity. Promotion of code of conduct and values is undertaken through induction programmes, commemoration of days of national/international importance. Environmental Consciousness and Sustainability: Institution strives to conserve environment, use resources judiciously and spread environmental awareness. Solar power-generation plant ensure reduced electricity consumption. Rain-water-harvesting/drip-irrigation/effluent-treatment-plant/leak-free pipelines enable water conservation. Institution has been awarded by Government and NGOs for green-practices and Eco-friendly initiatives. Catering to mental health: Different practices are planned and executed considering the need to increase attention on mental health of various stakeholders. College commemorates World Suicide Prevention Day and World Mental Health Day to encourage students to express and to generate awareness about mental health literacy. many students benefited from Counselling Cell. For girl safety and security vidyarthini manch undertake various programmes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHAHU MANDIR MAHAVIDYALAYA
Address	Parvati Ramana, Pune - 411009
City	Parvati Ramana Pune
State	Maharashtra
Pin	411009
Website	www.shahucollegepune.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Vilas Vasant Patil	020-24221424	9822241451	020-24222006	iqac@shahucollegepune.org
IQAC / CIQA coordinator	Pravin Prabhakar Jadhav	091-9309949808	9822084524	-	pravin6901@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-06-2009	View Document
12B of UGC	10-06-2009	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Parvati Ramana, Pune - 411009	Urban	67	3369

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Commerce	36	HSC	English	240	51
UG	BBA,Commerce	36	HSC	English	240	101
UG	BCom,Commerce	36	HSC	English,Marathi	1200	1200
UG	BA,Economics	36	HSC	Marathi	600	221
UG	BA,English	36	HSC	English	600	283
UG	BA,Marathi	36	HSC	Marathi	600	254
UG	BA,Political Science	36	HSC	Marathi	600	190
UG	BA,Geography	36	HSC	Marathi	600	262
UG	BA,Psychology	36	HSC	Marathi	600	157
PG	MCom,Commerce	24	B.Com	English	120	114
PG	MA,Economics	24	BA	English,Marathi	120	46
PG	MA,English	24	BA	Marathi	120	14
PG	MA,Marathi	24	BA	Marathi	120	6
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	M.Com SET Or NET Or PET	English,Marathi	120	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				5				19			
Recruited	3	3	0	6	2	3	0	5	9	4	0	13
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	8	5	0	13
Yet to Recruit	0				0				9			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	20	3	0	23
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	3	0	2	3	0	5	4	0	20
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	6	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		7	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1369	0	0	0	1369
	Female	727	0	0	0	727
	Others	0	0	0	0	0
PG	Male	105	0	0	0	105
	Female	73	0	0	0	73
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	18	0	0	0	18
	Female	12	0	0	0	12
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	0	0	0	6
	Female	0	0	0	0	0
	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	320	271	242	255
	Female	199	195	177	188
	Others	0	0	0	0
ST	Male	16	34	38	22
	Female	8	9	4	8
	Others	0	0	0	0
OBC	Male	221	171	199	210
	Female	101	100	110	104
	Others	0	0	0	0
General	Male	626	638	633	634
	Female	320	330	352	366
	Others	0	0	0	0
Others	Male	275	234	167	154
	Female	106	115	77	86
	Others	0	0	0	0
Total		2192	2097	1999	2027

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institute being multi-disciplinary, process of designing syllabi for academic programmes would take care of inclusion of multidisciplinary elements. .</p> <ul style="list-style-type: none"> • Some of the Departments conduct collaborative experiential learning activities viz. B.Com. students understand constitutional process of passage of a bill during Mock Parliament. Arts (psychology) departments screen movies and provide e resources jointly on inter-disciplinary contents. • Courses viz. Environmental Studies and Democracy, Decentralization and Governance offered at Under Graduate are inter-disciplinary. Credits on Human Rights, Introduction to Constitution and Cyber Security offered at PG level are inter-disciplinary. •
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	<p>Certificate / Value Added Courses and specialized courses offered by Departments in Humanities viz. Modi Script, Spoken English are multi-disciplinary in nature. • Students are encouraged to take up multidisciplinary courses and MOOCs available on Swayam, e-PG Pathshala and NPTEL portals.</p>
2. Academic bank of credits (ABC):	<p>With the introduction of new education policy, the institute is in process of registering on Academic Bank of Credits (ABC) via the National Academic Depository (NAD). This would enable student mobility and academic flexibility.</p>
3. Skill development:	<p>NEP emphasizes on skill development as a tool for empowering youth by bridging the skill gap. • Skilling enhances the employ ability: college conducts symposium, conferences/seminars, workshops, hands-on training programs, interactive sessions, engage students in project based learning • Use of Virtual Lab and virtual dissection for practical purpose is conducted • MOUs with industry (Manufacturing, IT and Service Sector) are signed for internships. • Industrial and study tours are regularly organized • College jointly with Industry organizes Soft Skill workshops for final year students. Commerce department regularly organize department-specific soft-skill workshops • Computerized Accounting in Tally and Spoken English Internships/Apprenticeship/On Job Training : students are motivated and provided necessary support for internships/apprenticeships/on job training programs. (Students from Commerce faculty regularly work in Banks on-job training, Psychology students work in NGOs on mental health and related issues. Commerce department conducts comdhoom activity in which student of commerce and management BBA AND BBACA sell their products • Expert Lectures : experts are regularly invited for interactive sessions, guidance and expert-lectures for students and faculty members • Employer and Industry representatives on IQAC guide on required skills for enhancing employ ability.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): • College is taking substantial efforts to revive and popularize Indian traditional knowledge by designing and conducting special lectures for instance Vedic Mathematics, Modi (Medieval) Script</p>

