



# **SELF STUDY REPORT**

**FOR**

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

**DON BOSCO COLLEGE OF ARTS AND COMMERCE  
(EVENING)**

DON BOSCO MARG, YERWADA

411006

[www.donboscollegepune.com](http://www.donboscollegepune.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Don Bosco College of Arts and Commerce (night college) is established in 2013 as a follow-up to the Salesian's century-old expertise in education and a recent entrant into tertiary education.

The college is a self-financing institution with a minority status affiliated with the University of Pune, commencing with the first-year Bachelor of Arts (F.Y.B.A) and first-year Bachelor of Commerce (F.Y.B.Com) courses in 2013-14.

We, at Yerwada, have an Educational Institute right from primary to Secondary and Higher Secondary (Arts Commerce & Science) that caters to above 70% of slum area students helping them to complete formal schooling and thus secure a place in society.

These come from low-income homes and find it difficult to pursue their Higher Education studies. Studies done through surveys indicate that most of our students would like to earn and thus pay their own fees in order to complete their bachelor's degrees. Besides, the survey done with the parents gives us the opinion that we should start a night college in the interests of their wards.

All facilities are easily accessible to students intending to study here. The resources available are on par with the best colleges in Pune. Students will find an environment that encourages opportunities for academic and extracurricular activities, the counseling center, value education program ensures a Holistic development of the students.

### **Vision**

We, the Salesians of Don Bosco inspired by the preferential love of Christ the Good Shepherd for the poor, and Don Bosco's predilection for poor and disadvantaged youth, is an educational community committed to the education of the whole person in the spirit and style of Don Bosco, company the young in the journey of formation towards becoming mature apostles among their peers, builders of an empowered community of men and women of clear conscience committed, competent, with social responsibility.

### **Mission**

Don Bosco, Pune is primarily committed to integral education, towards which it directs all talents, activities, and energy.

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

### **Institutional Strength**

**Established a reputation as a senior college catering to working students in the evening.**

**Location in Yerawada, Pune, potentially accessible to a diverse student population.**

**Strong emphasis on Arts and Commerce faculties.**

**Minority status as a Christian college can attract specific student demographics.**

**Experience in catering to the needs of working students.**

**Existing infrastructure for arts and commerce education.**

#### **Institutional Weakness**

**Non-availability of first-year admissions in 2022 due to NAAC-related issues, potentially impacting student intake and revenue.**

**Lack of a proper library system with a librarian, limiting access to resources.**

**Possible challenges in maintaining updated curriculum and teaching methodologies.**

**Limited funding for infrastructure and technological upgrades.**

**Reliance on evening classes which may restrict participation in certain activities or programs.**

#### **Institutional Opportunity**

**Collaboration with local businesses and industries for internships or practical training for working students.**

**Potential for enhancing digital resources and establishing a functional e-library.**

**Strategic partnerships with other educational institutions or universities for joint programs.**

**Expansion of vocational courses or skill-based training programs.**

**Government grants or funding opportunities for minority institutions.**

**Growing demand for continuing education and skill development among working adults.**

#### **Institutional Challenge**

**Competition from other colleges offering similar evening programs.**

**Regulatory challenges related to NAAC accreditation and compliance.**

**Addressing the specific needs of working students effectively.**

**Attracting and retaining qualified faculty members.**

**Maintaining and upgrading physical infrastructure amidst financial constraints.**

**Adapting to rapidly changing educational technologies and methodologies.**

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Don Bosco College of Arts and Commerce (Evening), affiliated with Savitribai Phule Pune University (SPPU), offers Bachelor of Arts and Bachelor of Commerce degrees with specializations in Economics and Business Administration. The curriculum follows the Choice Based Credit System (CBCS) and Outcome Based Education (OBE).

Key aspects of the college's academic structure include:

- An Academic Monitoring Committee overseen by the Principal and faculty members.
- Preparation of detailed course plans integrating various teaching methods.
- Two Concurrent Internal Evaluations (CIEs) per course.
- A structured academic calendar covering induction, curriculum delivery, assessments, and events.
- Emphasis on professional ethics, gender equity, human values, and environmental sustainability integrated into courses and extracurricular activities.
- Regular stakeholder feedback and action taken based on feedback.

The college ensures comprehensive academic planning and execution through faculty oversight, student orientation, and continuous assessment of teaching quality and student performance.

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

1. Admissions to B.A. and B.Com. programmes are given on merit basis. However, being a Christian minority institution, the students from minority are given admission on first come-first serve basis and we have Junior College (XI and XII Arts, Science and Commerce), therefore they can take direct admission without any merit, considering the policy of the management.
2. Being a Christian Minority Institute, it doesn't have to mandatorily follow the governed rules and regulations regarding the seats to be filled against reservation categories.
3. Emphasis is given on learner-centric teaching methods like Activity-based learning, participative

leaning, industrial visits, projects, role playing etc. for enhancing learning experiences

4. Inclusion of ICT is sought to make teaching-learning process more effective and inventive. CIE helps the students to enhance their learning experience. Group Discussions, Debates, Quiz Contests Book Reviews, industry visits etc. are organized as experiential and participative learning.
5. Promotion to innovation and creativity in teaching-learning has resulted into the attainment of Programme Outcomes.
6. College has self-evolved mentor-mentee strategy to address academic and economic as well as sociopsychological needs of mentee.
7. Reforms have been made to develop transparent and robust internal examination system for which adherence to well-planned academic calendar is followed strictly.
8. The institution has also developed a robust and transparent mechanism in dealing with the examination grievances.
9. A balance of average percentage of teaching experience is maintained by recruiting the young and enthusiastic teachers and by retaining experienced qualified teachers. Some of them are pursuing their doctorate.
10. Faculty makes use of internet, YouTube material, WhatsApp application which make learning student-friendly.
11. A computer lab with LCD Projector and classrooms with ICT facility like LCD projectors strengthen the learning process.
12. Information about objectives and outcomes of programmes and courses is displayed on website.
13. The outcomes can be evaluated through the feedback submitted by the students.

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

In the realm of grants and collaborations, the institution received funding from Johnson Control Pvt. Ltd., a non-governmental agency. They actively fostered an innovation ecosystem through sessions and workshops focusing on Intellectual Property Rights (IPR), Indigenous Knowledge Systems (IKS), and Research Literacy. This effort included significant publications, with Assistant Professors Baisane and Arati Shringarpure contributing two UGC Care Listed research papers and Assistant Professor Baisane P.B. publishing one paper in a peer-reviewed journal. College has organized various extension activities and showcased a broad community engagement spectrum, ranging from blood donations at R.G. Gholap Memorial Blood Bank to visit Mother Teresa's Home for the elderly. Students also participated in health literacy initiatives, national integration events, World Health Day celebrations, tree plantations, vaccine drives, counseling seminars, and contributed to relief funds for Kolhapur and Kerala. Despite these extensive efforts, no awards were received for this current year but we are trying our best to extend activities, and we established strategic partnerships through MoUs with Iteskul and Johnson Control.

The summary highlights the institution's multifaceted approach to research dissemination, community service, and collaboration with both governmental and non-governmental entities. Their initiatives not only contribute to academic advancement through research publications but also demonstrate a commitment to societal welfare through diverse community engagement programs and partnerships aimed at addressing local and national challenges.

### **Infrastructure and Learning Resources**

The Infrastructure at the campus gives a perfect ambience for the students to study and delve in the curricular mode. The Campus has 80 computers for the students and a separate laboratory for Computer Based Learning. The library has an open source too for the students. The available physical infrastructure is optimally utilized beyond regular college

hours, to conduct certificate courses, co-curricular activities/extra-curricular activities, parent teacher meetings, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences etc.

The Institution fosters an inclusive academic ambience for the differently-abled. An assessment is made of their special needs and they are provided with the following amenities/facilities: Mobility devices like Wheel-chairs, ramps and lifts are available. Care is taken to allot ground-floor class rooms or classrooms that have elevator accessibility. Health care room on the ground floor with First Aid facility & bed is available for the students and staff. Hygiene is meticulously maintained on the campus. The college offers the following facilities to promote sports: Sports hall for indoor games like Caroms, Chess and Table Tennis. Outdoor Sports- Football, Cricket, Basketball and we also have an Astro Turf and the students can play in the evening under the Flood Lights on the turf. Gym for fitness and health. Uniforms and sports kits are provided for all those who participate at major events. The cultural committee organizes cultural activities during the College fest, Independence Day, Annual day, Christmas celebrations etc. The reading room is well furnished to accommodate 60 students at a time and provides a conducive environment for study. The comprehensive IT policy of the college is to support and facilitate the teaching, evaluation, research and administrative functions of the College through Wired LAN Connection which is 200 MBPS Internet. Over 2 years the College has invested in 40 I5 12 Gen Computers and 40 I3 12 Gen Computers for the students. All facilities are easily accessible to students intending to study here. The resources available are on par with the best colleges in Pune. Students will find an environment that encourages opportunities for academic and extracurricular activities, the counseling center, value education program ensures a Holistic development of the students

### **Student Support and Progression**

Don Bosco College of Arts and Commerce is dedicated to cultivating comprehensive student development through a diverse array of initiatives. Our approach integrates academic prowess with cultural enrichment, skill enhancement, and strategic collaborations to equip students for prosperous careers and meaningful societal contributions.

