



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**SBES COLLEGE OF ARTS AND COMMERCE,  
AURANGABAD (M.S.)**

**SBES COLLEGE OF ARTS AND COMMERCE, SARASWATI NAGAR,  
AURANGPURA**

**431001**

**[www.sbacollege.in](http://www.sbacollege.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Saraswati Bhuvan Education Society, established in 1915, is one of the oldest and pioneering institutions in the region. It has always promoted, besides formal education, democratic and secular values. Society owes a profound sense of gratitude to its founding fathers under whose judicious leadership it has taken its present shape. From a modest beginning in the pre-independence times, it has flourished into a prestigious institution having 18 schools and 2 colleges educating more than 25,000 students, imparting education from the first standard to Ph.D. Degrees in most of the academic disciplines. The Government of Maharashtra bestowed "The Ideal Institute in the State Award" to the institution in the year 2000. The society is constantly engaged in bringing out the best in students and in making education relevant to the cotemporary demands.

Situated at the heart of the city, SBES College of Arts and Commerce relishes being at the centre of the social buzz whereby the institution can partake in the societal quid pro quo in an efficient manner. SBES is primarily an Arts and Commerce Institution that has been imparting education on various walks of life to all the factions of society since 1963. Spread over a vast expanse of 5.60 acres, the Institution is accoutred with a state-of-the-art infrastructure that can facilitate over 3000 students. The courses offered by the Institution are Bachelor of Arts, Bachelor of Commerce, Master of Commerce, Bachelor of Business Administration, and Bachelor of Computer Applications. The Institution is graced by a proactive governing council and an assemblage of employees that devote their heart and soul to the betterment of the institution and in turn, the society. SBES has been hailed as one of the most eminent Institutions in the region and is known for its calibre, prescience, and probity

### **Vision**

#### **The Vision of SBES:**

“To inculcate rational universal values in its pursuit to achieve excellence for a just society.”

#### **Illustration of the Vision:**

- To beget rational minds that are able to incorporate logic, reason, scientific inquiry, and coherence in their thinking.
- To instil the students with a universal attitude that takes pride in its traditional roots.
- To make the students own up to their sense of societal reciprocation.
- To make the students politically aware whereby the electoral process in India can be enriched with the quality as well as the quantity of the voters.
- To infuse the students with social awareness, sensitivities, and responsibility
- To educate the students on environment and sustainability.
- To assimilate all these aspects into a professional one and help the students become economically independent.
- To nurture multifaceted students in order to contribute to the progress of the nation.

## **Mission**

### **The Mission of SBES:**

“To provide quality education by promoting inquiry, research, scholarship, creativity, and social sensitivity for civil society.”

### **Illustration of the Mission:**

- To hone the inquisitiveness of students as per their domains of interest.
- To develop the research acumen of students by educating them on research methodology, explicit articulation, logical presentation, critical analysis, etc.
- To encourage and assist the students for obtaining government/non-government scholarships.
- To hone the creativity of the students to manifest their latent talents through various platforms.
- To imbibe the students with the qualities that contribute to the benefaction of a civil society.

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

### **Institutional Strength**

- Owing to its history, legacy, culture, and reputation, SBES College of Arts and Commerce is perceived by society in a positive light.
- The institution is renowned for maintaining a quality teaching and non-teaching staff.
- The range of programmes offered by the institution along with their affordability for the commoners.
- The pedagogy implemented by the faculty members is relevant to contemporary inclinations.
- Departmentalization ensures a democratic and decentered working culture in the institution.
- The internal communication system of the institution effectively incorporates all the directions of communication viz. upward, downward, diagonal, and lateral.
- The students and the staff have ease of access to transport, accommodation, and commodities as the institution is located at the centre of the city.
- Despite being located at the centre of the city, SBES is blessed with a gargantuan campus that is diligently being kempt.
- The Institution maintains a state-of-the-art digital infrastructure.
- With over ninety thousand books and e-resources, the Institution is laden with a plethora of teaching-learning resources that are rigorously maintained with the help of the latest software and kept in use.
- Management and the staff members are transparent, accountable, responsive and responsible.
- The Institution hones the research acumen of students and faculty members with the help of established Research Centers.
- The College has a registered and active Alumni Association that consists of stalwarts in their respective fields.
- The Institution conducts numerous co-curricular activities like guest lectures, seminars, conferences, camps, drives, initiatives, project works, and research and development.
- The Institution offers professional Add-on courses along with certifications.

- An effective internal and external evaluation system has been maintained by the institution in tandem with the parent university.
- The Institution has an effective feedback system and the incorporation of feedback is prompt.
- The Institution has an efficient set-up to facilitate the online teaching-learning process.
- The institution's ISO certifications and accreditations are duly undertaken.

### **Institutional Weakness**

- The institution is afflicted with a dearth of permanent staff due to government policies.
- MoUs with other institutions, universities, private companies, and professional individuals need to be increased.
- The Institution falls short of revenue generation apart from the grants it receives.
- The institution needs to cope with the setback due to Covid-19.
- The institution needs to work on its marketing strategies and public relations to increase the influx of students and collaborations with companies/institutions/universities.
- The research and publications need to be improved.

### **Institutional Opportunity**

- The dawn of the National Education Policy 2020 harbingers the opening of multitudes of avenues that can be encashed by the Institution.
- The institution can regain the vigour of the work force at its maximum capacity with the recruitment of permanent staff.
- The multiple entry-exit systems offered by NEP 2020 can slingshot and complement the student's interest in degree education.
- The influx of companies and industries in the Marathwada region can be hatched by the institution in order to avail job opportunities to students.
- Prepping the students for exams like banking, SSC/CGL, civil services, IELST/TOEFL, CAT, and MH-CET along with soft skill training can be looked at in a positive light thereby increasing the quality and quantity of students.
- The infrastructure of the institution can be utilized for generating surplus revenue which can be incorporated for the benefit of students.
- Partnerships and MoUs with other national and international institutions can be seminal in establishing the stature of the institution in the region.
- The potentials of the management with illustrious background and well placed alumni needs to be tapped.

### **Institutional Challenge**

- Vying with the competing institutions in the region that are benefitted from a commercial stance.
- The institution needs to curb the students' inclination towards other branches of study and direct them towards the studies of Commerce and Arts.
- The Institution needs to address the issue of lack of job opportunities for Arts students.
- It is imperative for the Institution to acknowledge the advent of AI and educate the students on the technological front to achieve a symbiotic work culture.

- The impact of Covid-19 has forced the education sector to adopt a Hybrid model of teaching and learning. The institution needs to permute this inevitability into an opportunity.
- The Institution needs to identify and eradicate the organizational silos under the university to smoothen the transaction between the Institution and the University.
- SBES must work on the overall working process of the institution and translate it into documentary backing as per the rubrics of NAAC Accreditation.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

SBES College of Arts and Commerce abides by the Curriculum Design and the Academic Calendar stipulated by the University which in turn, follows the norms of the Government and the UGC. The teachers are required to chalk out a semester-wise and unit-wise annual plan along with the teaching methodology considering various facets of each paper. Teachers observe timely maintenance and submission of the Activity Reports, Teaching Diaries, Student Attendance Registers, Records for Validation, and Syllabus Completion Reports which are monitored by the respective Heads of the Departments. A Quality Management System has been adopted by the Institution to ensure the consistency and effectiveness of the whole process. Apart from the annual visits of an external ISO auditor, the Institution has undergone timely ISO 9001 audits since 2015.

The purview of the Institution's Vision and Mission has encompassed the inculcation of value education since its very advent. With over fifty years of proud history to look back at, the Institution perceives 'Value' over the peripherals of the teaching-learning process. To further this psyche, the Institution has always been trying to synthesize the University's stipulated curriculum with the Institution's vision. Apart from the aspects of the curriculum that connote Professional Ethics, Gender, Human Values, and Environment and Sustainability, College goes the extra mile by conducting various activities to instill the staff and students with a value system peculiar to the Institution.

The Institution has offered 32 Add on /Certificate/Value added programs during the last five years where 65% of the students enrolled in the programs. Nearly 1838 students undertook project works/field works/internships.

The institution has an active Feedback Mechanism wherein feedback on Curriculum, Teachers, Activity/Programme/Project, Institution Performance is collected from Students, Parents, Teachers, and Alumni. The Action Taken Report based on the feedback is prepared and communicated to the university for further course of action.