	<p>which was used during Shivaji Maharaj era. • Under-Graduate and Post-Graduate programs in the faculty of Arts and Commerce are taught in bilingual way (English and Vernacular). Marathi, Hindi and Urdu are covered in Modern Indian Languages training, Vachan Prerna Din (Day for cultivating reading habit) and Marathi Raj Bhasha Din are commemorated annually. Book reading club has been started. Various activities under Arts circle themed on Indian history, culture and national integration • College magazine, RAJARSHI covers and highlights Indian culture and encourages students to know and explore the Great Indian traditions.</p>
5. Focus on Outcome based education (OBE):	<p>Focus on Outcome based education (OBE): • College emphasizes on Outcome based learning • College has devised a formal mechanism for mapping of Program Outcomes (PO) and Course Outcomes (CO). Performance in University examinations, securing ranks and Gold Medals , professional examinations (CA/CS/CMA) ,Outcomes include Placement, Research Publications, Participation in events, Intellectual Property, performance in competitive examinations (MPSC) and discipline specific exams (NET/SLET, GATE, JAM, BET).</p>
6. Distance education/online education:	<p>College is providing online education to various courses. Teaching faculty is roped in for dissemination, paper setting and evaluation. Some of the teaching faculty have contributed for preparing study material and a few teachers have prepared online course for Swayam/NPTEL. • Under the new economic policy we are planning to introduce our own distance learning courses. • We are fully using a customized Learning Management System Model, besides Microsoft Teams, G-Suit, Live Streaming of college events is practiced. Infrastructure for e-learning Capacity building of faculty for online teaching has been done • Teaching faculty reaching out as resource person in online mode.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes We have electoral literacy club which was started in the year 2017, September. The college has established electoral literacy club as per the
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	guidelines of election commission of India and directives of District collector.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes We have appointed following committee members in the electoral literacy club. 1) Officiating Principal Dr.Vilas Patil Chairman 2) Dr. Sudam shelke Nodal officer 3) Dr.P.V.Naikwadi Member 4) Mayuri kambthe Student representative our ELC is functional. our ELC has undertaken various programs
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.	Our ELC has undertaken various programs. Details of the program is as follows 1) on 25th jan 2018 we celebrated voters day in which 92 students were present 2) on 25th jan 2019 celebrated voters day in which 74 students were present. 3) 25th jan 2020 celebrated voters day again in which 87 students were present. 4) on 25 th jan 2022 we celebrated voters day in which 72 students were participated.
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.	on 25th jan 2020 we undertook voters registration drive in association with govt of maharashtra. as per the guidelines of election commission nodal officer organizes various activities like lecture series,registration drive.
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.	EIC collects forms from the students who are above 18 years of age and submit it to the election office for their enrollment. Thus students who are eligible for voting gets enrolled in electoral list.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2304	2027	1999	2097	2192

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

2 Teachers

2.1

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

Response: 38

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	31	36	38	37

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
80.60	63.94	154.58	125.22	186.81

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- Shri Shahu Mandir Mahavidyalaya is affiliated to the Savitribai Phule Pune University.
- The curricular and other academic activities are planned by the university.
- We at Shri Shahu Mandir Mahavidyalaya implement and follows university curriculum, and planning, documentation and implementation is done in accordance with the directives of the university.
- The teaching learning process and other academic activities are carried out in the college.
- For the smooth running and implementation, Time-Table and Academic Calendar of the college is planned and prepared well in advance, before the commencement of the academic year.
- In support of the academic curriculum and besides the teaching learning process, there are various other activities introduced and implemented in the college like seminars workshops short term courses, guest lectures etc.
- The institution follows the curriculum planning and implementation of the university which has introduced the CBCS i.e., choice-based credit system semester pattern.
- Along with the traditional courses, the university has introduced value based add on courses.
- These courses are implemented in the college at the graduation and post-graduation level.
- These courses included value education, personality development, Gender Sensitivity, Cyber Security, Awareness of the constitution, etc.
- These courses are implemented with the objectives of making the all-round development of the students and transform them into responsible citizen and also making available employable opportunities to them.
- Assessment of the students is done through assignments, presentations, tutorials, tests and examinations taken at regular intervals. Marks and grades are allotted to the students based on their performance at the various assessing programmes, which are displayed in the students mark sheets are also provided to them.
- Analysis of the marks and grades is created about by the concerned teachers and students are categorised into advanced, average, medium and weak student learners.
- Remedial coaching is implemented in the college to enhance and improve upon the performance of the students in their academic endeavours.
- We at Shri Shahu mandir Mahavidyalaya also have the PARENT-TEACHER association / scheme to maintain the relations with the students and their parents and involve the parents in the academic well being of the children.
- Through the parent teacher scheme a teacher faculty is appointed as teacher parent, who has one to one interaction with the students, where the teacher parent establishes interactions and involves with the students, which helps them improve their performance academically and help them to be responsible.
- A well equipped and fully automated library is one of our important assets.
- Besides providing text books and reference books and other books, selection and dissemination of

information is also done through Display of newspapers, OPAC, Digital learning, library web-portal, etc.

- Various programmes through the library, and other departments are organised and carried out throughout the year to enhance the social and other skills of the students.

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

1.2 Academic Flexibility

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

Response: 7

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 24.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
515	458	524	542	528

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

1.3 Curriculum Enrichment

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

Response:

- Institution integrates cross cutting issues relevant to professional and sustainability into the curriculum.

Yes,

At Shri Shahu Mandir Mahavidyalaya, Cross-Cutting issues relevant to professional ethics, Gender, Human Values, Environment and Sustainability are integrated into the curriculum.

- **Professional Ethics**

We have the Staff Academy in our college, especially for the staff --- both academic and administrative where issues regarding professional ethics are dealt. Experts from various fields are invited by the Staff Academy who deliver lectures or conduct workshops concerning various facets of professional ethics, like Personality development, Health, Social issues, issues regarding the professional life and regarding students, etc. This is beneficial to the staff as it enhances their positive attitude towards their profession and human relations.

- **Human Values:**

For the integration and inculcation of human values in the students, we at Shri Shahu Mandir Mahavidyalaya, arrange programmes, short term courses, workshops, guest lectures etc. We invite associations like the Brahmakumaris, ISKON, Ramkrishna Mission to conduct courses and workshops for imbibing the importance of human values among the students. We have a tie-up with these associations and the workshops and courses are conducted at regular intervals in the college.

Add-on credit based course on human values is implemented at the FYBA, FY.B.Com, FYBBA and FYBBA (CA) level.

Human values and personality development and life skills are also incorporated in the activities of the NSS and NCC. We celebrate the birth anniversaries of the great leaders by arranging lectures on

their lives and their contributions to society. We celebrate National, National Unity Day, Constitution Day, Vachan Prerana Din (Reading Day) etc.

- **Environment and Sustainability:**

The Savitribai Phule Pune University has introduced the course of Environmental Awareness for the Second-year graduation programmes as a compulsory course. We implement this course in our college. Lectures, practical's, field work and study tours are the activities undertaken.

Tree plantation and preservation is done every year through various programs. Water conservation and preservation is part of the NSS activity and students are encouraged to involve the participation of people around them. Along with their endeavours, programs, lectures, workshops, seminars are arranged in the college to inculcate the awareness about environmental issues.