Cultural and celebratory events form an integral part of our calendar, including Annual Day, Farewell, Garba Night, Convocation Day. These events not only celebrate achievements but also foster a strong sense of community among students.

Special visits and workshops play a crucial role in enhancing professional skills. Renowned guest visits and workshops on Skill Development Counselling, Business Writing, and Resume Writing provide students with practical knowledge and preparation for the competitive job market.

Educational seminars and competitions are regularly organized to stimulate intellectual growth and critical thinking. Topics range from UPSC Examination strategies to the Benefits of Learning Foreign Languages, encouraging students to broaden their horizons beyond conventional academics. Health and well-being initiatives underscore our commitment to holistic development and safety. Programs such as Nature Treks, Self-defence Workshops (Nirbhay Kanya Abhiyan), and Anti-Ragging Workshops promote physical well-being and

a secure campus environment.

Corporate engagements with industry leaders like Johnsons Control offer students valuable opportunities through honorariums, scholarships, and essential resources like laptops, bolstering both academic pursuits and career aspirations. Sports Day and Cultural Day, provide platforms for students to showcase their talents, fostering a well-rounded educational experience. Career support initiatives encompassing placement activities, pre-placement talks, internships, ITESKUL courses in the MS Office, ensuring students are well-prepared for successful careers upon graduation.

Community and national integration initiatives, such as National Integration Day and International Women's Day events, promote social awareness and inclusivity among students, preparing them to be responsible global citizens. Emphasis on management and leadership principles through events like John Bosco and Management Day cultivates leadership skills among students, preparing them for future leadership roles. Our alumni's success in securing rewarding positions across various companies reflects the quality education and career readiness fostered by Don Bosco College of Arts and Commerce. In essence, Don Bosco College nurtures excellence, integrity, and leadership in every student within a supportive and inclusive environment, ensuring their academic and professional success.

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

Don Bosco College of Arts and Commerce (Evening) places a strong emphasis on gender equity as a fundamental cultural value. Led by the ICC and Women's Development Committee, the college implements both statutory and non-statutory initiatives to promote gender sensitivity and empowerment. These efforts include awareness programs on sexual harassment, counseling services, and clear redressal mechanisms. The college celebrates occasions like International Women's Day to reinforce these values and administers an oath on gender equity during student inductions. Facilities such as dedicated common rooms, sports facilities, and well-maintained restrooms ensure a safe and supportive environment for female students and staff, complemented by CCTV surveillance and support from senior female faculty members.

Gender equity is ingrained in the core principles of Don Bosco College of Arts and Commerce (Evening), overseen by dedicated committees like the ICC and Women's Development Committee. Through comprehensive policy initiatives and educational interventions, the college fosters a respectful and inclusive learning atmosphere where male and female students collaborate harmoniously. Continuous sensitization during induction programs and the celebration of events like International Women's Day further promote gender awareness. The campus is equipped with essential amenities including gender-specific facilities and robust security measures, ensuring a secure and conducive environment for all community members.

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

Don Bosco College of Arts and Commerce (Evening) upholds gender equity as a core value, actively promoted through policy initiatives and educational efforts led by the ICC and Women's Development Committee. The college ensures a safe and inclusive environment with facilities like dedicated common rooms and CCTV surveillance for female safety. Cultural celebrations and educational seminars further reinforce respect for diversity and gender equality among students and staff. Social responsibility initiatives, including community

outreach and skill development programs, foster a holistic education emphasizing ethical values and civic duties.

Don Bosco College embraces diversity through a range of activities and initiatives aimed at promoting cultural understanding and social harmony. Events such as Cultural Day and Garba Night celebrate cultural diversity, while educational seminars tackle social issues and promote responsible citizenship. The college's commitment extends to inclusive practices in sports and extracurricular activities, nurturing leadership and civic responsibility among students from varied backgrounds. Supported by corporate partnerships and educational excellence programs, Don Bosco College prepares students for professional success while instilling ethical values and a commitment to diversity.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DON BOSCO COLLEGE OF ARTS AND COMMERCE (EVENING)
Address	Don Bosco Marg, Yerwada
City	Pune
State	Maharashtra
Pin	411006
Website	<a href="http://www.donboscollegepune.com">www.donboscollegepune.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pandurang Narhari Shende	020-26615646	7276628801	-	dbcace.naac@donboscoyerwada.in
IQAC / CIQA coordinator	Ritu Chhabra	020-26686527	9561007638	-	rituchhabra@donboscoyerwada.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Evening

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">minority certificate Eng and Marathi compressed.pdf</a>
If Yes, Specify minority status	
Religious	Yes Christian Minority
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Don Bosco Marg, Yerwada	Urban	5	3040

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Ug Programme,	36	Twelfth	English	120	0
UG	BA,Ug Programme,	36	Twelfth	English	120	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				2			
Recruited	1	0	0	1	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

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

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	59	1	0	0	60
	Female	41	1	0	0	42
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	5	7	9
	Female	0	8	5	4
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	2	1
	Female	0	0	0	1
	Others	0	0	0	0
General	Male	0	44	48	53
	Female	0	31	15	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>0</b>	<b>90</b>	<b>78</b>	<b>98</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Curriculum for BA and BCom offer extensive opportunities for fostering both multi-disciplinary and inter-disciplinary learning. It integrates core disciplines such as Economics, accounting, entrepreneurship and more along with functional areas in the management and administration. Various credit courses and value-added courses are also included in the syllabus in order to enhance the interdisciplinary understanding. These curriculum provisions and institutional practices underscores the commitment to multidisciplinary and interdisciplinary learning.
2. Academic bank of credits (ABC):	The BA and BCom program is affiliated with SPPU.

	Choice based credit system has introduced the Academic Bank of Credits and the affiliating university has incorporated this credit banking system. The institution has adopted the Academic Bank of Credits in accordance with the guidelines set forth by SPPU.
3. Skill development:	The institute offers the various skill-based courses focusing on the soft-skill development and technological skill enhancement. The courses like MS Office, Excel, PowerPoint and foreign languages are offered at free of cost to the students. Apart from this, various guest lectures and learning sessions are organized by the institute in order to enhance the skill development of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute's Vision Statement underscores its commitment to cultivating leaders and agents of social change through comprehensive and transformative academic programs aligned with both national priorities and global demands. The institute's Mission is dedicated to fostering the development of innovative, ethical, and forward-thinking leaders, managers, and entrepreneurs. These individuals are envisioned to be deeply rooted in Indian values while possessing the capability to navigate and drive change in a globalized, digital, and competitive environment.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) was introduced at SPPU in the Academic Year 2019-20. The university has meticulously formulated the curriculum, defining the Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Outcomes (COs). Additionally, the institute has taken the initiative to articulate Programme Specific Outcomes (PSOs). To ensure effective implementation, faculty members have actively participated in numerous OBE-focused workshops organized by the affiliating University (SPPU). The alignment between Course Outcomes (COs), Programme Outcomes (POs), and Programme Educational Objectives (PEOs) has been systematically established through a comprehensive mapping exercise conducted during a series of discussion and meetings. Emphasizing the OBE framework, question banks have been developed, and Continuous Internal Evaluation (CIE) patterns have been crafted to encompass diverse learning levels, aligning with BLOOM's taxonomy. To further



	<p>support course teachers, mechanisms for CO attainment level calculations have been provided. The integration of Graduate Attributes is a focal point in various academic activities, ensuring a holistic approach to student development within the OBE framework.</p>
6. Distance education/online education:	<p>6. Currently, the institute does not have the authorization to offer the BA and BCom program in an online mode. Nevertheless, the institute has successfully implemented various value-added courses, additional inputs beyond the regular curriculum, and student counseling and mentoring through diverse online platforms. To enhance digital proficiency, faculty members have received IT training in the comprehensive utilization IT Tools. Additionally, platforms like MS Teams, ZOOM, and others are also employed. The institute is currently in the process of integrating Enterprise Resource Planning (ERP).</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Committed to fostering the holistic development of our students, our institute has established several student clubs dedicated to promoting and facilitating activities of national importance. We actively commemorate significant days such as Constitutional Day, National Voters Day, Unity Day, among others. Specifically, our Electoral Literacy Club (ELC) focuses on enhancing electoral literacy both on and off the campus. This club operates in accordance with the guidelines provided by Savitribai Phule Pune University, Pune, the Government of Maharashtra, and the Central Government, ensuring a comprehensive approach to electoral education.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The Electoral Literacy Club (ELC) at our institute comprises both student and faculty representations. This club is dedicated to organizing voting awareness campaigns for students both on and off the campus. To enrich the understanding of democratic principles and processes, the ELC invites distinguished social activists and government officials. Their expertise in electoral processes and reforms serves as valuable insights for our students, contributing significantly to</p>

	fostering a vibrant and well-informed democracy.
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.	Each year, our institute commemorates National Voters Day and Constitutional Day to foster awareness regarding the significance of the vote, individual voting power, voting rights, and the fundamental rights and responsibilities outlined by the Constitution of India. As part of these initiatives, our students actively engage in outreach activities, visiting various colleges in the city to advocate for voting participation. They emphasize the importance of ethical voting and extend their efforts to underprivileged sections of society, encouraging their active involvement in the voting process. Special attention is given to orienting and briefing individuals from marginalized communities, including transgenders, disabled persons, senior citizens, and others, about the crucial importance of exercising their right to vote.
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.	Various activities centered around electoral education have been organized, encompassing surveys, awareness campaigns, and the creation of content that emphasizes democratic values and encourages participation in electoral processes.
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.	All our students are aged 18 years and above. In line with this, we have undertaken initiatives to conduct voter registration drives on the campus, collaborating with NGOs in the city. Each year, our students actively participate in these endeavors.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
218	257	297	241	196

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

### 2 Teachers

#### 2.1

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

Response: 10

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	4	4	4

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.72	4.15	2.88	3.32	1.75

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Don Bosco College of Arts and Commerce (Evening) is affiliated to Savitribai Phule Pune University (SPPU). It offers the Bachelor of Arts and Bachelor of Commerce degree programs with specialization in subjects Economics and Business Administration. The curriculum is prescribed by the SPPU. The curriculum follows the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) pattern.