### Teaching-learning and Evaluation

The Institution offers one postgraduate and four undergraduate programs, namely BA, BCOM, BBA, BCA, and MCOM. The Program Outcomes (POs), Course Outcomes (CO), and Course Specific Outcomes (CSOs) of these courses are explicitly stated and posted on the College website. With over 5918 admissions during the last 5 years, the Institution has maintained a 96% enrollment ratio, of which 93% is that of the earmarked reserved category. The passing percentage of the students is 72%. The student-teacher ratio of the institution is 80:1 whereas the full-time teacher ratio against the sanctioned posts is 76% of which, 80% teachers are qualified with NET/SET/SLET/ Ph. D. The institution tries to wed theory to first-hand experience whereby students are encouraged to partake in various outreach programmes to ingrain self-confidence, value education, and

presentation skills among them. Faculties design activities that pique students' interest and cater to Elocution Skills, Management Skills, Creative Acumen, and Performance Skills. The Institution has always been trying to synthesize the University's stipulated curriculum with the Institution's vision. Apart from the aspects of the curriculum that connote Professional Ethics, Gender, Human Values, and Environment and Sustainability, the college goes the extra mile by conducting various activities to instill the staff and students with a value system peculiar to the Institution. The Institution houses a state-of-the-art IT infrastructure to enable a smart pedagogical process.

The marking scheme of Internal Assessment is determined by the university which follows an 80 Marks (External Evaluation) + 20 Marks (Internal Evaluation) pattern for each paper in the University Examinations. Internal Examiners are appointed by the university for the evaluation of the Internal Tests, Tutorials, Viva-Voces, and Projects. Students are intimated about the Internal Assessment well in advance. Considering the magnitude of the examination, any marginal cases of student grievances that arise are promptly dealt with by the Institution.

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

To percolate an empirical mindset to students, the Institution organizes workshops on Research Methodology, Research Paper Writing, and Project Writing where the students are introduced to various facets and steps involved in research. The curriculum prescribed by the university consists of several elements that pertain to the fundamentals of the Indian Knowledge System (IKS) in most of the courses. Nonetheless, the Institution tries to assimilate the curriculum with activities that reflect Indian values and wisdom. Students are also walked through the basics and nuances of Entrepreneurship with the help of an Entrepreneurship Development Cell, and a Knowledge Resource Centre.

The Institution partakes in the social, political, cultural, and environmental quid pro quo in the vicinity and beyond. The staff members, along with the students, volunteer in activities and programmes conducted by the Institution independently or in collaboration with Government or Non-Government organizations. The Institution is keen on begetting rational minds that have political awareness and a sense of social responsibility. The Institution oversees the inclusive celebration of various cultural, national, and historical days. It was during the COVID-19 Pandemic that the Institution manifested its character as the employees dutifully extended a helping hand towards society.

In the last five years, the Institution's faculty members have received 33 awards and recognitions from various Government and Non-Government bodies for their contribution to academic, co-curricular, and extracurricular fields. The Institution has received over 27.50 lakh rupees in grants during the last 5 years. The Institution has conducted over 66 workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years. The faculty members have published 329 research papers in the UGC recognised Journals or on UGC care list and 78 books and chapters in edited volumes/books published and papers published in national/ international conference proceedings during the last five years. The Institution has conducted over 59 extension and outreach programs through NSS/NCC etc. The institution has 113 MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities.

### **Infrastructure and Learning Resources**

The Institution is spread over 5.60 acres (22662.4 Sq. meters) of land in downtown Aurangabad. The pedagogical buzz happens in a five-storey main building that consists of 46 Classrooms, Departments, a 960 Sq. Ft. Conference Hall with a seating capacity of 100 people, one meeting hall, one Ladies' Room, the Principal's and Vice-Principal's cabins, two Office spaces, One Computer Laboratory, One Language laboratory. All the 46 classrooms are well-ventilated and equipped with White/Green boards, comfortable seating desks, ceiling fans, and tube lights. 36 of the 46 classrooms are ICT enabled with roof-mounted digital laser projectors.

The Dramatics and Music department is housed in a separate building of 8880 Sq. Ft. with an auditorium of 200 seating capacity. The auditorium also serves as a mini theatre and drama laboratory. The classrooms of the music department are arranged in a 'Bhartiya Baithak Style' for Riyaz.

The college has a multifarious library with over 97650 books. An Integrated Library Management System named SOUL keeps tabs on all the biblical transactions. The library also has an online repository with an e-ShodhGanga membership and remote access to all the databases.

The Institution has a 74594 Sq. Ft. playground and a separate gymnasium of 12916 Sq. Ft. with four wooden badminton courts, table tennis facility, and multi-gym.

The Institution has 310 computers, of which 80 computers are in the e-library along with 26 laptops equipped with 10 MBPS OFC Broadband Internet facility. We have a Sophos firewall for Wi-Fi made available for students and staff. A power generator facility is available for an uninterrupted electricity supply. During the pandemic year, the College has availed 31 licenses of CISCO Webex for the online teaching-learning process.

The Institution's expenditure for infrastructure augmentation like Website development, Internet renewal, Repairs and maintenance of Computer lab, BSNL lease license, Tally Subscription gold license, Quick Heal antivirus, IPES Software for the library, and Furniture and Equipment for computer lab is 34.44% excluding salary and the expenditure on the maintenance of infrastructure such as physical and academic support facilities is 52.44%.

### **Student Support and Progression**

The Institution has a registered Alumni Association formed u/s 8 of the Companies Act 2013 as a nonprofit Company on 7th January 2016 (Pursuant to sub-section (2) of section 7 of the Companies Act, 2013 and Rule 8 of the Companies (Incorporation) Rule, 2014) with Reg. No. U74120MH2016NPL 271830. Its registered office is located at SBES College of Arts and Commerce, Aurangabad. The share capital of the foundation is Rs.5,00,000/-.

The alumni association is an ensemble of people with national/international ascendancy such as Industrialists, Lawyers, Professors, Teachers, CAs, CSs, Members of the Board of Studies, Members of the Senate, Sportspeople, Actors, Directors, Musicians, Writers, Journalists, Activists, Reformers, etc.

Over 43% of students have benefited from scholarships and freeships provided by the Government and Non-Government agencies.

Capacity building and skills enhancement initiatives taken by the institution include soft skills, Language and communication skills, Life skills, (Yoga, physical fitness, health and hygiene), and ICT/computing skills. Over

57% of students benefitted from guidance for competitive examinations and career counseling offered by SBES. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. 65% of students of the institution have had placements or progressed to higher education. Over 1127 students have qualified for government and professional examinations at state/national/international levels. The Institution has received 108 awards/medals for outstanding performance in sports as well as cultural activities at university/state/national/international level. The average number of sports and cultural programs in which students of the Institution participated is 79.

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

To oversee the Vision, Mission, and Objectives of the Institution, the college has a proactive Governing Council and a CDC that monitors the routine spadework. The Institution's vision and mission largely coincide with the National Education Policy 2020.

The de jure working of our institution in letter and spirit is reflected in all our educational transactions. Decentralization and participative management are practised in the College in almost every domain of educational transaction. The appointment of the teaching and non-teaching staff, be it permanent or temporary, is made on the basis of a transparent chain of evaluation and scrutinizing of the candidates. The Institution incorporates e-governance in its Administration, Finance and Accounts, Student Admission and Support, and Examination. Numerous welfare measures have been undertaken by the Institution to empower its employees on financial, medical, academic, and professional fronts. The employees are subject to the annual self-assessment for the Performance Based Appraisal System (PBAS) and CR which helps them stay motivated and contribute to the best of their abilities. 23% of teachers are provided with financial support to attend conferences/workshops and towards membership fee of professional bodies. Over 60.06% of teaching and non-teaching staff have participated in Faculty Development Programmes (FDP), professional development/administrative training programs. The main source of funds of the institution is students' fees and grants in aid from the state government. To meet the growing expenses, self-financing non-grant programs have been started. To meet the research requirements, faculty members are promoted to take up research projects from the UGC, the ICSSR, and the University. Specific fees are levied to meet the value addition like SB Sports festival, SB Music Festival, SB Debate Competition, IT Certification fees, etc. The Institution receives donations from alumni and philanthropists. The Institution leases out the infrastructure facilities for fundraising. IQAC oversees the ISO Certifications, data management of academic work, teachers' output, and centre/cells activities. IQAC has devised the quality manual and procedures as per ISO that suit the educational transactions that happen in the College. The Institution abides by all the Quality assurance initiatives.