- **Gender**

Shri Shahu Mandir Mahavidyalaya integrates the issues relevant to Gender in various ways, like arranging seminars, workshops, programmes, guest lectures, short term courses inculcated along with the regular curricular. The department of Political Science of Shri Shahu Mandir Mahavidyalaya has taken the initiative and invites the “Women’s Studies Centre” of Savitribai Phule Pune University to conduct a Three Months undergraduate Interdisciplinary certificate courses in Gender and Development.

This course has helped the students in examining their personal attitudes and beliefs about gender roles. The course has also created awareness among the students about the importance of gender sensitivity among their peers.

Besides all this courses and workshops, we at Shri Shahu Mandir Mahavidyalaya, Pune deal with other cross-cutting issues like AIDS awareness programs, Democracy and Election, Cyber Security, Health and Hygiene etc.

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

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

Response: 43.01

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

Response: 991	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 83.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
924	857	1001	1053	1062

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1120	1360	1120	1120	1120

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](#)

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: 84.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
513	455	548	512	530

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

2021-22	2020-21	2019-20	2018-19	2017-18
582	707	582	582	582

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

2.2 Student Teacher Ratio

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

Response: 64

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 teachers of the college are encouraged to adopt student centric methods in their day to day teaching.
- In addition to regular lecture method, renowned personalities are invited to deliver expert lectures on selected topics.
- Various methods like group discussions,debates, presentations, Essay writing competitions, elocution,personality development programmes, lecture series for preparing competitive examinations, Wall paper presentations, poster exhibitions, power point presentations, Street plays, marketing -funda, management games, assignments, Project work, practicals by students are encouraged and implemented.
- Students are assigned topics and encouraged to collect information from various sources and

prepare their projects.

- This helps the students to enrich their skills of conducting research and its effective presentations.
- Project work is done by students of BBA,BBA(CA), M.Com. and M.A.
- They prepare project works as designed by the university.
- Students are sent to visit banks, C.A. firms, industrial units,share broker's office, Stock Exchange, Registrar of Cooperative Societies etc. to interact with the personnel and collect first hand information.
- The guest lectures, industrial visits, field visits, study tours and other events are planned and organized with the active participation of students.
- Students also perform mock parliament.
- Teachers deliver lectures as per need of the topic with the help of Power Point Presentation in Art and Commerce stream.
- Whereas all practical sessions in BBA (CA) and BBA are delivered in the computer laboratory with the help of LCDs.
- Internet facility is available to all the laboratories.
- Wi-Fi connectivity is available at important points.
- There are three well-equipped computer labs for students where they get high speed internet facility.
- LCD Projectors are available in most of the departments.
- E-journals and e-books are made available through N-List, Infflibnet facility.
- Library has completed its automation. Library has a rich collection of CDs, DVDs and digitalized rare books.
- Latest updated Software as per the requirement of Department of BBA (CA) are provided and made available for students.
- Well equipped language laboratory is also available.
- Most of the efforts are made towards paper less office for transactions and communications.
- Every department has a computer and internet connection.

2.4 Teacher Profile and Quality

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

Response: 85.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	41	42	42	40

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

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

Response: 78.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	23	28	28	30

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

2.5 Evaluation Process and Reforms

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

Response:

- As the college is affiliated to Savitribai Phule Pune University, separate weightage is not assigned for the overall development of students.
- However, the college ensures that the students should be groomed properly through the internal assessment.
- Transparency in the internal assessment is maintained by in house typing and printing of question papers.

- Showing internal examination answer sheets to the students.
- Displaying the internal marks on notice boards.
- The responsibility of conducting of examination and declaring the result of First year undergraduate Courses is with the college.
- Therefore to ensure transparency Central Assessment Programme (CAP) is introduced.
- Teachers on their own keep track of the attendance, behavioural information of the students, sincerity in submission of practical journal, independent reading and learning of the subject materials, communication skills in the class and at the time of oral practical exam etc.
- The overall performance on the above aspects are considered and reflected in their practical marks.
- For the students of BBA, BBA (CA), M.Com., M.A. Courses, due weightage is given for attendance in class, presentations and assignments, internal tests and tutorials. Once the marks are ready, they are displayed on the college notice board.
- The College and University have a well-defined process for addressing the grievances with reference to evaluation.
- The following details provide a brief overview of the grievances Redressal system.
- The grievances with reference to the evaluation at different internal exams and tests are addressed by the College examination committee. The college looks in to the grievances related to Examination form filling, Issue of examination Hall Ticket, Evaluation etc.
- The students write an application to the Principal regarding any type of grievances related to evaluation.
- Grievances regarding discrepancies in Name (spelling), Subject selection, Revaluation and Mark-sheet are addressed by the college examination cell and forwarded to the University examination center after authentication.
- Afterwards, the result regarding grievances received from the University is communicated to students.
- The student can submit an application for revaluation along with the demand for photocopy.
- The university examination department resolve such complaint within 45 days mistake is found, the student has to submit original marks sheet to the university and then receives revised mark sheet.

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 has learning outcomes.
- Some of them are in-depth subject knowledge, basic practical skills related to subject, good communication skills etc.
- In addition, the college encourages all its departments to clearly state the learning outcomes of its course.
- The college monitors and communicates the progress and performance of students through the duration of the course in the following ways:
- The marks of each internal examination i.e. tests, presentations and term end examinations are communicated to students either in the classroom or by displaying on the Notice Board.
- The result committee prepares subject wise result analysis to review the performance each class.

- Parent-teacher meetings are organized to build rapport with the parents.
- Classroom tests, home assignments are taken to monitor the students' understanding of the subject.
- Remedial coaching, guest lectures, workshops, seminars, fieldvisits / study tours are conducted to improve upon the learning outcomes of students.
- Every year college organizes, a prize distribution ceremony for students, in which topper students, sports students, and other students who have grabbed prizes are felicitated to motivate other students.
- The college monitors and ensures the achievement of learning outcomes as follows:
- Participation of students in various activities Results of the students-Subjectwise analysis of results are prepared and mark lists showing performance of students in internal examinations are prepared.
- Overall development and performance Course Outcomes (COs) give the resultant knowledge and skills the students acquire during any given course.
- It defines the cognitive processes a course provides.
- Programme outcomes (POs), Programme Specific Outcomes (PSOs) for all academic programmes are clearly mentioned by the Institute under the purview of NAAC guidelines.
- The POs/COs are aligned to the learning objectives.
- The college has stated graduate attributes and learning objectives.
- Following the UGC guidelines, POs and COs are designed to ensure complete and comprehensive learning about the programs and courses and to provide the set graduate attributes by the institute.
- While designing COs, knowledge domains i.e., cognitive domain, affective domain and psychomotor skills are considered.
- While designing POs, and COs, workshops and guest lectures are arranged for teachers by IQAC.
- Group discussions are arranged, documents on Blooms Taxonomy are provided to the teachers.
- For each Programme, PO and CO are designed through the following steps:
 - 1.Heads of department with the help of teachers prepare the draft of the PSO and POs, which are in line with Graduate Attributes and Vision, Mission of the Institute, and department.
 - 2.Views of alumni, employers are taken into consideration.
 - 3.Heads of department and faculty analyze and express their opinion on the revised PSOs and POs. POs and COs are available for all the stake holders on the college website.
- POs and PSOs are designed to ensure complete and comprehensive learning about the program and courses as these are critical for overall development and employability enhancement of the students.
- The COs are designed with the following criteria: the course outcomes identify the minimum achievement required for success in the course.
- They are based on the principles of Blooms taxonomy includes Knowledge, Comprehension Application, Analysis, Synthesis and Evaluation..