The college has an Academic Monitoring Committee that looks into all aspects of teaching-learning and assessment and examinations. It is headed by the Principal and has 4 of faculty members.

The broad academic calendar including the commencement of term is announced by the affiliating university. For the first-year programs, the academic calendar is dependent on the University's admission calendar.

The AMC meets well in advance before the commencement of the term and looks into the following issues:

1. Assignment of courses to teachers
2. Requirement of additional/ Clock-hour basis (CHB) faculty
3. Identifying and offering electives, value added courses
4. Identifying various co-curricular, extracurricular, and other activities to be offered during term
5. Preparing Timetables
6. Schedule of Feedbacks, etc.

Thereafter the course teachers prepare detailed course plans for courses assigned to them as per a standard format. They integrate multiple teaching-learning methods into the course plan.

The CIE pattern for each course is designed by considering variety of assessment methods so that the different competencies of the students can be assessed. For every course 2 CIEs are conducted.

The college prepares an academic calendar before the term starts. It incorporates various aspects such as - Induction, Syllabus and curriculum delivery, details of CIE/ formative assessment, student's teaching-learning feedback schedule, important co-curricular, curricular, extracurricular, and extension events, and identified holidays.

Adequate care is taken to ensure that the academic demands of the program are addressed through the

academic calendar. The calendar is shared in advance with students right at the beginning of the term during the induction program and through the notice board as well as through the DIGITAL PLATFORM. This ensures that students are aware of the various academic inputs, examinations, and various initiatives of the college.

The responsibility for the execution of the academic calendar lies with the class teacher. The PPMC reviews the progress of all activities as per the academic calendar twice during the term.

The Principal generally conducts such a review. Typically the following aspects are reviewed

1. Variety of teaching pedagogy used
2. Attendance of the students
3. Syllabus Completion
4. Conduction of Concurrent Internal Evaluation (CIE) i.e. Internal/ Formative Assessment
5. Declaration of results of CIE
6. Sharing of answer sheets of CIE
7. Conduct of various co-curricular and extra-curricular activities
8. Student Feedback

Appropriate corrective action is taken wherever necessary in consultation.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response: 1**

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

### 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:** 4.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	0	0	0	0

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Several courses across the programme incorporate units pertinent to Professional Ethics, Gender, Human Values, Environment and Sustainability in the syllabus.

Apart from the formal syllabus, various initiatives integrate the above issues in the curriculum.

The college organizes an induction programme during the commencement of each batch. During the induction program Code of Conduct is shared with the students. This Code of Conduct encompasses the above aspects i.e. Professional Ethics, Gender, Human Values, Environment and Sustainability.

There is a code of professional ethics in the college.

Every student undergoes a course of professional ethics. In every semester, there are few courses, linked to these cross-cutting issues. For eg. Ethical principles and responsibilities- Forensic accounting and Banking Ethics in Financial Systems III.

Important committees such as POSH/ CWDC inculcate a sense of gender equity among the students. For eg. Feminism- political science, Human Resource Management- Business Administration.

Extension activities conducted during the year emphasize issues related to the environment and sustainability. Guest lectures and speeches delivered by eminent personalities from various walks of life also touch upon these aspects and sensitize the students to the above cross-cutting issues Concept of sustainability and sustainable development- Environment Studies and Green marketing in Business Administration.

On the Republic Day and Constitution Day, a pledge is taken. Activities such as debates, group dance etc. are conducted to create a sense of responsibility for these cross-cutting issues among the students. For eg. Democratic Socialism and Gandhism Approach- Political Science

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

### 1.3.2

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

**Response:** 33.94

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

**Response:** 74



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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 40.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	78	98	119	104

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 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:** 0

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

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

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

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

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 21.8

## 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 college offers BA and B Com Programs. Students are expected to have various competencies such as communication skill, analytical and critical ability, originality and creativity, problem solving skill, teamwork and holistic development.

To develop these skills and competencies course teachers utilize a variety of pedagogical approaches that place the student at the center of the learning experience.

**Experiential learning** –In the department of commerce, students are asked to gain the learning experiences through the internship program. Actual working in the industry provides them the real-life experience. Apart from this, commerce students are also motivated to visit an industry and present a report based on their experience.

Under the course of Business communication, various activities like group discussion and role plays were taken in order to enhance students' understanding and imagination. In the course Business Administration, Simulation had been used in order to make student understand the concept of Business Development. The method of case study had also been used for a detailed understanding of the contribution of various thinkers like F.W. Taylor, Henry Fayol in the development of management thoughts.

**Participative learning** - The department of Arts has facilitated the learning experience enjoyable by involving various participative learning methods like brain storming session, demonstration, and mock teaching. Students are encouraged to share their experiences and views on various issues. In English class, the class activities like 'Tell me' and Quiz Competition' were organized where student received the platform to showcase their talent and express themselves

**Problem-solving methodologies** – In the classroom of Mathematics and Statistics and Accountancy various problem solving methodologies have been used. Various techniques like trial and error, means-end analysis, developing the potential solutions etc have been used in order to develop students' problem solving skill.

**ICT- enabled tools including online resources-** Almost all faculty of Don Bosco uses ICT tools while teaching. Each classroom has digital board which has been used by every teacher in order to support their teaching activity. Teachers use Power point presentation in order to make the concepts easy and interesting. The courses like business administration and I & G Economic development have used various YouTube videos while explaining the concepts like low agricultural productivity, human Resources in order to enhance the understanding and comprehension of the students regarding the concepts.

Web content has been used in order to elaborate the concept of Team Work, Group Dynamics and principles regarding interpersonal communication and Group behaviour in the course of Business Management. It has also been used in accounting to explain the accounting entries in the books and journals

In the course of History, syllabus related films were shown to the students. The movie 'Panipat' was shown to the students on the big screen of the projector which was related to syllabus in the History course.

Adoption of this variety of methods helps to minimize the number of slow/ weak learners as they can relate to the diverse teaching-learning methods instead of the traditional chalk-and-talk method.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	4	4	4

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

### 2.4.2

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

**Response:** 26.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

**Internal Assessment:**

The Examination Committee prepares the CIE i.e. formative assessment calendar in advance before the commencement of the term. The CIE calendar is shared with the students and the same is also displayed on the notice board and through. Along with the CIE calendar, the scheme of internal assessment is also shared with the students. The examination committee headed by the Principal looks into the planning, execution, and feedback aspects including grievances of the students with respect to examinations.

The ratio of internal to external assessment is 30: 70.

In the common meeting, the variety of modes of internal assessment are discussed and a comprehensive view of the consolidated internal assessment mode is taken to avoid over-emphasis on a few traditional methods such as pen-paper evaluation and instead ensure that a variety of methods such as assignments, MCQs, tutorials, project work, presentations, class test, etc. are used during the entire semester. Before the conduct of every CIE, the syllabus of CIE is announced by the course teacher in the class.

The outcome of the assessment is shared with the students. The course teachers display the marks on the notice board as well as announces them in the class. They also review the expected answers to the questions or the approach to solving the questions in the class. This acts as a feedback loop to the students.

The internal exam-related grievance generally falls into two categories

1. Administrative grievances relate to the schedule of the examination, seating arrangement, and other such issues. These are promptly resolved by the concerned in-charge on a case-by-case basis.
2. Academic grievances related to the internal exam are about wrong totaling of the marks or general dissatisfaction about the marks. The course teacher is fully empowered to address all these issues on the spot, if the students' view is fair and rational. Despite the above, if the student has any persistent grievance, he can approach the principal. The principal takes a broad-based comprehensive view of the grievance and resolves the same in consultation with the course teacher and examiner within 24 hours of the grievance.

**External Assessment:**

The affiliating university announces the schedule for exam form filling, payment of fees, and the start and conclusion date of the external exam (summative assessment). The administrative staff is involved in ensuring that there are no errors in examination form submission by the students.