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

The Institution makes sure that the representation of women in the organization as well as participation in the activities is at par with that of their male counterparts. To Institution subjects itself to regular Gender Audits to ensure and attest to a system that abides by the maxims of Gender Equity. Gender issues and areas are very much there in the curriculum of almost all the programs. Apart from this, a special committee undertakes various programs on gender issues that sensitize the students and staff. Counselling by the women's cell of the Police is undertaken.

The facilities that are available include a hostel facility, ladies' room, washrooms, along with a Grievances Harassment Complaint Redressal Committee. The girl students also receive scholarships/freeships offered by



the government and philanthropists.

The Institution is Conscious about Environment and Sustainability and observes Sustainability and undertakes Divyangjan friendly initiatives and maintains the campus accordingly. The Institution undertakes regular Quality audits on environment and energy.

The inclusive environment of the institution is reflected in various activities and programs undertaken in the year. The syllabus of humanities depicts constitutional, universal, and rational values. Basic concepts like tolerance, harmony, multiculturalism, regionalism, regional balanced development, secularism, equality, fraternity, rights, obligations, social problems, features of the Indian Economy, Indian culture and heritage, the importance of the national language, and significance of the mother tongue are taught to students. During the last 5 academic years, over 5642 students benefited from the certificate course in Computers for the BCom Programme. Students were also highly inspired by the Meet the Entrepreneur programmes that were organized throughout the academic years. The institution was insistent on not compromising the quality of education during the COVID-19 pandemic. In order to systematize the pedagogical process, the Institution decided to opt for paid licensed versions of CISCO Webex, which was a rarity amongst higher education Institutions.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SBES COLLEGE OF ARTS AND COMMERCE, AURANGABAD (M.S.)
Address	SBES College of Arts and Commerce, Saraswati Nagar, Aurangpura
City	Aurangabad
State	Maharashtra
Pin	431001
Website	<a href="http://www.sbacollege.in">www.sbacollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Makarand Arvind Paithankar	0240-2332040	9422201233	-	sbescollegeac@yahoo.com
IQAC / CIQA coordinator	Pramod Prabhakar Deo	0240-2344835	9881296986	-	dpramod5464@yahoo.co.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-11-1964	<a href="#">View Document</a>
12B of UGC	01-11-1964	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SBES College of Arts and Commerce, Saraswati Nagar, Aurangpura	Urban	4.47	11178

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce	36	HSC or Equivalent	English,Marathi	600	422
UG	BBA,Management Science	36	HSC or Equivalent	English	60	60
UG	BCA,Management Science	36	HSC or Equivalent	English	60	60
UG	BA,B A	36	HSC or Equivalent	Marathi	240	171
PG	MCom,Commerce	24	BCom	English	240	179
Doctoral (Ph.D)	PhD or DPhil ,Commerce	36	PG	English,Marathi	44	24

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				32			
Recruited	0	0	0	0	0	0	0	0	14	3	0	17
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	7	12	0	19
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				33
Recruited	22	3	0	25
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	2	5	0	7
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	10	2	0	4	1	0	0	0	0	17
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>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	3	5	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	7	0	11
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>	
	0	0	0	0	0

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

Self Study Report of SBES COLLEGE OF ARTS AND COMMERCE, AURANGABAD (M.S.)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1067	0	0	0	1067
	Female	1046	1	0	0	1047
	Others	0	0	0	0	0
PG	Male	145	0	0	0	145
	Female	258	0	0	0	258
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	0	0	0	19
	Female	11	0	0	0	11
	Others	0	0	0	0	0
Certificate / Awareness	Male	727	0	0	0	727
	Female	815	1	0	0	816
	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	217	227	213	205
	Female	203	183	200	174
	Others	0	0	0	0
ST	Male	49	39	41	32
	Female	36	36	49	44
	Others	0	0	0	0
OBC	Male	470	466	487	471
	Female	496	468	470	446
	Others	0	0	0	0
General	Male	604	682	718	715
	Female	731	785	857	856
	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>2806</b>	<b>2886</b>	<b>3035</b>	<b>2943</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Predominantly a commerce college, the Institution's present task at hand is to inculcate the acumen of science streams by aligning to that of STEM as envisaged in the NEP. The structural integration is where the institution is looking forward to consolidating into a multidisciplinary entity. The institution with its thrust on broad fundamental knowledge is catering to applied, add-on, skill oriented, and capacity enhancing courses that provide academic flexibility. The poly-paradigmatic and multidisciplinary nature of disciplines that we offer in programmes needs to be complemented by professional and technological studies.
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<p>2. Academic bank of credits (ABC):</p>	<p>The present grading system implemented in the Institution pertains to the Choice Based Credit System stipulated by Dr. BAMU, Aurangabad. However, aligning the Institution's vision with the foresight of the National Education Policy 2020, SBES is educating its students and teachers about the Academic Bank of Credits and encouraging them to create their ABC IDs. Almost 2000 students have registered with the Academic Bank of Credits. Registration on Digilocker for ABC IDs was a compulsory component for IT practical by the institution.</p>
<p>3. Skill development:</p>	<p>SBES tries to introduce different fields of knowledge to the students to prepare them for the due changes in posterity. The institution strives to guide the students in acquiring skills other than their purview of expertise. Along with the vocational courses, various add-on courses/guest lectures/seminars/workshops, entrepreneurship development programmes, research methodology workshops, English language training courses, foreign language training courses, interview skills, group discussions, committee exercises, debates, case studies, Competitive examinations, etc. are organized by the Institution for the development of life skills, soft skills, language and communication skills, and ICT Computing skills of the students. Values like righteous conduct, truth, nonviolence, scientific temper, citizenship values, and life skills are taught to the students of the institution through various add-on/vocational courses that are conducted by seasoned professionals.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curriculum offered is embedded with the elements that highlight the significance of the Indian Knowledge System. Moreover, the centennial legacy of SBES has inducted the Indian Knowledge System from the very inception of the Institution. The courses offered by the Institution like Dramatics, Music, Languages, History, Sociology, Commerce, etc. have always hailed the IKS at the helm. The Institution tries to lessen the gulf between modern knowledge streams and ancient Indian wisdom by drawing plausible parallels between the two. The faculty ensures that the students are walked through the concepts using a bilingual mode of teaching to help them understand the concepts better. Concerts on Hindustani Classical Music and Staging of Sanskrit Drama Festivals is the hallmark of our</p>

	<p>institution in this region. Students are also made aware of the importance of ancient Indian culture and traditions; Indian Arts; Ancient Indian knowledge system; and ancient Indian languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>SBES plans the teaching-learning of the courses as per the results that have been preempted by the faculty members. There is a committee that assimilates the Course Outcomes formulated by the subject teachers taking into consideration the course objectives stated in the curriculum by the board of studies for preparing Programme Outcomes and Programme Specific Outcomes. Students are given a detailed orientation regarding the tentative outcome at the very beginning of the course. The teaching methodology employed by the faculty eyes the end result. Evaluation of Outcome attainment is undertaken followed by corrective measures wherever required.</p>
<p>6. Distance education/online education:</p>	<p>The online teaching-learning which was necessitated by the COVID pandemic and persisted by the general inclination has been positively welcomed by the institution. Along with an ICT-enabled campus, SBES has effectuated online/hybrid education. Numerous productive activities like online guest lectures, workshops, seminars, etc. have been conducted by the institute whereby distance learning and online education have been successfully implemented.</p>