File Description	Document
Upload Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

- We offer Undergraduate, Postgraduate and Doctoral degree programs of Savitribai Phule Pune University under the Faculty of Arts, and Commerce. For these programs and courses, the institute follows the curriculum designed by the affiliating university.
- Under CBCS Pattern, undergraduate programs carry 140 credits while postgraduate programs have 80 credits each.
- Assessment includes A) In-semester Continuous Internal Evaluation and B) End-Semester University Evaluation, with 30:70 weightage for internal:external evaluation for theory and practical courses.
- Each course has a defined set of Course Outcomes and corresponding evaluation criteria.
- The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved.
- The POs and COs are evaluated by the institution by direct method.
- College has made it mandatory for each department to submit the COs attainment at the end of the semester.
- While defining exam question papers, corresponding CO and its weightage is mapped.
- This helps us to calculate the performance of a student in terms of CO.
- Procedure for Assessing the CO attainment: CO attainment is assessed through direct methods.
- Direct Attainment: We consider the following criteria in the direct attainment.
 - 1) Internal tests are conducted based on COs.
 - 2) Class performance activities consisting of CIE/Formative assessment Like assignments/ tutorials/ projects related to COs are conducted.
 - 3) A common format of programmed excel sheet is used for finding the average attainment of COs.
 - 4) RUBRICS helps us to define the threshold through which level of attainment of COs are calculated.
- The following Rubrics shows the three target levels: Low, Moderate and High attainment for direct and indirect methods Level Average Percentage Level of attainment- Average Percentage Level 1 (Low) below 60% 2 (Moderate) 61-80% 3 (High) 81-100%
- The level of attainment of each Course Outcome is computed using a Microsoft Excel.
- A detailed summary of attainment of each Course Outcome is written on the teacher's diary that helps to assess the teacher's performance.
- The attainment submitted to the course coordinator and Head of Department, and the reasons for non-attainment are analyzed and an action plan is devised.
- For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement.
- If the target criterion level is not reached, the faculty suggest for improvement to attain the same.
- To measure PO via direct method, a CO/PO matrix is utilized.
- We emphasize on Outcome-Based Education (OBE) which is an educational theory and bases each part of an educational system around goals (outcomes).
- The OBE Committee (OBEC) formulates guidelines concerning direct and indirect assessment tools to evaluate attainment of POs and COs by collaborating with concerned teachers.
- The attainment of programme outcome is calculated from CO-PO matrix

File Description	Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**Response:** 83.9**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
549	480	481	309	307

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

2021-22	2020-21	2019-20	2018-19	2017-18
573	547	553	374	487

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 13.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	10.514	2.85

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:

- A Research Committee is in place to monitor research progress in the college.
- It looks into encouraging faculty to participate in Research activities and also create awareness regarding the various funding agencies for the research.
- The research committee comprises of the Principal, Academic and Research Coordinator and members from various faculties.
- Regular meetings are conducted at the committee to discuss and promote research activities.
- Few implementations and recommendations of the committee are as follows:
- The committee conducts periodical meetings to make recommendations.
 - 1. In its meeting and in the meeting of IQAC, it was discussed many times to establish a Research Center in marathi, psychology, economics, and english department.
 - 2. Research committee members in the IQAC meeting were asked to conduct guest lectures on research methodology.
 - 3. IQAC in its meeting discussed with members of research committee about the organisation of National Seminar on the Theme Research Methodology.
 - 4. Encourage faculty members for undertaking the research projects from various funding agencies.

- 5. Guide the faculty members for the preparation of research proposals, report writing etc.
- 6. Encourage students and faculty to participate in research competition, „Avishkar? and „Innovation? organised by SPPU.
- 7. Encourage faculty members for registration of higher research degrees i.e. M.Phil/Ph.D and so on. The Committee implemented all the above recommendations.
- The Ph.D. Research in Commerce at A.B.M.S. Parishad’s Shri Shahu Mandir Mahavidyalaya is affiliated and recognized by the Savitribai Phule Pune University.
- It was established from the academic year 2016-17.
- The Ph.D. Research in Commerce prepares the students in the career of research and teaching.
- It facilitates the research students to develop the in-depth understanding of their respective areas of specialization.
- The students demonstrate their independent research thinking through publications in academic journals and make scholarly presentations of their work.
- Their contributions extend not only to business practices, but also to public policy and governance.
- The Institute offers the Ph.D. programme in the discipline of Commerce and Management, with specializations in Business Administration, Banking Finance and Insurance, Accountancy and Auditing, Business Law & Taxation, Business Economics and Marketing.
- At present we have 23 guides guiding students in the subject of banking and finance accountancy and auditing business law and taxation business administration business economics and marketing .
- The outcome of the research center is as follows
 - Students admitted up to 2022-23 are 76. and 4 candidates are awarded PHD 3 candidates have submitted their thesis and 3 candidates have given their pre-viva.