The affiliating university deputs the external supervisors to oversee the fair conduction of the examination. External junior supervisors are appointed by the examination coordinator as per the guidance of the Principal. This ensures that the examination hall environment and decorum are maintained as per the demands of the examination.

After the declaration of results by the University, students at times communicate grievances about incorrect names on mark sheets, hall ticket correction, clashing of the examinations or less marks as compared to their expectations. The university has provision for rechecking and reassessment. Generally the outcome is known to the student within a month.

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

**2.6 Student Performance and Learning Outcomes**

**2.6.1**

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

**Response:**

Programme Outcomes (POs):

Programme Outcomes represent the overarching goals and achievements expected from students upon successful completion of their respective academic programmes. These outcomes are aligned with industry needs, societal expectations, and the overall educational objectives of the institution. Each programme offered at our college has clearly defined POs that serve as benchmarks for assessing student learning and achievement.

To enhance transparency and accessibility, we prominently display the POs for all programmes on our official college website. This ensures that prospective students, current students, faculty members, and other stakeholders have easy access to information about the intended learning outcomes of each academic programme.

#### Course Outcomes (COs):

Course Outcomes delineate the specific learning objectives and expected competencies for individual courses within each programme. COs are designed to be measurable, specific, and aligned with the corresponding POs. They provide a roadmap for both faculty members and students to navigate course content, instructional methods, and assessment strategies effectively.

COs are made available to students through the college website and other relevant platforms. COs are communicated clearly to students at the beginning of each course, ensuring transparency regarding the intended learning outcomes and assessment criteria.

Furthermore, COs are reviewed periodically to incorporate feedback from stakeholders, integrate emerging trends in academia and industry, and maintain alignment with the POs of the respective programme. This iterative process of refinement ensures that COs remain relevant, robust, and conducive to achieving desired learning outcomes.

#### Implementation and Monitoring:

Implementation of POs and COs is supported by a comprehensive framework that includes faculty development programs, instructional resources, and assessment tools aligned with learning outcomes. Faculty members are encouraged to integrate COs into their teaching methodologies, ensuring that course content and instructional strategies are aligned with the intended learning outcomes.

Continuous monitoring and evaluation of POs and COs are conducted through various mechanisms, including internal reviews, feedback surveys, and academic audits. This ongoing assessment process allows us to identify strengths, areas for improvement, and opportunities for innovation in curriculum design and delivery.

In conclusion, at our college, we are committed to transparency and accountability in education through the declaration and display of Programme Outcomes (POs) and Course Outcomes (COs) for all academic programmes. By articulating clear learning objectives and expected competencies, we empower stakeholders to actively engage in the educational process and contribute meaningfully to student success and institutional growth.



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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

In our college, evaluating the attainment of Program Outcomes (POs) and Course Outcomes (COs) is a systematic and ongoing process crucial for ensuring the quality of education and holistic student development. This process starts with the careful formulation of COs, which are derived from the institution's mission, vision, and the specific objectives of each academic program. These outcomes are designed to align with industry requirements, societal needs, and the expectations of various stakeholders, including students, faculty, employers, and accreditation bodies.

To assess COs, we employ a multi-faceted approach that includes both direct and indirect assessment methods. Direct assessment involves evaluating students' performance through academic activities such as assignments, quizzes, mid-term and end-term examinations, projects, and presentations. Each component is mapped to the relevant COs, and performance data is meticulously collected and analyzed. For instance, a project might be evaluated on parameters like innovation, application of theoretical knowledge, and teamwork, each linked to specific COs.

Indirect assessment includes feedback from stakeholders such as students, alumni, employers, and faculty, gathered through surveys, interviews, and focus group discussions. Students provide insights into their learning experiences and the relevance of the coursework to their career goals. Alumni feedback helps us understand the long-term impact of their education, while employer feedback provides a perspective on graduates' employability and workplace performance. Faculty inputs are crucial in identifying curriculum gaps and teaching method effectiveness.

The data collected from both direct and indirect assessments is analyzed to measure CO attainment levels. This analysis involves comparing actual student performance against predefined benchmarks. If attainment levels are below expected thresholds, we identify underlying causes and implement corrective measures. These measures could include adopting new teaching methodologies, enhancing faculty development programs, and providing additional student support through remedial classes or mentoring.

The attainment of POs is evaluated at a higher level. POs are broad statements describing the knowledge, skills, and attitudes students are expected to acquire by graduation. Evaluating POs involves aggregating CO attainment levels associated with each PO. Additionally, we consider students' performance in projects, internships, and other experiential learning activities, providing a comprehensive view of how well students integrate and apply their learning in real-world scenarios.

We utilize various analytical tools and software to facilitate the assessment process. These tools help

systematically collect, analyze, and report data, making the evaluation process more efficient and transparent. Regular review meetings with faculty and academic leaders are conducted to discuss findings and develop continuous improvement action plans.

In conclusion, evaluating the attainment of POs and COs is a dynamic and integral part of our academic framework. It ensures our educational programs remain relevant and effective, driving continuous improvement in teaching and learning. By systematically assessing these outcomes, we fulfil our commitment to providing high-quality education and preparing our students to excel in their professional and personal lives.

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

### 2.6.3

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

**Response:** 76.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	77	70	21	08

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	86	77	25	23

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 33.36

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.68	16.68	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**3.2.1: Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation center and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident:**

**College has taken the initiative for providing extra knowledge apart from the syllabus is Intellectual property Rights sessions and Indian Knowledge System. The College is trying to establish an Incubation center this year for holistic development of the students in the field of technology and its awareness about the world. The above two activities are taken on the initial stage from a student's perspective. The workshop on Intellectual Property Rights (IPR) and Indian Knowledge Systems was an insightful session aimed at introducing students to the intricacies of patents, copyrights, trademarks, and traditional knowledge. Hosted by college**

teaching staff, the workshop was designed to provide a comprehensive overview for students pursuing higher education, equipping them with foundational knowledge in this crucial area. The workshop commenced with an introduction to Intellectual Property Rights, elucidating its significance in protecting creative and innovative outputs. We delved into the different types of IP rights, including patents, trademarks, copyrights, and trade secrets, each tailored to safeguard distinct forms of intellectual creations.

We discussed the registration procedure of copyright step by step. A distinctive aspect of the workshop was its focus on Indian Knowledge Systems (IKS) and their interface with intellectual property. We explored how traditional knowledge, often passed down through generations, is vulnerable to exploitation without proper legal protection. Discussions revolved around initiatives to safeguard traditional knowledge, such as the Traditional Knowledge Digital Library (TKDL), which aims to prevent misappropriation of indigenous knowledge.

The workshop provided a valuable introduction to a specialized field that bridges law, technology, and culture. It not only broadened our understanding of intellectual property but also encouraged critical thinking about the ethical implications of IP rights in diverse contexts. The practical insights shared by industry experts and legal practitioners inspired us to consider the role of IP in shaping innovation ecosystems both nationally and globally.

The sessions on Intellectual Property Rights and Indian Knowledge Systems was an enriching experience for students pursuing higher education. It equipped us with foundational knowledge essential for navigating the complexities of IP laws and fostering a culture of innovation and respect for traditional knowledge. Moving forward, the insights gained will undoubtedly inform our academic pursuits and career aspirations in fields where creativity and protection of ideas are paramount.

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

### 3.2.2

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

**Response:** 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

#### **3.4.1: Extension activities in the neighborhood community and College**

##### **Community and College Extension Activities**

**In pursuit of fostering community engagement and social responsibility, our college organized several impactful extension activities over the past academic year. These initiatives aimed to contribute positively to society while instilling a sense of empathy and service among students and staff. One of the prominent events was the Blood Donation Campaign held in collaboration with the R. G. Gholap Memorial Blood Bank & Thalassemia Center on Pune Satara Road, Parvati, Pune. The campaign aimed to raise awareness about the critical need for blood donation and encourage voluntary participation among students, faculty, and community members. The event saw enthusiastic participation, with over 21 units of blood collected, potentially saving many lives in need of transfusions. Another heartfelt initiative was the visit to Mother Teresa's Home on Tadiwala Road, Pune. Students and faculty spent quality time interacting with the elderly residents, listening to their stories, and offering companionship. This visit not only brought smiles to the faces of the elderly but also provided students with a humbling experience, reinforcing the values of respect and compassion towards the elderly in our society. On World Health Day, our college organized a special celebration to raise awareness about health issues and promote healthy living among students and staff. Activities included health check-ups, informative sessions on nutrition and fitness, and interactive workshops on mental health awareness. The event aimed to educate and empower participants to make informed decisions about their health and well-being. In collaboration with the Bombay Salesian Society, our college organized a tree plantation drive on campus. Rev. Fr. Savio Silveira graced the event, emphasizing the importance of environmental conservation and sustainable practices. Students actively participated in planting saplings, pledging to contribute towards a greener and healthier environment for future generations. In addition to the specific campaigns, our college also initiated a broader Blood Donation and Fees**

**Concession Drive.** This ongoing effort encourages regular blood donations among students and staff, promoting a culture of altruism and community service. Furthermore, a Fees Concession Drive was organized to support economically disadvantaged students, ensuring equal access to education and opportunities for all. Lastly, in response to regional disasters, our college community actively contributed to relief efforts. Funds were raised and donated to the Chief Minister's Relief Fund for Kolhapur and the Prime Minister's Relief Fund for Kerala, aiding in disaster recovery and rehabilitation efforts in these affected areas. The extension activities undertaken by our college have not only served to strengthen community bonds but have also enriched the educational experience of our students. These initiatives reflect our commitment to social responsibility, fostering a spirit of empathy, service, and solidarity within our college community. Moving forward, we remain dedicated to continuing these efforts and making a positive impact in our society. These activities exemplify our college's ethos of holistic education, where learning extends beyond classrooms to actively engage with and contribute to the broader community.