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

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The institution has recently established an electoral literacy club whose onus was earlier shouldered by the department of Political Science and Public Administration. The idea of creating a club subsumes students' participation in formulating, implementing, and evaluating the programmes and activities that address electoral literacy. The club format also imbibes a sense of belonging and provides students with opportunities to manifest latent talents in creative and innovative manner.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and</p>	<p>Student coordinator and members runs the club. To aid and guide them they have a mentor faculty</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>member. Atmost care is taken to entrust this responsibility to the faculty member belonging to Political Science and Public Administration Department. Members of this club are drawn from students pursuing various programmes in the college. Notice for club membership is widely circulated amongst students. Interested Girls and boys, seniors and juniors are represented in this club.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>SBES is keen on advancing and inculcating democratic values in the students. Faculty members and non-teaching staff work as booth level officers in the electoral process. The department of Political Science works to propagate electoral literacy. The Institute by engaging the youth in this sacred National exercise conducts electoral surveys and voter awareness programmes. The institute's students organize dramas that educate on voting rights, ethical voting, political awareness, social circumstances, etc. Street Plays and oath taking ceremony are also performed to increase the outreach. Voter ID is a field mentioned in the admission form of the institution. The institution conducts new voter registration programmes to encourage the enrollment of students over 18 years of age into the electoral process. The budding voters are guided by their faculty members regarding the prerequisites of an educated voter such as thought process, societal onus, and objective mindset.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Students also try to attain enlightenment by participating in various Elocution Competitions, Essay Writing competitions, Poster/Wallpaper making Competitions, etc. The students while studying Indian constitution as a compulsory course for almost all the programmes also dwells in the issues and areas of Indian Polity like party system, role of political parties, executive and legislature, working of election commission and for the students exhibiting keen interest, political science and public administration provides learning opportunities in the realm of political philosophy, advanced political theories, governance, political systems, electoral reforms, voting behaviour, psephology, etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>Institution undertakes electoral registration programme to enroll the students above 18 years who have not registered. Normally freshers taking admission to UG are the target group as they are</p>

students as voters.

those who just completed 18 years of age. This activity was undertaken in tandem with NCC, NSS, Department of Political Science and Public Administration

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2782	2886	3035	2943	2805
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: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	28	42	42	40

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
52.60	30.12	63.50	93.88	99.59

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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

An affiliated Institution to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, the SBES College of Arts and Commerce abides by the Curriculum Design and the Academic Calendar stipulated by the University which in turn, follows the norms of the Government and the UGC.

The teachers who are appointed as the Board of Studies members along with all the Heads of the Departments analyze the stipulated curriculum and contemplate the plausible execution as per contemporary inclinations after an annual orientation meeting.

After the feasible distribution of the papers, every subject teacher designs a lesson plan pertaining to the Academic Calendar. The teachers are required to chalk out a semester-wise and unit-wise annual plan along with the teaching methodology considering various facets of each paper. The newly admitted students are briefed about the proceedings of the Academic Year, their Curriculum and Examination Schedule, the Premises and facilities, and Rules and Regulations through an induction meeting by the Principal himself.

To ensure the execution of the same, teachers observe timely maintenance and submission of the Activity Reports, Teaching Diaries, Student Attendance Registers, Records for Validation, and Syllabus Completion Reports which are monitored by the respective Heads of the Departments.

To complement the conventional Lecture-Discussion Methods, the teachers incorporate relevant teaching aids like White-Board, ppts, Audiovisual Inputs, PDFs Handouts/Notes, and other ICT tools to cater to an effective and efficient teaching-learning process.

To fill the void between the syllabi and the pragmatics of the students' ensuing vocations, the College lays due emphasis on co-curricular factors like Entrepreneurship Development, Value Added Courses, Soft Skills Development, Professional Ethics, Gender Equity, Human Values, Emotional Intelligence, Physical Fitness, Computer Literacy, etc.

As per the norms of the University, the institution is tasked with the unit-wise and semester-wise Internal Assessments of the students, which are designed and evaluated by the concerned subject teachers.

Evaluation of the Curriculum along with any prospective amendments to the Curriculum Design is conveyed to the University after the IQAC's feedback that includes inputs from all the stakeholders i.e., students, teachers, parents, alumni, and employers.



Contemporary changes in the Curriculum Design are adapted and assimilated by the teachers through workshops, seminars, conferences, and peer discussions.

A Quality Management System customised to suit the educational transactions of our institution has been conceived, evolved and strengthened to ensure the consistency and effectiveness of the whole process. Apart from the annual visits of an external ISO auditor, the institute has undergone timely ISO 9001 audits since 2015 thereby successfully implementing the transition from ISO 9001:2008 to ISO 9001:2015.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 26

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<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:** 65.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
679	0	3035	2911	2805

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:**

In its pursuit to realize the Vision and Mission, the Institution has given a strong impetus to value education. The College imbibes values in all the domains of educational activities. The curriculum reflects the values in almost all the courses that are taught under various programmes. The values of Professional Ethics, Gender, Human Values, Environment and Sustainability are manifested in the teaching-learning process. The Institution strives to complement the curriculum offered by the affiliating university by supplementing it with various courses making it relevant to the contemporary times. In addition to the classroom teaching-learning process, the Institution strives to provide off-campus experience and also an orientation that offers industry and professional inputs thereby making education interesting.

The Institution offers programmes categorized under humanities, social sciences, management studies, and commerce. The very nature of these programmes are anthropocentric and value laden, which are reflected in the titles and the contents of the courses.

Issues and areas in Professional Ethics, Gender, Human Values, Environment and Sustainability are integrated in the courses like Business Communication and Ethics; Business Environment; Organizational Behavior and Work Culture; Tax Planning; GST; Business Legislation; Entrepreneurship; Human Communication in Business; Environmental Awareness; Administrative Practices; Human Factor in Business; Business Laws; Taxation Laws; Auditing; Introduction to Sociology; Individual and Society; Indian Social Composition; Population in India; Sociology of Development; Sociological Tradition; Social Problems in Contemporary India; Sociological Theories; Basic concept of Political Science; Government and Politics; International Relations; Political Thinkers; Political Ideologies; Ancient, Medieval and Modern History; Women's Struggle in Modern India; Fields of History (Archaeology, Musicology, and Tourism); Glimpses of the History of Marathwada; Written and Spoken Communication in English; English for Entrepreneurs; Language through Context; Language through Skills; Literature in English; Indian Writing in English; *Upanyas, Natak; Gaddya Sahitya; Hindi Kavita; Sampreshanmulak Vyavsaik Hindi; Prayojanmulak Hindi; Pradeshik Bhasha Sahitya; Hindi Sahitya Ka*

*Itihas*; Indian Economy; Development and Planning; Public Finance; International Economics; Agricultural Economics; History of Economic Thoughts; Industrial Economics; Economic Thinkers; etc.

It should also be noted that the University mandates all the students of Humanities, Commerce, Management Science, Business Administration, and Computer Application programs to take a compulsory course in Environmental Studies and a course in Constitution of India in order to sensitize them about environmental issues and constitutional values and obligations thereby building youths into responsible and responsive citizenry.

File Description	Document
Upload 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:** 66.07

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

Response: 1838

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

<b>File Description</b>	<b>Document</b>
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:** 95.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1129	1098	1218	1245	1204

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

2021-22	2020-21	2019-20	2018-19	2017-18
1200	1206	1278	1260	1248

#### 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:** 84.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
545	527	577	572	515

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

2021-22	2020-21	2019-20	2018-19	2017-18
624	638	663	655	648

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 81.82

## 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:**

Pedagogical interventions in the teaching-learning process is crucial to make learning fruitful. The epistemological construction of knowledge based on the nature of disciplines requires the use of various teaching methods and aids. The modern world has brought in the exigency to introduce the ICT enabled tools in the teaching-learning process. The Institution is striving to bring about the transition of a 'teacher' to 'facilitator' and of 'teaching' to 'learning' for making the teaching-learning process effective.

### **Experiential Learning:**

The Institution believes that a lasting cognizance can be attained when theory is wed to first-hand experience. Students are encouraged to partake in Educational Trips, Industry Visits, camps/programmes, Surveys, etc. Students are also provided with exposure to stage performances and music concerts.

### **Participative Learning:**

Faculties design activities that pique students' interest and cater to the following skills:

1. **Elocution Skills:** Apart from the linguistic factors that encompass syntactic accuracy, lexical wit, and phonetic finesse, the teachers focus on conducting activities that demand the employment of paralinguistic aspects of communication through activities like Elocution Competitions, Group Discussions, Debates, Interview Skills Courses, and Committee Exercises.
2. **Management Skills:** The programmes are executed with the involvement of the students that voluntarily see the programmes through. Consequently, they acquire People Skills, Administrative Qualities, Leadership Skills, Teamwork, Delegation Knacks, Credit Sharing, etc.
3. **Creative Acumen:** To provide the students with a gregarious creative environment, the Institute organizes activities that are competitive and collaborative. Essay Writing, Poster/Wallpaper Competitions, PPT Competitions, Seminars, Workshops, Surveys, and the Annual Magazine Publication are the activities that resound the institute's notion of creativity.
4. **Performance Skills:** The participation of the students in various intramural and intercollegiate music, drama, and sports competitions are some examples when the students are provided with a platform to express themselves.