File Description	Document
Upload Additional information	View Document

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	07	3

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 2.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	25	20	12	9

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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: 3.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	18	23	19	13

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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:

- College is delicately promoting institution-neighborhood-community network among students by conducting various social activities.
- Department of Psychology gives projects to students on the social issues on the topics „Stress Management, Avoidance of Bad habits (Amali Padarthapasun Vyasankukti), Female foeticide etc.
- College has started Students counseling center under which in addition to counseling, students were shown films which based on Psychological and Mental Health. Students of Political Science and Public Administration Department send students to attend and participate in various workshops based on „Stri Purush Samanata:Kalachi Garaj?, „Saman Sandhi?, Issues of Housemaids?, „Unorganized Labour? mock parliament gender sensitivity etc.
- NCC students organized rally for no-Polythene Use from the college to Parvati Temple area and back.
- During the Ganpati festival, NCC cadets worked as traffic warden under Dattwadi Police station.
- Cadet of NCC also works as volunteer for election duty under civil defense
- Every year, NSS organizes special winter camp at the village during which NSS students performs various social work i.e. Road widening, village cleanliness with the help of villagers, programmes relating to „Andhashraddha Nirmulan? Cultural programmes to villagers, street plays on social issues, NSS volunteers also work as Traffic Warden during the Ganapati Festival under Dattawadi Police station, Voters awareness rally, street plays, Swachha Bharat Abhiyan, tree plantation drives, river bed cleaning programmes etc. Blood Donation Camps, Rallies, Environment Awareness Programmes, Winter Camps in villages, Lectures on issues related social upliftment, justice and equality and value education etc. involve great contribution and whole-hearted support from all faculty and students.
- NSS Unit of the college celebrates seven days „Youth Festival? programmes wherein eminent people from various walks of life are invited to guide students.
- The programme is also open for all students.
- Department of Adult, Continuing Education and Extension and Extra Mural Board of the college organizes various workshops relating to the theme „Mahila Sabalikaran?, Problems of Unorganized Worker?, Development of Minorities, Non-Governmental Organizations, Work of Savitribai Phule, Equal Opportunity, Problems of Maid Servants, Women Empowerment, Youth Education, Counseling, Indian Democracy etc. It creates awareness in the student community.

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

- 1.Chavan Pranav got first prize in Elocution Competition of SRUJAN MELA by Savitibai Phule Pune University, Pune in 2017.
2. Ankita Shinde got consolation Prize in essay competition in Sri Sarada Math, Pune in 2017.
- 3.Priti Nikalaje got Third Prize in essay writing competition by Modern College Shivajinagar Pune in 2017.
- 4.Sayali Maharao got first Prize in NEETIKUSHAL Inter-college Paper Presentation Competition by S .P. College Pune in 2017.

5. Dr. S. P. Shende got Prize in NCC activity (RDC Camp) by Savitribai Phule Pune University, Pune in 2018
6. Dr. Deepak Gaikwad got Rajarshi Magazine award by Savitribai Phule Pune University, Pune in 2020.
7. Shri Shahu Mandir Mahavidyalaya, Pune got Magazine award in Magazine competition conducted by Savitribai Phule Pune University, Pune in 2021.
8. Dr. Pravin Prabhakar Jadhav got Adarsh Shikshak Puskar by Lions club of India (Government recognised body) in 2021.
9. Prof. Priyanka Naikwadi got VC special appreciation/ Recognition for development of econtent portal by Savitribai Phule Pune University, Pune in 2021.
10. Dr. Rani Somnath Shitole got appreciation letter by Gov. of Maharashtra (Pre IAS-Training Centre Nashik) in 2021.
11. Appreciation letter got E-Study Material Development Coordinator by Savitribai Phule Pune University, Pune in 2021.
12. Shri Shahu Mandir Mahavidyalaya got first prize in career katta by Government of Maharashtra and MITSC in 2022.

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

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

Response: 66

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	21	13	13	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

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

Response: 3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

- College has adequate facilities of teaching and learning. The college has its own campus, in which there are 2 building. These are listed below

1. Main old-building.

- It has three floors. In ground floor consists of Principal's Office, IQAC department, Office of Administration, Department of NCC, Department of NSS, Internal Complaint Cell, washroom for students, Commerce Laboratory, Department of Commerce, Competitive Examination Centre, Virtual room, Gymkhana Vibhag and class rooms. In first floor there is Department of Marathi, Department history. B.B.A. (C.A.), B.C.A. Department, Computer Lab, Department of Politics & Public Administration, Staff room, Examination Control Room, ladies & gents' washroom and classrooms.
- In second floor there is Department of Economics, Department of Geography, Seminar Hall, Ladies common room and classrooms. 2. Library building- It has again three floors. The ground floor has a reading room and office. In first floor there is Department of Psychology, Psychology counseling rooms, Department of English, YCMU Department, English language lab, Computer Lab. Second floor consists competitive examination Hall, reading room etc.
- 1. Hostel building: It has forty-five bed facility room with light, fan, furniture, toilets and Girl's hostel has thirty-one bed room facility with light, fan, furniture and toilets and also have warden's room.
- List of equipment's in the college
- Projector Computers Photocopy Scanner Printer Smart-board AC, Fridge and cooler TV and CCTV Phone and Fax

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

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

Response: 6.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.83	0.79	6.53	13.33	16.70

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

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

Response:

- A.B.M.S.P's Shri shahu Mandir Mahavidyalaya has a separate central library / Knowledge Resource Centre building, which is inaugurated in 1988 by the hands of contemporaneous Minister Vasantdada Patil. It has two separate reading halls for Girl and Boys respectively. Separate PG, Reference Section, Digital Library, Wifi zone and Special users (Physically challenged) section.
- Library is fully automated with 'Vridhhi Software' by Hindustan Computers Malegaon having following details-

Sr. No.	Particulars	Details
1	Name of ILMS software	'Vridhhi Software' by Hindustan Computers
2	Nature of Automation	Fully
3	Version	2.0 (Full version)
4	Year of Automation	2012

- Highlights of Library services (April 2021- May 2022)

- 1.Remote access to e-resources through Library portal to library users.
- 2.Library participated in developing E-content study material for students developed by Librarians e-content initiative project by Savitribai Phule Pune University and it broke the records of visit more

than 10 lakh students. The link is also given on college library portal along with faculty participation in content creation data.

3. Library organized 'Reading Inspiration Day' programme offering Open access to students and pledge of reading activity was conducted.
4. Online lecture for Ph.D. Scholars in commerce and faculty was organised regarding usage of digital collection of Library.
5. Library portal is enriched by adding books.

- **Library Services**

- **User Tracking System with Barcode scanner** and Vriddhi Attendance system
- **Digital Library -Audio and Video Record system using Google Alexa instrument**
- ISSUE OF I-CARDS (On the day of admission) with ID machine
- Current Awareness Service –information through clipping, internet search
- Selective Dissemination of information—

1. Display of new arrival of Periodicals and Books on board.
2. Display of Newspaper Articles related to competitive exams and career based or special articles for inspiration and encouragement of students.

Display of Suvichar, Dinvishesh on notice Board.