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

### 3.4.2

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

**Response:**

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

The college teaching staff exemplify dedication and expertise in their respective fields. They bring a wealth of academic knowledge and practical experience to the classroom, fostering an environment that nurtures critical thinking and academic excellence. Through their commitment to teaching, mentoring, and research, they inspire students to reach their full potential and prepare them for future challenges in their chosen disciplines. The faculty's passion for education and their ongoing contributions to scholarship and community engagement greatly enrich the college experience for students. They are giving their best to college and society in the upcoming future trying to get some recognition and awards in their respective field.

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

### 3.4.3



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

**Response:** 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	2	4	2

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

The college is located on the Pune- Ahmednagar Highway/ Airport Road which is in the heart of the Pune City. The college has a G + 1 building along with large playground, auditorium and parking. A separate spacious and well-planned college building with 2 Entry Points. A well-equipped library and reading hall to help students enrich their knowledge. A big playground, Basketball Court, Astro Turf, Volley Ball Court, Long Jump Pit, Mini Stadium to view the matches, Indoor Badminton and Table Tennis Area, all to develop physical fitness, team Spirit and leadership qualities. A spacious hall for various activities and cultural programmes/seminars, with the capacity to accommodate 1000 Plus student, etc. Conference room with capacity of 50 Chairs for FDP and focused seminars and conferences. Music and Dance room for talent development. All classrooms/lecture halls well equipped with modern technology LCD projectors. All Class room is equipped with Smart Boards for Teaching and learning. All modernized computer Laboratories with 24 hours broadband (Fibre Optics) 200 MBPS connectivity, 80 Computers for students which has been purchased recently with I5 12th gen and I3 12th Gen specifications, wifi switches on every floor and Power Back Up System specifically dedicated for the Computer lab of the Students. Fire Extinguishers on every floor and all the risk prone areas. Fire Hydrant on each Floor. (IP Cameras) CCTV on the 1st 2 floors and in the basement which makes the campus safe and secure. Color printer along with 2 heavy duty printers (Konica Minolta). The Entire building is connected with Intercom Speakers with a control room. Ample parking space. 4 access gates to the campus from both sides of the roads. Solar (30KB capacity and Net Metering) equipped building and Generator backed up building. Washroom on each floor with western and Indian seats and urinals. 2 Water Purifier with 8 Taps each for drinking water.

Bio Metrics for Staff for attendance. Lift with Capacity of 6 Personnels (maintained with AMC). Security Cabin with Entry and Exit register for safety and prevention. 40 Laptops on spare which were donated by Johnson Controls for the Students. Office has automated software for Accounting(ACME) and also has a Automated ERP software (Vridhhi) for administrative purpose.

Every Class Room has a dedicated Notice board and and Each Corridor has 2 Separate notice boards and a common notice board in the college entry and exits. Canteen is well accessible. There is a large area for the students to sit in shade during rain and hot sunny days.

All the rooms are well-ventilated, well-lit, and have adequate air circulation. The verandas and staircases are wide enough to avoid any congestion. Adequate storage and stacking space are provided wherever required.

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

#### 4.1.2

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

**Response:** 4.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.1	0	0	0	0

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

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

The library is an important teaching and learning resource for the faculty and the students. It also acts as

a Knowledge Resource Center (KRC) and is a hub of several curricular, co-curricular, and extra-curricular activities.

The college has a well-equipped and well-stocked library located on the 1st floor. The library measures 12.49m X 6.83m sq ft.

The primary collection of the library comprises of textbooks and reference books along with magazines and journals. The library houses more than 2500 books and Reference books. It also subscribes to journals and magazines and newspapers.

The library also has specific sections such as biographies, resources for competitive examinations, a section on women leaders and achievers, a section on the English language and soft skills, etc.

**Users can access E-books, E-journals, encyclopedias, thesis, MOOCs, Audio Books, bibliographic databases, and other resources in the online format. ????**

**The Links are also mentioned on the college website.**

**1) <https://www.e-booksdirectory.com/> for online reference**

**2) <https://openenglishcommunity.org/page/massive-open-online-courses-moocs> - For free online Courses**

**3) <https://www.tutorialspoint.com/index.htm> E- Learning for Computer and Information Technology (Tutorials Free)**

The operations of the library are effectively managed manually. We have purchased a Digital Software for library and is in progress for digitilisation. The Bill for the same is attached in the supporting document.

The library organizes various events such as Library Day, Poetry competition, Elocution and also new word learning. These events help the students to know new words and helps them become well versed with the language. We have also made text books available for the students.

The library is functional from 9:00 AM to 8:30 PM pm on from Monday to Saturday.

Policies, initiatives, and operations of the library are guided by the library committee which has representatives of faculty as well as students. The rules and regulations of the library, feedback from stakeholders, requirements of books, magazines, journals, etc., and reviews of various events conducted by the library are important functions of the library committee. The library committee meets once a quarter.

The library team comprises 1 qualified librarian dedicated to the upkeep, and development of the library and they actively promote enhancement in the usage of all the library resources. Safety of the library resources is ensured through the availability of fire extinguishers and regular cleaning and maintenance.

Chairs 55, Table 12, Couboard 39, Dustbin, 1, CCTV 2, Green Board 1, Fans 9, Tubelight 9, Intercom Speaker 1 ,Computer 2,Locker 2,Magazine Rack 1, Inter com phone 1

Sr No	Particulars/ Items	Quantity
1	Chairs	55
2	Cupboard	39
3	Dustbin	1
4	CCTV	2
5	Green Board	1
6	Fans	9
7	Tubelight	9
8	Intercom	1
9	Computer	2
10	Locker	2
11	Magazine and News Paper Rack	1

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

## 4.3 IT Infrastructure

### 4.3.1

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

## connection

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

### Response:

The college has Information Technology (IT) facilities which are used for academic and administrative aspects of its functioning. The college periodically upgrades these facilities to stay in alignment with the rapidly changing technological landscape.

The IT infrastructure is considered adequate to meet both the learning and administrative needs. The college has a computer lab spanning 11.25 X 7.80 square meters, equipped with 82 desktops and a Central UPS(Power Backing System).

The desktop configurations are as below – 12 Gen iR i3 12100(40 Desktops)

12 Gen iR i5 12400 (40 Desktops)

The following licensed Software are available in the lab –Windows – 11 Licensed(80 Desktops) MS Office (Home and Student 2021 MS Office- 80 License) Libre Office(Open Source(80 Computers)

Following open-source Software are available in the lab - Libre Office (Open Source(80 Computers)

The following facilities are equipped with computing equipment Computer I3 5th Gen in the Administration Office. I3 12 Gen in the Examination Cell, Pentium Intel in the Library

Staff room- I3 12Th Gen (2 Desktops)

10 Classrooms are equipped with LCD projectors.

10 Classrooms installed with Smart Interactive board.

Lan and wifi available in all the Classrooms.

The internet connectivity is facilitated through **200Mbps leased line** (BSNL Fibre Optics). The entire campus has Wi-Fi connectivity. Access points and extenders ensure comprehensive coverage of wi-fi. Access Points Available on every floor.

Peripherals such as all-in-one printers and scanners are available. One Portable Printer in the Computer Lab for the Staff. All in one Printer available in the Staff room for Staff.

All in one Heavy Duty Printer for Examination Cell dedicated for Exam Work and Question Paper Printing.

Administration Office All in one Heavy Duty Printer for official work. And all in one Heavy Duty Color

printer for all extra curricular work. Prints upto 12 X 36 Inches long Size and A3 Size Prints(Color upto 300 GSM Thick Paper) All our Certificates and Posters are designed and printed in campus only.

Students extensively use the IT infrastructure for various purposes, including online examinations, project work, placement interviews, counseling, mentoring, form filling, online classes, presentations, assignments, research, and club/forum activities.

Recently we have concluded with the Training of Ms Word/ Ms Excel and Ms Power Point training in the Computer Lab which was free of Cost.

Faculty members leverage IT for academic activities, examinations, student counseling, compliances, participation in online Faculty Development Programs (FDPs), seminars, and interactions with parents. Financial records are fully computerized using ACME software which is and Online Software which is used by all our Branches from under the Society and Trust( The Bombay Salesian Society.