### **Problem-Solving Methodology:**

Students are instilled with an empirical as well as theoretical inclination by introducing them to Research Methodology Workshops and Research Paper Competitions. Students also encounter various administrative challenges during their volunteer work in Departmental and Club activities.

### **Use of ICT Tools:**

The Institute houses a state-of-the-art IT infrastructure. 36 out of its 46 classrooms are equipped with roof-mounted digital laser projectors. The College has 23 laptops that are lent to the faculty members to incorporate PPTs and Audiovisual Resources in classroom teaching. The teachers underwent a swift transition from classroom to online/hybrid teaching during the COVID Pandemic. The institute was one of the educational organizations that purchased software and AV licenses to enable systematic online education. The Institute has made effective use of licensed versions of Cisco Webex, G-Suite, WhatsApp, etc. in establishing an effective Communication Network and conducting Online Lectures, Tests, Competitions, Internal Assessments, etc. The institute has a library of over 90000 books and e-

resources which are digitally bookkept. Apart from these, printers, scanners, reprography, and internet facilities are also available in the Institute.

File Description	Document
Upload 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:** 75.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	40	53	53	50

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:** 80.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	21	34	34	33



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:**

**Marking System:**

The marking scheme of Internal Assessment is determined by the university which follows an 80 Marks (External Evaluation) + 20 Marks (Internal Evaluation) pattern for each paper in the University Examinations. The university has segregated the Internal Evaluation of BCOM, BBA, and BCA into Tutorials (5 Marks), Tests (5 Marks), and Seminars (10 Marks) and two tests of 10 marks each are allotted for the Internal Evaluation of MCom. However, the weightage for the Internal Evaluation of the IT papers of BCom is 50%, where 10 marks are allotted for the Practical Examination and 20 marks apiece are allotted for the Oral Examinations and Practical/Project Files Submission.

**Evaluation Process:**

Internal assessment is mandatory for all students. External Examiners are appointed by the university for the evaluation of the Viva-Voces, and Projects for BA, MCom, and IT papers BCom. Students are informed about the Internal Assessment well in advance. The tests and tutorials are examined by the concerned subject teacher whereas the project and the viva-voices are evaluated by the external examiner. The submission of the internals are evaluated and marks of internals are submitted to the University on the stipulated date. The institution conducted the Internal Assessments by making use of Google Forms during the pandemic year.

**Grievance Redressal System:**

Considering the magnitude of the examination, any marginal cases of student grievances that arise are promptly dealt with by the Institute. Students can apply in writing to the concerned HOD or the Principal. The issue is addressed depending on the type, scale, and exigency of the problem. If the issue is internal to the Institute, the concerned HOD is entrusted with the redressal of the grievances by taking appropriate measures. If the problem lies at the University's end, a separate clerk deputed by the institute

investigates the matter and mediates a correspondence to resolve the issue.

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:

The College offers one postgraduate and four undergraduate programs. The Program Outcomes (POs), Course Specific Outcomes (CSOs) and Course Outcomes (CO) of these courses are explicitly stated and posted on the College website. A brief summary is as follows:

- The prominence of language as a seminal medium to acquire and convey knowledge as well as the role of literature in comprehending the ways of the world is kept at the fore while teaching Hindi, Marathi, and English.
- To nurture budding actors, directors, musicians, vocalists, set designers, light designers, operators, costume designers, production managers, makeup artists, music composers and operators as per their abilities and competencies.
- To make the students understand Political Ideology, History, Economics, Public Administration, Sociology and their offshoots such as ethical ideas, principles, doctrines, myths or symbols, governing systems, and social movements.
- To develop an entrepreneurial mindset and managerial abilities among students in order to churn future entrepreneurs out of them.
- To impart the knowledge of Business Regulatory Framework, Financial market, Money market, and Capital Market (Stock Market) demand, demand forecasting, supply, and Price Determination. Production function, cost concepts.
- To make the students understand the pivotal role of IT in modern-day businesses, programming languages and Advanced Networking.

These outcomes are tabulated by an ad-hoc committee exclusively constituted for the purpose. Based on the Course and Course Specific Outcomes, this committee formulates the Program Outcomes by referring to various sources. Course Outcomes and the Course Specific Outcomes are prepared by the respective faculty members who are teaching it. Apart from their own expertise, they refer to the Course Outcomes mentioned by the board of studies of the university, which are mentioned in some of the curricula published by the university. In the College meetings, it is communicated to the College teachers, who in turn, explain it to the students at the beginning of the course so as to make it easier for the students to comprehend what they will be learning in that particular course.

The ultimate judgment of the attainment of the outcomes is the performance evaluation of the students.

In the university pattern, it is done by the university assessment and partially by the internal assessment. In our college, it is undertaken through the result analysis of the marks scored by the students in university assessment and internal assessment. In this summative assessment, the attainment of the Course Outcome is assessed by the paper-wise result analysis; the Course Specific Outcomes attainment is assessed by discipline-specific result analysis for BA and year-wise result analysis for BCOM, BBA, BCA, MCOM; and the attainment of the program outcome is evaluated by undertaking the result analysis of the program. This evaluation in our college comes under the purview of ISO audit and is undertaken biannually. These evaluations are tabulated and graphically represented by every department in their records.

Apart from this summative method of evaluating the attainment of outcomes, some non-formal and non-structured methods are used, such as classroom performance, and participation in various activities and programs organized in the College.

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:**

Evaluation of attainment outcome is vital for teaching-learning process of education institution. The program outcome (PO), program specific outcome (PSO) and course outcome (CO) determine the efficacy of education. The outcomes are evaluated by many non-formal methods that form the formative judgment of the individual teacher whereas the formal structured mechanism is also evolved by our college for its evaluation. It is the summative analysis that we undertake vide result analysis annually. The result analysis is the premise on which the exercise of evaluation of attainment outcomes is undertaken.

As our college being an affiliated institution, the conduct and evaluation of examinations is undertaken by the affiliating university through the assessment of the examination performance of our students. The result data is then collected from the university and further tabulated and analyzed by the college. In the case of programs offered under the faculty of commerce and management performance of each paper is considered for course outcome, academic year for program specific outcome and performance of cumulative three years is for program outcome. In the case of programs offered under the faculty of humanities performance of each paper is considered for course outcome, performance of discipline for program specific outcome and performance of cumulative three years is for program outcome.

Indicator	Scale
Outstanding	60% and above
Good	50% - 59%

Average	40% - 49%
Poor	Below 40 %

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: 71.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
583	609	992	578	576

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

2021-22	2020-21	2019-20	2018-19	2017-18
912	987	1096	855	831

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

## 2.7 Student Satisfaction Survey

2.7.1

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

**Response: 3.92**

File Description	Document
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:** 15.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	5.00	2.00	6.30	2.20

#### 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:**

The National Education Policy 2020 envisages the establishment of a Research and Development Cell for the promotion of quality research in order to enhance research, innovation, and development aspects in institutions. In order to achieve this objective, the College has established a Research and Development Cell. To percolate an empirical mindset, imbibe scientific inquiry, and promote rational spirit amongst students, the Institute organizes workshops on Research Methodology, Research Paper Writing, and Project Writing where the students are introduced to various facets and steps involved in research. This orientation comes in handy for the students while writing their final-year Projects as well as publishing/presenting papers. Computer facilities are kept at the beck and call of budding researchers and innovators.

The curriculum prescribed by the university consists of several elements that pertain to the fundamentals of the Indian Knowledge System (IKS) in most of the courses. Nonetheless, the Institute tries to

assimilate the curriculum with activities that reflect Indian values and wisdom. The institution offers BA programme which is poly-paradigmatic and multi-disciplinary in nature. The BA programme offers disciplines predominantly adhering to the Indian knowledge system as its ontology is Indo-Centric. Apart from Curriculum, Pedagogy, and Activities, the very organisation of knowledge in the disciplines of Dramatics and Music are largely influenced by Bharatmuni's *Natyashastra*. As for the languages, Marathi and Hindi language teaching-learning processes relish their kinship with the bounteous Indian Culture. The English language and literature teaching, on the other hand, does not find itself alienated from the Indian Knowledge System as the language can be etymologically traced back to its Prakrit roots via Greek and Latin. Not to mention the literary contribution of a plethora of Indian English Writers who were heavily inspired by Indian Culture and Literature. The other walks of education such as History, Political Science, Sociology, Economics, Commerce, etc. have also been graced by some profound Indian literati and thinkers. Collectively, these factors bear witness to the incorporation of the Indian Knowledge System into the curricular and co-curricular Education Process of the institute.