- OPAC- In house Online Public Access Catalogue to go through the list of available library books.
- Issuing of General books/Special collection on Wednesday and Saturday,
- Book Loan facility for inter campus and Membership to other libraries –Jayakar Granthalay, Shaskiya Granthalay, Gokhale institute of Politics and Economics, British Library.
- Work in progress-Digitization of highly rich and historical documents of society, various reports, notes, photos and other documents of library will become main feature of library in the coming year,
- Library Web Portal and Online
- UGC Scheme- Book Bank Scheme for senior College and Book bank Scheme is also given to Junior College by library.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

- There are different digital technological facilities available in the college.

- There are 05- LCD facility classrooms, 05-ICT facility classrooms, and 01-digitally equipped IQAC conference hall and 04-digitally equipped Computer laboratories available in the college.
- A well-equipped computer lab is also functioning in the college.
- The students of the college are access to the computer lab.
- The college building and the library building are facilitated with the Wi-Fi connectivity.
- There is open access of Wi-Fi connectivity to all student and the staff members of the college.
- All the departments of the college are provided with computer and other related accessories.
- All teaching staff member use the ICT in the classrooms and laboratories, whenever needed.
- The different educational sites are shown to the students with the help of digital device.
- Most of the official work is being done with the help of ICT. The college regularly maintains the ICT facilities.
- Following are some basic facilities for updating:
- Computer is formatted in regular basis. Anti-virus is regularly installed in computer.
- All computer has anti-virus Wi-Fi connectivity is available in Principal chamber, Office-room, staff room, various departments including library and laboratories.
- CCTV is installed.
- Website is maintained by Dr. Madhe sir inhouse faculty of the college.

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

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

Response: 13.32

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

Response: 173

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 92.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
75.77	63.14	148.05	109.19	170.10

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 23.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
503	483	497	522	466

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

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

Response: 3.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
307	25	0	0	43

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 14.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
141	51	63	74	69

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

2021-22	2020-21	2019-20	2018-19	2017-18
579	557	506	468	549

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

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

Response: 0.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	3	1	0

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

5.3 Student Participation and Activities

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

during the last five years

Response: 62

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	5	11	9	9

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2 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: 124

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	0	140	193	148

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

5.4 Alumni Engagement

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

Response:

- The Alumni Association of the college exists.
- Alumni meet is arranged every year on the college foundation day.
- The alumni share their experiences with the present students about career options, educational opportunities and general guidance.
- Some of the alumni help the college by giving contacts for Placement and Industrial Visits.
- Few alumni provide coaching to present students in various games.
- Few of them are also invited to deliver lectures on subject-related to general topics.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

A. Vision and Mission: Our institution always tries to fulfil the predefined objectives, vision and mission on the nature of governance with perspective plan.

B. Nature of Governance:

The institution follows a democratic, inclusive and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees and Internal Quality Assurance cell along with the staff representatives on higher decision-making bodies play an important 5 role in determining the institutional policies and implementing the same.

C. Perspective/Strategic Plan : The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. Application for grants from government and non-government sources.
2. Extension of available area through vertical expansion to accommodate more classrooms, laboratories, auditoria, staffrooms etc.
3. Renovations to revive the ageing infrastructure of the institution.
4. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means.

Participation of Teachers in Decision-Making Bodies.

- Teachers discharge an important role in implementing the vision and mission of the college and to that end play a proactive part in the decision-making process. Heads of Departments enjoy considerable administrative and academic autonomy in running their disciplinary units.
- Teachers influence the institutional policy through the College Development Committee (CDC) through their representatives on the Governing Body and representation on several sub committees such as Hostel Sub-Committee of the college.

Decentralisation and participation in the institutional governance:

Principal of the college every year plans the work of complete academic year through IQAC by distributing various responsibilities and powers to different committees. The broader classification of such committees is based on Academic (research, curriculum, Teaching and learning) activities, Extensional and other activities including cultural and sports activities. There are total 51 committees formed for daily functioning. Every Committee Consists of Chairman from teaching staff, Teachers, Students Representative and Non-teaching staff (where applicable) which ensures every aspect/ stakeholder participation in qualitative decision making. For instance, Students' Welfare committee carries various practices in the academic year for overall development of Students. Committees Chairperson i.e. Student Welfare Officer plans programmes. He takes decisions ensuring overall development of students and is approved by the principal. We have the Students Welfare Committee which has subcommittee working under it like Earn Learn Scheme for economically weak students. Deserving students are selected and are given jobs in the various departments and administration sections for the academic year. The institution practises decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Heads of the various Departments in the college. These are the Ways in which Heads of Departments participate in the Management Process:

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Governing Body: The Governing Body as per the Constitution of the college is the management council including the Office Bearers are President, Vice-President and Secretary. The principal is a secretary of College Development Committee. Decentralization of powers and duties works through College Development Committee where managerial decisions and policy making is done for smooth functioning of college. CDC is composed of various stakeholders of college including Management representative, Principal, Teacher representatives, student representative and IQAC coordinator including women, various department heads, non-teaching representative, Renowned Social worker etc. ensures healthy and student-centred decisions.

Administrative Set Up:

The principal is vested with the day-to-day running of the college. He has his team of Departmental Heads, the IQAC Coordinator, the Teachers' Council Secretary and the Head Clerk to assist him in the discharge of this work. Principal of the college every year plans the work of complete academic year through IQAC by distributing various responsibilities and powers to different committees. The broader classification of such committees is based on Academic (research, curriculum, Teaching and learning) activities, Extensional and other activities including cultural and sports activities.

Service Rules, Procedures, Recruitment and Promotion Policies: Service rules and procedures are guided by Savitribai Phule University Statutes (latest edition), the Constitution of the college and the rules of the State Government of Maharashtra as amended from time to time in this regard. The recruitment and promotional rules for the teaching staff are as per the Maharashtra University Act along with the eligibility criteria prescribed by the UGC and non-teaching staff are guided by Savitribai Phule University Statutes and Maharashtra University Act. Requirements for teachers are sought from the heads of various departments for CHB or non-grant basis. Advertisements in the Newspapers are given as per requirements and prior interviews are taken. Accordingly, the teachers on various posts are appointed.

There are several Grievance Redressal Mechanisms including the Anti-Sexual Harassment Cell with its Internal Complaints Committee; the Anti-Ragging Cell; a Grievance Redressal Cell with complaints boxes prominently placed and the full implementation of the Right to Information.

Strategic Plan

The college has a perspective plan for the development of academic and infrastructural facilities. The college has started research centre in Commerce. The perspective college plan is developed with the involvement of teachers, students and members of parent institution. In order to formulate the strategy of development, the views of heads of departments and academic committees are considered. Aspects considered for inclusion in the perspective plan: Infrastructure development to meet the growing requirements.