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

#### 4.3.2

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

**Response:** 2.73

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

Response: 80

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities*

*excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 34.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.72	2.45	1.40	.66	.72

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 6.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	0	0	0	0

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 2.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	0	0	0	0

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 26.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	16	15	3	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	77	70	21	08

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 0

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

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

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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

### 5.3.2

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

**Response:** 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	3	1	1	2

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Don Bosco the biggest Past Pupils (Alumni) force in the world. Don Bosco is rooted and present in 135 countries of the world. The past pupil organization is the biggest man power force of the world as this organization has its presence in all 7 continents.

Even 1-day course done in Don Bosco institution, makes the person a past student of Don Bosco.

The association is governed from Italy and divided province wise for better delegation and working.

We have a national president, state or a province president and a local president.

The association is not just limited to school and also it is not divided by the institution or any subsection.

All the past pupils from any strata like school, college or senior college is part of the same association.

We have our annual meeting in Bombay represented by the local President from Pune and in every 4 years we have a reunion in one of the states of the country for the all India meet of the past pupil.

The past pupil not only gets to work for the local institution but also contribute for the current. Students globally.

In the local institution of Pune the students participate in many activities and also contributing to the events of the college.

Our past pupils have contributed for the events that have been conducted in the college. The most recent activities of the year were sponsored by the passed out students of the college.

They even went to the extent of cooking the food for the graduates just to fit the event in the budget.

The food cooked by the students were served for the graduates of the final year and they were treated well.

We are connected to the alumni through our old what's app groups.

We have kept the gates open for our past pupils to enter the campus. We have also made the provisions so that the past students come and play on the ground.

We have a turf for football and cricket where we assure a time for them to play on the ground.

Our past pupils have graduated and have become successful in their lives. We give them an opportunity to promote themselves in the campus and also allowing them to help the new joinees and helping them conduct activities.

The Events team of the college has members of the past graduates who also help in the activities of the college during their free time.

As Don Bosco Principle we don't leave the students when they pass out whereas we catch them and hold onto them even when they move out.

Our management fathers act as a guardian and counsellor to our students who have passed out.

Student come to the institution and ask for counselling for various life needs and requirements.

The priests at the campus think indiscriminately for the student's welfare and help them throughout their lives and believe in formation of the students as a better person in the society.

The chairman of the institution is the Past Pupil Delegate of the Past Pupils force of the Local body.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

**We, the Salesians of Don Bosco inspired by the preferential love of Christ the Good Shepherd for the poor, and Don Bosco's predilection for poor and disadvantaged youth, is an educational community committed to the education of the whole person in the spirit and style of Don Bosco, company the young in the journey of formation towards becoming mature apostles among their peers, builders of an empowered community of men and women of clear conscience committed, competent, with social responsibility.**

**Don Bosco, Pune is primarily committed to integral education, towards which it directs all talents, activities, and energy.**

The affiliating university has rolled out the NEP-based curriculum in the academic year 2022-23 in which provisions such as a greater number of electives, a course on Indian Knowledge System (IKS) and Indian Knowledge Tradition (IKT) have been introduced in the curriculum. Additionally, Ability Enhancement Courses (AEC), and Skills Enhancement Courses (SEC) have been introduced.

The IQAC is the supreme planning, executing, monitoring, and policy-making body of the college. It prepares plans and policies in line with the college vision and mission and addresses the demands of initiatives such as NEP, NAAC, etc.

As a part of its structured response to the NEP, the college has developed an institutional perspective plan that has identified short-term (1 year), medium-term (3 years), and long-term (5 years) thrust areas.

Academic Year 2022-23	
SR.NO	Name of the Events
1	Pre Placement Talk and short Program
2	Orientation Day
3	Garba Night
4	Business Writing Workshop
5	Graduation Day
6	Johnsons Control Laptop Donation and Short Program
7	John Bosco and Management Day
8	National Interagtion
9	Sports Day(Activities)
10	Cultural Day(Ativities)



11	Johnsons Control Workshop on Order to Cash
12	Nirbhay Kanya Abhiyan(Self defence Workshop)
13	International Womens Day
14	Campus Placement and Interview for Internship
15	Johnsons Control Resume Writing Workshop
16	Johnsons Control Vice President Visitation & Short Program
17	Participation in Kaveri Skill Festival
18	Participation in Debate Competition in St. Vincent College of Arts & Commerce

The governance structure follows a participatory mode, with authorities delegated by the Society to the Director. Top management responsibilities are further delegated to the Principal who provides administrative and academic leadership.

Transparency and commitment to state and national policy priorities are emphasized. Decentralization and participative management are ingrained in the day-to-day functioning, with teaching and non-teaching staff involved in academic and administrative decisions. Faculty members and non-teaching staff actively participate in decision-making bodies through various committees.

The institute adopts a decentralized approach to academic planning, time-table creation, implementation, and monitoring feedback. The class teachers are responsible for planning, budgeting, and executing academics and other initiatives.

The culture of participative management is evident in various activities, such as sports, cultural and extension events, where students actively participate in planning, budgeting, and execution, supported by faculty members.

Institutional committees ensure representation from various stakeholders, fostering a culture of participative management.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The college is a self-financed, Christian minority college affiliated with Savitribai Phule Pune University and is managed by The Bombay Salesian Society based at Matunga, Mumbai. On behalf of Society, the Directors oversee the functioning of the college and lead the policy formulation and budgeting for long-term as well as short-term plans.

The Principal is the chief administrative and academic head of the college. He leads policy implementation and execution. He is ably supported by academic and administrative heads such as Class Teachers, IQAC coordinators, College Examination Officers, Physical Directors, Office Superintendent, Librarian, etc.

Various statutory committees and non-statutory committees are in place for the effective functioning of the college. The committees facilitate participative decision-making and decentralization of activities.

The review of the progress of the various initiatives is carried out on a bi-annual basis by the IQAC. To ensure seamless execution an ongoing review is carried out by the respective in charge along with the Principal who then consults the Director and executes accordingly. Budgetary support is provided by the management.

All appointments, procedures, and service rules of the Government of Maharashtra and Savitribai Phule Pune University (SPPU) are applicable. For the appointments made by the management, the service rules of the Society are applicable.

The following statutory committees are functional in the college –

1. ICC / CWDC
2. SC ST
3. Grievance Redressal
4. Anti-ragging
5. Student Council
6. IQAC

The following non-statutory committees are functional in the college –

1. AMC
2. Admission
3. Examination
4. Examination Grievance
5. Library (involves students)
6. Cultural (involves students)

- 7.Sports (involves students)
- 8.Alumni (involves students)
- 9.IT & social media (involves students)
- 10.Discipline
- 11.Career counselling, guidance & Placements

The college has developed a comprehensive perspective plan spanning five years, for the Academic Years 2019 to 2024. This plan is aligned with its Vision and Mission. This forward-looking strategy considers changes in higher education policy, the local environment, socio-economic factors, and available resources.

The perspective plan integrates stakeholder feedback, higher education regulators' policies, local considerations, available resources, and socio-economic trends.

The organizational structure includes the Managing Body (MB), College Development Committee (CDC), IQAC, academic and administrative wings, and various statutory and functional committees. The Managing Body formulates policies, approves budget estimates, and oversees faculty and staff recruitment.

The Principal is empowered and holds overall authority for academic and administrative affairs.

Appointments adhere to the norms of regulatory bodies such as SPPU. The UGC

appointment and service rules guide the institute in qualification, pay fixation, experience, and workload.

Digitalization initiatives, including ERP for admissions and overall academics, examinations, and digital payments have created a digitally oriented environment. The institute has implemented ERP, which has digitized aspects such as teaching-learning processes, formative assessments, project guidance, student notice boards etc.

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

## 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Since the college is a self-financed, Christian minority college, all recruitment rules, service rules, and allied aspects are governed by the Savitribai Phule Pune University (SPPU) and the State Government of Maharashtra.

Recruitments are carried out as per Savitribai Phule Pune University (SPPU) guidelines and process.

**A) Performance appraisal:** A well-defined performance appraisal system is in place for teaching and non-teaching staff. The system ensures transparency and inclusivity.

**Teaching Staff Appraisal:** Activities considered include courses taught, teaching methods,

research output, programmes and activities conducted for students, participation in co-curricular activities, FDPs attended and seminar and workshops attended. Student feedback about faculty engagement is integrated into the appraisal.

**Non-teaching staff appraisal:** Parameters considered are Punctuality and Regularity, English Language Proficiency, Knowledge of Job Roles, External Stakeholder Relations, Documentation, Student Relations, Service Culture, Team Orientation, General, Organizational Norms etc.

**Professional developments and rewards:** Performance appraisal outcomes are used to identify

professional development needs. Faculty development programmes are organized based on the performance improvement needs. Monetary and non-monetary incentives are provided to top performers.

**B) Welfare measures:** The college prioritizes the well-being and professional development of its teaching and non-teaching staff through a range of welfare measures and schemes. These facilities are regularly reviewed and approved in Management Body meetings, ensuring alignment with the institute's goals and objectives.

The following welfare measures are in place:

**EPF Account and Gratuity Scheme:** All eligible employees have an EPF account with contributions from both the employee and the employer. Gratuity scheme is applicable as per statutory provisions.