Students are also walked through the basics and nuances of Entrepreneurship with the help of an Entrepreneurship Development Cell and an Incubation Centre that organize workshops, seminars, guest lectures, exposure visits to industries and firms, entrepreneurship development camps, and meetings with entrepreneurs. The Intellectual Property Rights Cell makes sure that the students are well-versed in the intricacies of concepts like patents, trademarks, copyrights, and trade secrets by organizing workshops, seminars, and guest lectures.

Apart from this, the College houses a well-equipped Knowledge Resource Center, a cell consisting of digitization and conservation of the primary resources of the contemporary history writing of the Marathwada Division of Maharashtra funded by the National Archives of India. Cultural activities and the publication of Magazines come in handy for the creative manifestation of the latent talents of the students.

File Description	Document
Upload 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:** 66

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	5	14	16

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

### 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:** 5.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	31	49	54	22

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

#### 3.3.2

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

**Response:** 1.1

**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**



2021-22	2020-21	2019-20	2018-19	2017-18
18	9	4	9	6

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The Institution from its inception had been the fulcrum of socio-economic and developmental activities in the region of Marathwada. Our institution advertently partake in the social, political, cultural, and environmental quid pro quo in the vicinity and beyond. The staff members, along with the students, volunteer in activities and programmes independently or in collaboration with Government or Non-Government organizations.

Environmental activities conducted by the institute include Tree Plantation Programmes and Cleanliness Drives around the campus, nearby hills, etc. The students clean up and propagate the message of cleanliness. Students also organize Street plays in some prime locations in the city to disseminate awareness about Environmental issues like Pollution, Conservation of Water, Cleanliness, Tree Plantation, etc. To practice what is being preached, the Institution maintains a green campus, water grid, water conservation methods like rainwater harvesting, vermin-composting, equipment's for efficient use of energy like LED, Sensors, Control Panels and 15 KV on solar energy plant. The same is prominently displayed to make students aware and sensitize them about the environmental issues.

The exposure visits and experiential learning acquaints students with various social scenarios and challenges as they are met with a range of people, cultures, and systems during their visits to different villages and NSS/NCC camps. They are also introduced to systems that counter adversities and make the most out of the available resources through their visits to Ideal Villages. Gender Awareness is instilled in students' psyches through Awareness programmes. Street plays, dramas, and campaigns are organized by the students to promote Gender Equity, Awareness of Women's and Children's safety, and Social Harmony. The Institute itself is punctilious when it comes to equality in the representation of gender,

class, and culture in the institute's regular operations.

The Institute is keen on begetting rational minds that have political awareness and a sense of social responsibility. To ensure the same, the institute inducts activities that chisel a logical mindset. Voter awareness programs and Voter Enrolment programmes are conducted to encourage the people's participation in the electoral process. The government also tasks the staff of the Institute with various Election Duties which are diligently fulfilled by them.

The Institute oversees the inclusive celebration of various cultural, national, and historical days like Independence Day, Constitution Day, Voter's Day, etc. as well as the birth anniversaries of prominent social figures. The students are also accoutred with soft skills that should be reflected in responsible citizens through personality development programmes.

It was during the COVID-19 Pandemic that the Institute manifested its character as the employees dutifully extended a helping hand towards society. Apart from the monetary contributions to the government for dealing with the pandemic, the employees, in tandem with the Aurangabad Municipal Corporation, helped in the conduction of the Covid Surveys and Covid Vaccination Camps.

Faculty members of our institutions apart from publishing in reputed reffered journals also write coloums and articles in the newspapers and give talks on radio. The thrust of which is sensstising and enlightining the public opinion in the neighbourhood community.

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

### 3.4.2

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

##### **Response:**

SBES College of Arts and Commerce has been keen on relieving itself from societal onus by contributing to the field of education to the best of its abilities from the very inception. The teaching and non-teaching staff of the College seconds and strengthens this thought process by being proactive in their educational, cultural, and social contributions. These efforts have been noted by various recognized bodies that can be categorized as Government, Non-government, Municipal Corporations, National Institutes, National Universities, International Institutes, International Universities, Corporate leadership, Clubs, Central and State ministries, foundations, NGOs, etc. The Government of Maharashtra had conferred an award for the Ideal Institute in the State since the year 2000. It is a proud privilege for SBES as it was the first institute to receive it. In the last five years, the Institute's faculty members have received 41 awards and recognitions from such bodies for their contribution to academic, co-curricular, and extracurricular fields. The awarding agencies are as follows:

Giants International

*Lokranjan* Kala Mandal, Nasik

Raj Vaidya Foundation, Maharashtra

*Taklibhan*, Sangamner

Giants Federation Secretary

Global Education and Corporate Leadership (GECL-2022) Awards by Tula's Institute, Uttarakhand, India

*Akhil Bhartiya Rashtriya Shaikshik Mahasangha*, Maharashtra Pradesh, and Dr. BAMU, Shaikshik Sangh

Aurangabad Municipal Corporation

Genesis of Educational Impression, Roorkee, Uttarakhand

Government of Maharashtra

Copyright Office, Ministry of Commerce and Industry, Government of India, New Delhi

MUPTA, Beed

Lions Club, Aurangabad

CITAX Energy DMCC, Dubai, United Arab Emirates

MGM University, Aurangabad, Nagsen Festival Organizing Committee

Phule-Ambedkar Jayanti Mahotsav Committee, Aurangabad

These tokens of appreciation catapult the enthusiasm of the employees of the institution and elicit their maximum contribution. However, it should be noted that the institute's contributions in such activities are perpetuated irrespective of the awards and recognitions.

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:** 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	15	18	16

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 64

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The Institute is spread over a wide expanse of 5.60 acres (22662.4 Sq. meters) of land in downtown Aurangabad. The pedagogical buzz happens in a five-storey main building that consists of 46 Classrooms, Departments, a 960 Sq. Ft. Conference Hall with a seating capacity of 100 people, one AV hall, one Ladies' Room, the Principal's and Vice-Principal's cabins, two Office spaces, One Computer Laboratory with 93 computers, One Language laboratory with 30 software-enabled computers and headphones. All of the 46 classrooms are well-ventilated and equipped with White/Green/Black boards, comfortable seating desks, ceiling fans, and tube lights. 36 of the 46 classrooms are ICT enabled and equipped with roof-mounted digital laser projectors. Some of them also have public address systems. Besides conducting regular classes, the classrooms are also used for certificate courses, and various examinations to ensure optimal utilization of classrooms. The Institute is spread over a wide expanse of 5.60 acres (22662.4 Sq. meters) of land in downtown Aurangabad. The pedagogical buzz happens in a five-storey main building that consists of 46 Classrooms, Departments, a Conference Hall, one meeting room, one Ladies' Room, the Principal's and Vice-Principal's cabins

The Dramatics and Music department is housed in a separate two-storeyed building of 8880 Sq. Ft. with an auditorium of 200 seating capacity. The auditorium also serves as a mini theatre and drama laboratory. The classrooms of the music department are arranged in a '*Bhartiya Baithak Style*' where *Riyaz* can be comfortably undertaken amidst the euphony of musical instruments like Tabla, Harmonium, Sitar, Sarod, Sarangi, Flute, Tambora, etc.

The Institution also has a separate gymnasium of 12916 Sq. Ft. with four wooden badminton courts, a table tennis facility, and a multi-gym.

The Institution is having a sprawling 74594 Sq. Ft. playground that has borne witness to the Annual Gatherings, Musical Concerts, Sports Tournaments, Republic and Independence Day Parades, and Celebration of various Annual, National, Social, and Historical Days.

The College has a 960 Sq. Ft. conference hall with a seating capacity of 125 people.

As for the ICT infrastructure, the institute has 310 computers, of which 80 computers are in the e-library along with 26 laptops equipped with 10 MBPS OFC Broadband Internet facility. The College has provided Wi-Fi to all the students and staff. We have a Sophos firewall for Wi-Fi. A power generator

facility is available for an uninterrupted electricity supply. During the pandemic year, the College has availed 31 licenses of CISCO Webex for the online teaching-learning process.

The Institute has separate buildings for Girls' and Boys' Hostels as well as a kiosk cum canteen for easy availability of refreshments inside the campus itself. All the buildings are equipped with RO drinking water systems, First Aid Boxes, Fire Extinguisher, UPS, CCTV surveillance systems with 128 cameras, WiFi/LAN Connectivity, etc.