The institution has a Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

- Application for grants from government and affiliated University grants.
- Extension of available area through vertical expansion to accommodate more classrooms, laboratories, staffrooms etc.
- Renovations to revive ageing infrastructure.
- Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and innovative means.
- Achievement of university, regional, state and national and international recognition in the form of grants and awards.

File Description	Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** A. All of the above

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

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:****Yes, the institution has welfare measures for both teaching and non-teaching staff. Welfare measures for Teaching Staff:**

1. Prompt facilitation of Provident Fund loans.
2. Prompt Loan facility by Shahu sevak Sahakari patasantha (Cooperative society by and for the employees)
3. Heathy Practices -Celebration of Birthdays, Felicitation programme at the retirement, Appreciation of teachers by parent Institution on Teacher's day on the basis of results and various achievements such as award, recognition or Ph.D. completion etc.

Welfare measures for Non-Teaching Staff:

1. Prompt facilitation of Provident Fund loans.
2. Prompt Loan facility by Shahu sevak Sahakari patasantha (Cooperative society by and for the employees)
3. Recruitments on the basis
4. Heathy Practices -Celebration of Birthdays, Felicitation programme at the retirement, Organised State level Conference for Non teaching staff (Class IV), training to non teaching staff and staff attended various workshop outside for developing professional skills.

Performance Appraisal-

The institution has an effective Performance Appraisal System for teaching and non-teaching staff.

1. Teaching Staff- At the end of every academic year Individual teachers are provided to fill prescribed Self Appraisal form which is remarked by Principal and kept for further improvement. Every year the outgoing students carry out and submit Teacher Evaluation and Campus Evaluation surveys. The Teacher Evaluation forms various criteria related to aspects of teaching on which the opinion of the students is sought. The duly filled in forms are analyzed by the Principal and the Feedback thus obtained is judiciously addressed for the betterment of the Teaching-Learning process. In cases where laxity or lacunae is observed the teacher in question is counselled by the principal and urged to improve his/her performance in the interest of professional upgradation and better service-delivery to our primary stakeholders, namely the students.

Non-Teaching Staff- At the end of every academic year Individual non-teaching confidential forms are filled up and remarked by Principal and kept for further improvement. Every non-teaching staff maintains a diary for daily work. The performance of the non-teaching staff is appraised by the Final Year students in the feedback Survey. They are assessed on the parameters of efficiency, cordiality and overall helpfulness. These questionnaires too are analyzed by the principal who counsels those non-teaching staff members whose performance has invited criticism or needs improvement. The performance of those teaching and non-teaching staff members who have not fared well in the students' feedback is closely monitored. An improvement in the subsequent performance of the said staff members has usually been noticed. The findings of the feedback surveys are then summarized and graphically presented.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 6.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	1	7

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

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: 31.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	16	31	9	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	27	27	27	27

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

6.4 Financial Management and Resource Mobilization

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

Response:

Institutional Context of the Key Indicator:

The institution has a comprehensive resource mobilization policy in place. Strategies Employed for Resource Mobilization:

- The institution seeks to mobilize government and non-government grants for the improvement of institutional infrastructure and knowledge resources and to that end prepares, vets and submits proposals to the relevant authorities such as the UGC, the State Government, and affiliated Universities etc.
- It reaches out to local organizations including banks, corporate houses and civic bodies for empathetic patronage.
- It welcomes donations, memorial prizes and endowments from staff members, alumnae and guardians towards the prize and endowment funds.
- It partners with fellow colleges in jointly sponsored academic exchanges.
- It engages with its alumnae and other stakeholders in exploring revenue-generation avenues.
- Mobilization and utilization of Space and Time.

Mobilization of Intellectual and other Abstract Resources.

- The institution mobilizes its human resources, too by visualizing, designing and implementing academic and co-curricular activities that challenge the students to the utmost and develop their potential to the fullest.
- It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline specific aspirations.
- Most importantly, it is the abstract resources of intellectual and moral probity, along with a social conscience and cultural inclinations which are prioritized and cultivated by the institution in the overarching plan of its progress.

Procedures for Resource Mobilization:

- The types and methods of resource mobilization are discussed in Staff meetings, IQAC meetings and are approved by the CSC and Governing Body of the college.

Internal Audit and External Audit:

Internal Audit is a systematic examination of Books of Accounts. It ensures true and fair picture of business and accounting process. Audit ensures transparency which our Institute always tries to have. For that purpose our Institute conducts audit internally as well as externally. External Audit is conducted every year which is undertaken by the Statutory Auditors. An Internal Audit is conducted every year or sometimes after two years as per the requirement. The Internal Audit is conducted by internal office bearers of the Institute. For Internal Audit were done by Pradeep Jagtap and Associates and others. External Audit is a systematic examination of Books of Accounts. It ensures true and fair picture of business and accounting process. Audit ensures transparency which our Institute always tries to have. For that purpose our Institute conducts audit internally as well as externally. External Audit is conducted every year which is undertaken by the Statutory Auditors. An Internal Audit is conducted every year or sometimes after two years as per the requirement. The Internal Audit is conducted by internal office bearers of the Institute. For last five years, Statutory Audit is done by Ms K. B. Salunkhe and company.

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:

, The college established its Internal Quality Assurance Cell. Since then it has played an instrumental role in designing and implementing the quality policies of the College in respect of teaching-learning, library, infrastructure and various activities for the overall development of stakeholders. All the AQARs are submitted by the Cell. The Cell looks into academic matters relating to quality sustenance and improvement of teaching and non teaching activities.

Through the IQAC, the following systems are ensured:

- a) IQAC address the issues pertaining to the quality sustenance and enhancement in teaching, learning by way of conducting meetings, considering students' and teachers' formal and informal feedback etc.
- b) It conducts meetings of various Departmental Heads on matters related to teaching and made necessary suggestions to the concerned faculty. It also promoted research and extension activities in the college.
- c) IQAC support and motivates organization of various programmes in the college.
- d) It encourages teachers to participate in Orientation and Refresher Programmes, Seminars, Conferences, workshops organized by other colleges and institutions. It also promotes the non-teaching staff to participate in training programmes and workshops organized by other organizations.
- e) It encourages staff for research projects and degrees like M.Phil and Ph.D. The college has set up mechanisms to review the teaching learning process and to make changes and improve upon it. To make teaching learning effective, the Principal plays a supervisory role. The CDC, IQAC and HODs and Coordinators together review teaching learning processes. The college has a feedback mechanism wherein

students provide their valuable suggestions. The faculties are supposed to prepare teaching plans of individual subjects and conduct teaching as per the teaching plans so that curriculum is completed on time. At the same time the teaching plans are helpful to understand the progress of teaching the allotted subjects. The teachers keep diaries to record the classes conducted by them. The diaries are checked by the Head of the concerned department to make sure that the classes are being conducted regularly and the syllabus gets over on time and if necessary, teacher is allowed to conduct more classes after the scheduled hours. The departmental meetings are conducted by the concerned head as and when necessary. Matters that are to be dealt with on an emergency basis are discussed.