**Group insurance:** The institute provides group insurance to faculty members

**Leaves:** Casual leaves, medical leaves, and maternity leaves are provided as per government and university rules. Study leave is provided for pursuing higher studies on case by case basis.

**Career progression and education:** Employees are encouraged to pursue career progression by enrolling in part-time diploma programs.

Faculty is encouraged to take up various career development initiatives such as UGC refresher courses, University duties, Examination duty, attending workshops on NEP, RM, IKS, etc., presenting papers in state, national, and international conferences, contributing to extension activities.

On-duty leave and/or reimbursement of expenses are provided for these activities.

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

### 6.3.2

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

**Response:** 0

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

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

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

**6.3.3**

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

**Response:** 2.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

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

**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:**

**Internal Audit:**

The society conducts internal audits twice a year – interim and final. The Administrator appointed by the society coordinates the audit.

The internal audit follows a professional procedure, including verification of claims, supporting vouchers. This rigorous process discourages cash transactions in favour of cheque payments and online transactions

**External Audit:**

An external audit, performed by a certified chartered accountant annually by a registered audit firm from Mumbai, further ensures financial compliance. The external audit covers financial aspects, including student fees, income and expenditure, purchases, payment transactions, and maintenance payments verification against Purchase Orders. The audited statements, including the balance sheet and prepared notes, are certified by the chartered accountant. The audited statements are then submitted to various statutory and regulatory authorities.

**Financial planning and budgeting:**

The Administrator actively monitors the effective and efficient utilization of financial resources through mechanisms such as financial planning, budgeting, and regular audits. The fees are decided by the college development committee and are revised every year, Student fees and bank interest constitute the major source of revenue for the college.

**Submission to statutory and regulatory authorities:**

The consolidated audited statements of the entire society are submitted to various statutory and regulatory authorities, including the Charity Commissioner for Maharashtra State, Mumbai, the Income Tax Office in Mumbai.

Monthly returns to other government offices, such as Professional Tax Returns, Provident Fund Returns, and TDS returns, are diligently complied with.

The college has thus implemented robust mechanisms for internal and external audits, financial planning,

and budgeting to maintain financial compliance, transparency, and discipline. The institute's commitment to utilizing financial resources judiciously contributes to its overall effectiveness and sustainability.

Optimal utilization of resources and funds is ensured through the following prudent financial policies and practices

1. Student fees are credited to the college bank account. This account is primarily used for payment of all university fees, salaries and the operational expenses of the college.
2. Generally, the majority of the capital expenses are borne by the society.
3. Any financial aid received in the form of scholarship is credited to the society (local) account and is utilized strictly as per the guidelines of the financing agency.
4. Six monthly reviews (audit) of the income and expenditure is carried out
5. Bank reconciliation is generally carried out every monthly.
6. Cash expenses are limited to Rs. 5000 and all payments are primarily in the form of cheques or digital payment mode.
7. To ensure optimal utilization of resources three comparative quotations are sought from qualified vendors. The management committee evaluates the quotations and assesses the capacity of the vendor. Favorable payment terms are sought by the vendor and payments are released 7 days after the due date.
8. Inspection, and verification of all incoming material, stationary, books, IT hardware, etc. is a matter of regular practice before the payment is processed. All assets purchased are recorded in the asset register.
9. Fire safety equipment is installed.

All the bank accounts are operated jointly by the Director and the Administrator.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The Don Bosco College of Arts and Commerce (Evening), encourages critical thinking and active



engagement through case-based learning. This method of teaching encourages hands-on learning and the growth of problem-solving skills. Furthermore, the application of employment enhancement programs and business simulations aids in the development of practical skills. Student development: At Don Bosco College of Arts and Commerce (Evening), the primary goal is holistic development. The institute offers students a platform to explore a variety of interests by including them in organizations and forums outside of the typical classroom. In order to provide a well-rounded education, co-curricular and extracurricular activities are essential components of the curriculum.

The Internal Quality Assurance Cell was established on 6th December 2022. IQAC meets four times in an year.

In order to produce the best multidisciplinary citizens and to meet the needs of students and parents through ongoing improvements in the quality of education services, we are dedicated to providing Excellent Quality Education in the Arts and Commerce faculties in accordance with UGC, Savitribai Phule Pune University, and Government of Maharashtra norms.

The Cell has been actively participating in our administrative and academic endeavors. “Quality Policy” is the major objective of our IQAC through continuous monitoring and constant follow-up of undergoing activities.

**As per the guidelines from NAAC:**

“The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

IQAC is actively involved in creating a quality-conscious culture in the college. It leads to the development of various quality policies related to academics, discipline, conduct of students and staff and other committees. The cell also ensures their timely functioning and compliance.

The IQAC ensures periodic meetings of the Academic Monitoring Committee, where the execution of various plans, academic calendars, and time tables are discussed. The committee reviews and applies novel approaches while keeping an eye on a variety of teaching-learning pedagogies. Students are encouraged to take part in activities related to their continuous and comprehensive evaluation (CCE), and internal assessments are regularly watched. Personalized growth programs for pupils include evaluations of IT skills and personality attributes and proficiency examinations.

The IQAC oversees standardizing academic and administrative processes and works to evolve monitoring mechanisms. It also institutionalize all stakeholders feedback collection, its analysis as well as intergration mechanism in order to educate the stakeholders and create awareness.

The IQAC conducts and facilitates the various audits specified in different criteria of NAAC includig Academic and Administrative Audit, Green, Environment and Energy Audit and Gender Audit.

The Cell constantly works to prepare and store documentation that ar

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

**6.5.2**

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

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

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Gender equity is one of the core principles and cultural values of the college. The management and top leaders of the college are cognizant of their social responsibility in promoting gender equity and sensitizing the stakeholders through policy initiatives, well-thought gender interventions, progressive curricular and co-curricular activities that underline the need for inculcating respect for women, and by providing adequate facilities for women on the campus. The entire gamut of gender policy and initiative is spearheaded by ICC and Women's Development Committee.

The committees take up statutory as well as non-statutory initiatives. As part of statutory initiatives for awareness about sexual harassment, guidance and counseling on issues such as such as good touch, and bad touch, defined redressal mechanisms for the affected girls and female staff and provision for psycho-social support are ensured.

The college has a very healthy climate and open culture where the male and female employees function together in the spirit of a team and male and female students also are engaged in a healthy learning environment. Fortunately, no untoward incident has occurred to date on the campus.

The committee sensitizes stakeholders during the annual induction program. Various days such as International Women's Day etc. are celebrated to increase the spirit of gender equity and women empowerment.

Oath on gender equity is administered to all students during the induction program. Faculty members are part of key decision-making initiatives in the college.

The following facilities are available for women on the campus - Girl's common room, and sports facilities. break out space, well-ventilated female toilets. The institute has recently conducted a gender audit. The entire campus is subject to CCTV surveillance for female safety. Senior female faculty members act as constant sources of support, and motivation for girls.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

**7.1.3**

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

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

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

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

#### 7.1.4

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

**Response:**

**Institutional efforts at fostering an inclusive environment are paramount at Don Bosco College, reflected through various initiatives aimed at promoting tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. These efforts extend to sensitizing students and employees about constitutional obligations, values, rights, duties, and responsibilities as citizens of India.**

**Cultural Diversity and Sensitization:**

**Don Bosco College celebrates diversity through a multitude of events and activities. Events like Cultural Day, Garba Night, and International Women's Day showcase the rich cultural tapestry and traditions. These events not only celebrate diversity but also educate participants about different cultural practices, fostering mutual respect and understanding among students of various backgrounds.**

**Educational Seminars and Workshops:**

**The college organizes seminars and workshops addressing critical social issues. Initiatives such as "Addiction Free Youth," "Nirbhay Kanya Abhiyan (Self-defense Workshop)," and "Seminar on Benefits of Learning Foreign Languages" contribute to students' holistic development while promoting values of responsibility, health, and cultural sensitivity.**

**Educational and Skill Development Programs:**

**Don Bosco College places a strong emphasis on holistic education and skill development. Programs like "Career Counseling," "Skill Development Counseling," and workshops on "Business Writing" and "Resume Writing" prepare students for professional life while instilling ethical values and awareness of their rights and responsibilities.**

**Social Outreach and Community Engagement:**

**The institution actively participates in community service and outreach programs such as Mahiti Doot. These initiatives not only benefit the community but also provide students with practical experiences in social responsibility and empathy towards different societal groups.**

**Diversity in Sports and Extracurricular Activities:**

**Sports Day and Nature Trek activities encourage physical fitness and teamwork among students from diverse backgrounds. These events promote inclusivity and unity through shared interests**

and healthy competition.

**Leadership and Civic Responsibility:**

Events like "Convocation Day" and "Johnsons Control Vice President Visitation" expose students to leadership roles and corporate ethics, preparing them to be responsible citizens and future leaders who uphold constitutional values.

**Institutional Support and Guidance:**

Johnson's Control's initiatives such as "Laptop Donation" and "Pre-Placement Talk" demonstrate corporate partnership in enhancing educational opportunities and career prospects for students, regardless of their background.