The campus is designed and built keeping in mind the ergonomic accessibility of the differently abled.

File Description	Document
Upload 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:** 34.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
26.95	3.66	6.4	31.52	48.46

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 institution is having a library housed in a separate building is one of the most multifarious libraries in the region with over 97650 books that consist of novels, textbooks, newspapers, journals, handbooks, manuscripts, dictionaries, thesauri, atlases, encyclopedias, theses, research papers, anthologies that cover subjects like Commerce, Management Science, Computer Science, English, Hindi, Marathi, Economics, Public Administration, Sociology, Political Science, etc. An Integrated Library Management System named SOUL keeps tabs on all the bibliographical transactions. Upgrade of SOUL 3.0 is used which is based on UNICODE and is developed by INFLIBNET. It provides multilingual support for Indian as well as foreign languages. It monitors the library's user records, stock maintenance, Bar Coding, Exchange Processes, membership data etc. The details are as follows:

- Name of ILMS software: **Soul**
- Nature of automation (fully or partially): **Fully**
- Version: **SOUL updated to 3.0**
- Year of Automation: **2017**

The library also has a repository of e-journals, e-books, and e-ShodhSindhu along with an e-ShodhGanga Membership. Remote access to all the databases has also been enabled.

1. e-journals: **Yes**
2. e-ShodhSindhu: **Yes**
3. ShodhgangaMembership: **NA**
4. e-books: **Yes**
5. Databases: **Yes**
6. Remote access to resources: **Yes**

These cultivated resources are made the most of by the faculty members and the students. A biometric system has been installed to monitor the daily visits to the library. With the help of the Online Public Access catalogue, users can retrieve books and journals by title, author, publisher, and accession number.

The library's infrastructure includes servers, Scanners, Desktops, Monochrome Printers, Colour Printers, Barcoding machines, LAN Connectivity, WiFi, and a CCTV surveillance system.

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 institute has made adequate updates over time in its ICT infrastructure which consists of over 310 computers, 27 laptops, 36 projectors, and a 100 MPBS Wi-Fi network. The college has spent around Rs. 1203800/- from 2017-2022 The expenditure incurred was on Website development, Internet renewal, Repairs and maintenance of Computer lab, BSNL Internet 10 MBPS Lease line expenses, Tally Subscription gold license, Quick Heal antivirus expenses, Tally ERP academic expenses, Tally Software, IPES Software for the library, maintenance of the language lab, language software for the language lab, etc. The College has four Lenovo Servers with a configuration of XEON processor, 64 GB RAM (2) and 16 GB (2), 256 GB SSD, 1 TB HDD and SOFOS XGX 300 user firewall to enable a Wi-Fi campus.

The year-wise details of the updates are as follows:

**2021-22**

Website development expenses: Rs.13599

Internet renewal expenses: Rs. 12026

Repairs and maintenance of Computer lab: Rs. 7940

BSNL lease license expenses: Rs. 21604

**2020-21**

Website development expenses: Rs.1800

Internet renewal expenses: Rs. 9308

Repairs and Maintenance (Computer Lab): Rs. 7114

BSNL Internet 10 MBPS Lease line expenses: Rs. 21605

**2019-20**

Website development expenses: Rs. 1500

Internet renewal expenses: Rs. 9308

Repairs and Maintenance (Computer Lab): Rs. 99743

BSNL Internet 10 MBPS Lease line expenses: Rs. 42446



Tally Subscription gold license: Rs. 12744

### **2018-19**

Website development expenses: Rs. 1997

Internet renewal expenses: Rs. 9190

Repairs and Maintenance (Computer Lab): Rs. 74034

BSNL Internet 10 MBPS Lease line expenses: Rs. 24521

Quick Heal antivirus expenses: Rs.68400

Tally ERP academic expenses: Rs. 50000

Tally Software: Rs. 405000

IPES Software for the library: Rs. 15000

### **2017-18**

Website development expenses: Rs. 9500

Repairs and Maintenance (Computer Lab): Rs. 95621

Furniture and Equipment for computer lab: Rs. 29800

Tally ERP academic expenses: Rs. 50000

Tally Software: Rs. 110000

These updates are made on the basis of feedback from the faculty as well as the students. The pedagogical process implemented by the faculty members ensures that the use of these ICT tools is regular and optimal. The relevance and effectiveness of the ICT tools is gauged during the teaching-learning process and plausible suggestions regarding the updates are conveyed to the concerned Heads of the Departments.

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

### **4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)****Response:** 9.69**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 287

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

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 52.44**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
21.91	24.23	45.03	48.2	38.76

<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:** 42.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
1250	1178	1346	1316	1097

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

### 5.1.3

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

**Response:** 29.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
1182	1458	546	459	649

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:** C. 2 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 56.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
241	419	412	344	73

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

2021-22	2020-21	2019-20	2018-19	2017-18
432	512	821	452	426

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

### 5.2.2

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

**Response:** 67.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	153	241	135	142

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 61**

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	19	14	16

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>

**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: 60.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	5	92	88	84

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:**

The Institution has a registered Alumni Association formed u/s 8 of the Companies Act 2013 as a nonprofit Company on 7th January 2016 (Pursuant to sub-section (2) of section 7 of the Companies Act, 2013 and Rule 8 of the Companies (Incorporation) Rule, 2014) with Reg. No. U74120MH2016NPL 271830. Its registered office is located at SBES College of Arts and Commerce, Aurangabad. The share capital of the foundation is Rs.5,00,000/-.

The alumni association is an ensemble of people with national/international ascendancy such as Industrialists, Lawyers, Professors, Teachers, CAs, CSs, Members of the Board of Studies, Members of the Senate, etc.

The Association aims at gathering and uniting ex-students and providing them with a platform to keep in touch with the College. The association also strives to raise funds in order to organize various activities for the benefit and betterment of the present students by conducting Workshops, Guest Lectures, Seminars, Competitions, Infotainment Programmes, Outreach Programmes, Industry Visits, Musical Concerts, Stage Shows, Dramas, etc.

Being the scions of SBES, these stalwarts take pride in the institute's statuesque patrimony and the ensuing onus of societal benefaction.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

SBES is one of the institutions where people from all the domains of public life who value education are drawn in as its members. They are outstanding professionals, successful businessman, legal luminaries, and scholarly academicians. The governance of our institution is truly democratic, participative, and decentralized that ensures transparency, efficiency, and effectiveness in the practices it pursues. The *de jure* working of the institution in letter and spirit is reflected in all the educational transactions and the committee pattern of governance that is followed. Representative character of functioning is evident from the teacher's and the Principal's representation in the highest executive body, namely the governing council. The College Development Committee is the decision-making body for the college which is constituted as per the Maharashtra university act.

The Institute also has an efficient administration that monitor the routine spadework. All the subject departments have designated workspaces which are spearheaded by the concerned Heads of the Departments who ensure inclusive decision-making in the departmental works as well as activities. It is ensured by the HOD that every faculty member has a say in the annual planning of the department, budget, selection of subject books, activities planning, etc. It has been ensured by the members that the activities planned for the students adhere to the traditional, fundamental, and liberal education and can be incorporated into the alignment with their prospective careers. The staff is persistent on organizing activities that can channel the students' creativity and sensitivity into the making of a civil society.

SBES's vision and mission largely coincide with the National Education Policy 2020. The salient features of NEP that are shared by the institution, are emphasis on broad fundamental knowledge, learning centric approach, Inter and multidisciplinary knowledge, motivated and capable faculty. The impetus given to regional language in NEP is the same edifice on which SBES came into being.

To bolster institutional preparedness for the intricacies of its implementation, SBES conducts institutional-level workshops and the orientation of the staff on NEP.

SBES is focused on imparting quality education to the masses, catering to their diverse needs, and fostering global competence among students. For maintaining and enhancing the quality of the institution and suggesting qualitative measures, the IQAC has prepared a constructive blueprint of the Institutional Perspective Plan for 2017-2022. Attention to the key indicators and guidance provided by the NAAC, monitoring the functioning of the institute, reviewing the outcomes of the plan, feedback from all the faculty and stakeholders, and recommendations of the IQAC are taken into consideration while drafting and finalizing the perspective plan. The meticulously planned and diligently executed work results in the realization of organizational objectives.