File Description	Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

- Gender equity is the most crucial issue which we observe in all over India.
- But maharashtra is first the state from where gender equity measures were first started. we got great leaders like mahatma phule, Dr. Babasaheb Ambedkar who took great measures to give justice and equality to the women living in the country
- From view point of our institution we work on the consideration and noble thoughts of great leaders Shri Shahu Maharaj, Mahatma Phule, and Dr. Babasaheb Ambedkar.
- Our organisation takes all initiative to gender equity and all due importance is given to female teachers and girl students in this respect. We provide adequate safety to girl students in our campus. We have enough security staff for safety and security of girl students that is why girl students feel safe and secured in the college
- Our psychology dept undertakes counselling and provide all types of knowledge to the girl students through Vidyarthini Manch by undertaking various programmes on female issues. We have separate common rooms and washrooms for girl students. We provide various scholarships to the girl students and concessions are also given to the girl students
- Our politics department undertakes gender sensitivity programme which is the value added course under choiced based credit system which is part of curriculum compulsory to the students.

File Description	Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

Akhil Bharatiya Maratha Shikshan Parishad, is running all its institutes in the campus with a motto, "BahujanHitay Bahujan Sukhay"(in the interest and welfare of the common masses) focusing on revolutionary thoughts of education by Rajarshi Shahu Maharaj. Therefore the downtrodden and the weaker of the society are taken care of by the college. College has wide and mixed variety of students- some from well-to do families, some highly meritorious, some from middle, lower middle classes, and many more from socio economically backward classes and with poor and lesser exposure to the academic world. College admits the weakest of the academically weak students who graduate with considerably good

marks. Secondly, the students of these categories also receive concessions in the fees structure as per the norms of the state Government and the University. Thirdly, the students in the college can pay admission fee in two to three installments, if not possible at the beginning of the academic year, because of which the financial burden is not imposed on the students at a time and the students belonging to the economically weaker sections are not deprived from pursuing higher education or additional qualifications. Economically weaker sections are encouraged by giving some financial assistance through Earn & Learn Scheme, Scholarships, free-ships, Poor Students Fund. The college is well aware of its responsibility towards the issues such of gender quality, inclusion, environment etc. It provides equal opportunity to all and shows no bias towards any one on the grounds of religion, gender, caste, nationality etc. Antiragging committee, Discipline committee and committee for women redressal Grievance Cell work together to provide a sense of security to girl students in the campus. Department of Physical Education encourages girl students to participate in various games. In fact, it observes that girl students are University Representative of the college in most of the years. The college also takes care to sensitize its staff and students on these issues through various programmes like seminars, workshops, guest lectures, rally, street plays, and competitions are used to sensitize faculty and students on environment, gender and other issues. Staff academy interaction: The College invites guest speakers to talk on these issues. It has also organized seminars and guest lectures to highlight these themes to both students and the staff. The awareness is created through seminars, workshops and guest lectures.

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

7.2 Best Practices

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

Response:

Title of practice Dukan Jatra: Com Dhoom

Objectives of the practice

To create self-employment To make the students Entrepreneur The Context To reduce the un-employment To make the students self-sufficient Practice .

In this participated students are required to sale their products by establishing mini shops (Dukan) in the college. They not only have to sale their products but also earn the profits on it Evidence of success Students get the idea about how to sale the product, later on it is noticed that the students have successfully started their businesses out of this practice.

Title of practice**Hall of Fame****Objectives of the practice**

To motivate the students and teachers towards more quality work and to create quality environment.

This practise is an attempt to motivate more and more teacher to participate in curricular and extra curricular activity. Practice Every month 1 teacher and 1 student is selected, who has participated in curricular or extra curricular activity eg.if the teacher has written book or has delivered a seminar in conference then is the Hall of fame for that month. Evidence of success Students and teachers have started participating in more activities and giving thier contribution substantially.

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

7.3 Institutional Distinctiveness**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words****Response:**

Shri Shahu Mandir Mahavidyalaya, Pune is distinct in its environmentfriendly approach. Its contribution towards nature and environmentis substantial and indispensable which can be easily recognized assoon as one enters in the premises of the institution.When the college started at the foot of Parvati hills this 67 acresof land was barren and desert like. Now as on today we have morethan two lakh trees in our campus. This is unique in all Pune. These many trees one will not find in the entire Pune city region which isthe distinctive quality of our collegeVery hard efforts have been made to retain the natural beauty ofthis area and to beautify it even more as a result of this greatcontribution to environment the Government of Maharashtra awarded‘VanashreePuraskar’ to our institute Akhil Bharatiya MarathaShikshan Parishad, Pune in 1996 and Pune Municipal Corporationhonoured it with the ‘Harit Pune Puraskar’ in the year 2000.

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

5. CONCLUSION

Additional Information :

Shri Shahu Mandir Mahavidyalaya, established in 1960, is one of the attempts of the A.B.M.S. Parishad to take education to the masses. Students from lower stratum of society and rural background are our main target group. We try to provide quality education to the students who are socially, economically and academically backward, as a result of which even a student of average intellect gather sufficient confidence to meet the demands of the world by the end of his/her graduation. The College campus is spread over a vast area of 67 acres and has a very beautiful and picturesque campus covered with a large number of trees which provide shade, beauty and a very invigorating environment for serious studies. The college has very large sports ground with the background of Parvati hill.

Recently we have started foreign language center teaching german and japanese language we have undertaken mock interviews of MPSC and UPSC candidate and many of the candidates got selected in civil and state services examination.

we have cricket academy on our sports ground where various students from surrounding community gets training.

Concluding Remarks :

ABMSP'S Shri shahu mandir mahavidyalaya is the institute where everyone who wants to learn and make career in education gets admission irrespective of their merit. Students from poor families who are having financial constraints can get admissions very easily, as we work on the moto BHAUJAN SUKHAY AND BAHUJAN HITAY.

We have vast land where we have many opportunities and in future we will be university as we have many educational units such as LAW, ENGINEERING, and ARCHITECTURE.