**Educational Excellence and Ethical Values:**

Through events like "Focus on UPSC Examination" and "Debate Competitions," the college promotes academic excellence while nurturing a spirit of healthy debate and intellectual growth among students of diverse academic interests.

In conclusion, Don Bosco College's commitment to inclusivity is evident through its multifaceted approach to education, cultural celebration, community engagement, and ethical leadership development. By nurturing a respectful and harmonious environment, the college prepares students not only for academic and professional success but also for a life of civic responsibility and ethical leadership in a diverse society.

## 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:

**7.2.1 Best Practices successfully implemented by the Institution.**

**Title: Practice I - Service to Society: Embedding Human Values in Students.**

**Objectives:**

**The primary objective of the initiative "Service to Society: Embedding Human Values in**

**Students'' is to instill a sense of social responsibility and empathy among students through engagement with Ramabai Mukti Mission Orphanage in Kelgaon.**

**Specific objectives include:**

- 1. To provide students with practical exposure to social issues and challenges faced by orphaned children.**
- 2. To cultivate human values such as compassion, empathy, and respect for diversity among students.**
- 3. To encourage students to actively contribute to society and understand their role in community development.**

**Context**

**Ramabai Mukti Mission Orphanage in Kelgaon provides a nurturing environment for orphaned children, focusing on their education, healthcare, and overall well-being. By partnering with this institution, the college aims to bridge the gap between classroom learning and real-world application, preparing students to become socially responsible citizens.**

**The Practice:**

**The practice involves regular visits and interaction sessions organized by the college students with the children at Ramabai Mukti Mission Orphanage. Activities include:**

**Cultural and Recreational Activities-** Organizing cultural events, art workshops, and sports activities to foster creativity, teamwork, and holistic development.

**Health and Hygiene Awareness-** Conducting sessions on personal hygiene, nutrition, and healthcare practices. These activities not only benefit the children at the orphanage but also provide students with invaluable experiences that promote personal growth and a deeper understanding of societal issues.

**Evidence of Success:**

**Enhanced Social Skills-**Noting increased social skills and empathy among college students as they engage meaningfully with the orphanage residents.

**Positive Feedback-** Receiving positive feedback from both the orphanage staff and college participants, highlighting the mutual benefits and meaningful interactions experienced.

**Problems Encountered and Resources Required:**

**Challenges encountered include:**

1. **Logistical Challenges-**Managing transportation and scheduling visits in alignment with academic calendars.
2. **Resource Constraints-** Limited financial resources for organizing events and providing necessary materials for activities.

**Resources Required:** To address these challenges and sustain the initiative, the following resources are required:

**Volunteer Commitment-** Continued commitment from student volunteers and faculty members to ensure regular engagement and support.

**Collaborative Partnerships-**Strengthening partnerships with local businesses, NGOs, and alumni for additional support and resources.

"Service to Society: Embedding Human Values in Students" at Ramabai Mukti Mission Orphanage represents a commendable effort by our college to fulfill its social responsibilities and nurture well-rounded individuals capable of making meaningful contributions to society.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**



### Institutional Distinctiveness

Don Bosco Green Alliance is an international platform for the Green Salesian Movement of people from the Salesian Family institutions, who contribute to global environmental action, thought and policy. Launched in 2018, the alliance is today an active platform where Salesian Family institutions, organisations and individuals exchange ideas and work together on global environmental campaigns all for the ‘Love of Creation.’

No	Year	CO2 Emission on Account of Purchase of Electrical Energy, MT/year	CO2 Emission Reduction on Account of Solar Energy Generation, MT/year	Net Difference, MT/year
1	2018-19	9.35	0	-9.35
2	2019-20	13.26	34.6	21.34
3	2020-21	6.64	34.6	27.96
4	2021-22	5.84	34.6	28.76
5	2022-23	19.69	34.6	14.91
6	2023-24	31.49	34.6	3.11
	<b>TOTAL</b>	<b>86.27</b>	<b>173</b>	<b>86.73</b>

1. From the above Table, we conclude that the CO2 Emitted into atmosphere on account of Purchase of Electrical Energy for abovementioned 6 Years’ Span is **86.27 MT**
2. The Reduction in CO2 Emission on account of Solar Energy Generated for above 5 Years’ Span is **176MT**
3. Thus, the above mentioned 5 Years the College has achieved Net Reduction in CO2 Emission of **86.73 MT thus reducing the carbon footprint of electrical energy used.**

#### Distinction Factor:

This large-scale implementation of Renewable Energy is not observed in educational institutes. This institute is not only net-zero on carbon emissions for electrical energy, but in a net-positive surplus which helps offset other carbon footprints, leading towards net-zero carbon footprints for institute in coming years. This institute is leading by example in usage of renewable energy and spearheading efforts in GHG emissions reduction, helping reach our country’s goal of net-zero carbon emissions by 2070.

#### Service to the Local Community.

The Institution caters to the needs of those students who wish to work in the day time in order to support

their family. These students either drop out from education after 12th Std or get into some other unnecessary track of life. As the college is situated near a very big slum (Yerwada Locality) the youth falls into various tracks and fall astray. When they get this opportunity of studying in the Evening College. If they drop from education the standard of living of these families go down . So when they complete the graduation it gives them a boost in their career and also gives them an opportunity to improve their standard of living and also move out from the slums.

### **Scholarships / Concession to the Students/ Low Tuition Fee**

The above helps the students to take the education in this 21st century with a reasonable fee. We also provide scholarships to the students. No student is stopped from education on the basis of fee defaulting. The Tuition fee of the College is very low and we also provide many number of instalment facility for the students. Most of the Student come from a lower middle class family ( vegetable vendor, auto driver, mechanic, house maids, etc. )

### **Free Courses for Students**

Just graduating from BCOM or BA does not make them competitive in the todays job market. Educating and upskilling them with Skill Courses like Excel, Advanced Excel, Word, Power Point. The said Courses are conducted by the ISO Certified Institution. These courses cost a good amount outside the college. We have collaborated with Johnson Controls Corporate Finance Company who has guided us about the Importance of these courses in the Finance world. Therefore when the students graduate then don only get the degree but also hands on experience on these skills and certification in these modules which helps them to crack the interview in Finance Companies. This module helps the student to get from College to Corporate with ease and confidence.

### **Green Campus**

A Green Campus is an educative space that emphasizes the importance of environmental sustainability and highlights the interconnection between nature and humans. It promotes those very lifestyle changes needed to fight global climate change. It is also a place where environmentally responsible practices and education are in harmony, and where principles of sustainability are promoted through example. Becoming a Green Campus also means taking the lead in rethinking our environmental responsibilities while at the same time developing new ideas and solutions for problems that are local, national and global in nature.

We have 228 Big Trees in the Campus and the List of the same is provided both in English and vernacular.

### **Personality development classes-**

With education the most important thing that a student should learn is a strong personality. To understand one's personality and and make it into a better and influential and inspiring person is an inherent responsibility of Don Bosco Institute and Management. Games, activities , team building skills , interpersonal skills and confidence and public speaking skills were taught and exercised during this course. Students were given a platform also to speak and debate on various topics. Students were asked

to write down their qualities and negatives and compare it at the end of the course. They enjoyed the sessions and were given an opportunity to speak in their own language as some were not confident to speak in English language. Students came up with many questions about the culture and the professionalism doubts they had during the session. Students expressed that they should continue with the Personality development sessions through the college duration where they get an opportunity to learn things apart from Textbooks. They also learned various soft skill techniques which are required for the interview and also when they start working. The idea and motive behind this initiative was that students become confident and understanding their self and expressing themselves with confidence.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The College aims to be accredited and is striving forward to give education to the society. The slum in the area and the students benefit the education given by the campus. The Management has taken ample of efforts to achieve the goals for the students. Mentor mentee system has been introduced to help students by identifying slow learners as advanced learners by following NACC guidelines. The college also collects online feedback from students regarding teaching learning process and takes appropriate action based on it. The college faces difficulty so as to get the students to continue the education and drop out as they have the need to support their family for survival. Our main motto is to get the students from the slums to the skies and giving them a A class service and education and helping them building their lives and helping the society in future. Our Dream for the students is to fulfil thier dreams.

### **Concluding Remarks :**

The primary objective of the College Management and Staff is to ensure student progression through student-centered approaches and a well-implemented curriculum that incorporates various holistic learning experiences. Our aim is to nurture individuals who will become responsible and competent citizens of the country. Despite being a self-financing institution, we continuously strive to develop our students through consistent developmental programs, which ultimately benefit the society as a whole.

The NAAC self-study project has been instrumental in helping us evaluate and reflect upon every aspect of our higher education program. It has enabled us to chart a more systematic path for our future. This project has encouraged critical thinking and has further enhanced our documentation processes. However, we remain optimistic about our future and are committed to overcoming any shortcomings through collaborative efforts and participative management. We are dedicated to upholding the long-term vision of the college and eagerly await the suggestions and comments of the NAAC peer team.

Recognizing the significance of quality and the need for accreditation, we fully acknowledge the importance of meeting the policies set by NAAC. We are committed to maintaining and enhancing the quality of our institution to ensure the best possible educational experience for our students.