File Description	Document
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 perspective plan encompasses a blueprint that caters to requisites for running the college efficiently and effectively in its pursuit to provide quality education. A committee under the chairmanship of Principal is constituted to undertake the planning in all areas of educational working. The ability to anticipate and make provision for it keeps the organization better placed; thereby saving it from complacency and redundancy. It also instills new ideas and transformations that are shaping the contemporary world. The exercise of formulating the perspective plan is coupled by timely review provides a peep to revisit and undertake corrective measures. The institution breaks the perspective plan into the annual plan thereby making it implementable.

The college follows UGC Regulation, Government of Maharashtra Resolution, University Act, Statutes, Orders as well as the MCSR wherever required.

The College Development Committee is an apex body that has a participative nature and representative character. The College has academic departments that offer courses required for the completion of various programs available in the College. The teachers of the departments prepare academic planning of the curriculum and teaching-learning. The head of the department along with the teachers plans the evaluation schedule and activities to be organized in the year. A Committee pattern of administration is followed for co-curricular and extracurricular activities. The administration is hierarchical from junior clerk to registrar. To aid and assist the Principal, there are two Vice-Principals.

Budget making process of any institution reflects the intentions and values for which it stands. The budget is the most potent tool of management that determines effectiveness, efficiency, and economy in the organization. Demands for grants are solicited from various units, departments, cells, and centres by the accounts office of the institute to be incorporated in the annual budget, which is tabled in the College Development Committee for its approval. It is a classic case of decentralization and participative management.

The appointment of the teaching and non-teaching staff, be it permanent or temporary, is made on the basis of a transparent chain of evaluation and scrutinizing of the candidates. It is ensured that all UGC, State Government, and University norms regarding recruitment are rigorously followed. Only the candidates who fulfill the eligibility conditions and come in merit in performance are selected. The selected employees are inducted into the Institute's value systems, rules and regulations, and standard

operating procedures through orientation programmes and training workshops.

The conditions of service of employees determined by UGC, State Government, University and Management of the SBES are strictly adhered to. The career advancement and promotion of the employees are timely and regular. All types of leaves and entitlements defined in service conditions are made available to the faculty and non-teaching members.

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:**

The institute hinges on the doctrines of togetherness and holistic development. Numerous welfare measures have been undertaken by the institute to empower its employees on financial, medical, academic, and professional fronts. The employees of the institute are provided with personal loan facilities, educational loans for their wards, loan insurance, LIC group scheme, medical reimbursement, etc.

As for the work ambience is concerned, the employees have individual cubicles, office chairs, and computers, in a liberal working environment. All the department office spaces have been segregated from each other for optimal work efficiency. The in-house canteen allows the employees to avail the refreshments without having to leave the campus. The employees make the most of the gymnasium and sports facility.

The teaching staff has unrestricted access to the library where they can procure books, journals, newspapers, dictionaries, thesauri, anthologies, and e-resources that, along with the teaching-learning process, can be used in the research work. The institute encourages the teaching staff to engage in research and development activities by providing them with funds for research paper publications, conferences, and workshops.

The employees are subject to the annual self-assessment for the Performance Based Appraisal System (PBAS) and CR which helps them stay motivated and contribute to the best of their abilities. The PBAS is divided into three categories as follows:

Category 1: Teaching, Learning and Evaluation-Related Activities

Category 2: Co-Curricular, Extension, Professional Development-Related Activities

Category 3: Research, Publications, and Academic Contributions

All the employees are encouraged to keep up with the pace of the contemporary paradigm shifts in order to increase their Academic Performance Indicator which in turn is beneficial for the students of the institute.

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:** 19.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	6	6	5

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

### 6.3.3

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

**Response:** 49.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	38	24	12	31

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

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

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The College is an aided institution. It has non-granted divisions to complement the granted structure. The main source of funds is students' fees and grants in aid from the state government. To meet the research requirements, faculty members are promoted to take up research projects from the UGC, the ICSSR, and the University. Specific fees are levied to meet the value addition like SB Sports Festival, SB Music Festival, SB Debate Competition, IT Certification fees, etc. The Institution receives donations from alumni and philanthropists. The Institution leases out the infrastructure facilities to banks and for displaying hoardings as well as for social gatherings, conferences, corporate activities, etc. Funds are also generated through the use of the auditorium, gymnasium, ground, and building for examinations. The College gets salary grants, and the government also pays the teachers on a temporary basis. The Budget is prepared by incorporating requirements from the departments and centres. A prospective plan is also considered while preparing the budget. Optimum utilization is achieved by keeping budgetary control over expenses. Judicious allocation of funds by prioritizing the infrastructure development is made. Prudent allocation for housekeeping, maintenance, and repairs is made. Computerization, developing the IT infrastructure, and augmentation of library facilities are taken on priority.

The Institute conducts regular statutory audits on a yearly basis. It is done in the first phase from the period of April to December and finally from January to March. Appointment of the auditor is made by the management of the Saraswati Bhuvan Education Society in its annual general meeting. The audit of all income and receipts, vouchers related to expenditure, transactions related to assets and liabilities, and purchases made during the year are undertaken. All irregularities are marked and reported. It is ensured that the accounting procedures and practices are followed. An audit report with remarks is submitted to the institution for its perusal.

Apart from this, the grants assessment and government audit are conducted by the Joint Director and the

Senior Auditor, Higher Education, Aurangabad, and the final audit is conducted by the office of Accountant General, Nagpur.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

IQAC has been instrumental in acquiring ISO Certifications and the data management of academic work, teachers' output, and Centre/Cell's activities. For this, the IQAC has devised the quality manual and procedures as per ISO that suit the educational transactions that happen in the Institute. Care is taken to avoid repeated sourcing of information. All these records are digitally maintained. SBES has not only sought the certification but also internalized it in the educational endeavors that take place in the Institute.

It was during the pandemic that IQAC started taking online feedback. A total of five feedbacks are taken on G-Suite by making use of Google Forms.

- Curriculum feedback by students
- Curriculum feedback by teachers, alumni, and parents
- Teachers' feedback from students
- Feedback on activity, program, and project
- Student's Feedback on institutional performance

Feedback is analysed and the action taken report is presented to the College Development Committee and IQAC.

All the teachers maintain a teaching diary in which the teaching plan of all the courses they teach is recorded. The lectures allotted to course units and subunits as well as the teaching methodology adopted by the teachers are also spelt out in the diary. The daily class teaching learning records are maintained by the concerned faculty and reviewed by the HODs / Vice-Principal / Principal. It is also subject to the ISO audit undertaken biannually. A review of outcomes is also undertaken. A comprehensive result analysis

is undertaken for the paper, course, year, discipline, and program.

To complement the conventional methods of classroom teaching, IQAC has initiated the process of ICT-enabled teaching. For that, 36 out of the 46 classrooms are converted into ICT-enabled classrooms. All these rooms are equipped with roof-mounted digital laser projectors and an internet facility with cables for laptop attachments. In pursuit of the same, IQAC has promoted the teachers to design the lectures with the help of PPTs, PDFs, E-resources, etc. IQAC also maintains and verifies the API Score of faculty members.

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

### 6.5.2

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

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

**Response:** 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>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>



## 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 issues and areas are very much there in the curriculum of almost all the programs. The gender paradigm and its offshoots like family, class, disability, globalization, liberalization, LGBTQ, culture, etc., are covered in various disciplines that are offered in programmes of the institution. Gender sensitization is a basic requirement of the study. Apart from this, a special committee undertakes various programs on gender issues that sensitize the students and staff. Counselling by the women's cell of the Police is undertaken. Girl students of our institute excel in academics, cultural, and sports activities. The fact that almost fifty per cent of the student strength is female, goes to show the sound gender equality practised by the institute.

The facilities that are available include a hostel facility, ladies' room, washrooms with sanitary napkins vending and disposal machines, government scholarships, Shalini M. Rao-Pargaokar Scholarship for Girl student, CCTV surveillance, lady housekeeping supervisor and staff, ladies' security guards, token system/ separate queue, and a Grievances Harassment Complaint Redressal Committee.

The institute makes sure that the representation of women in the organization as well as participation in the activities is at par with that of their male counterparts. External assessment of gender equality is undertaken by the institution. To institute subjects itself to regular Gender Audits to ensure and attest to a system that abides by the maxims of Gender Equity.

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:**

In our Institute, the students and faculty members come from varied and composite backgrounds. The inclusive environment of the institution is reflected in various activities and programs undertaken in the year. The syllabus of humanities depicts constitutional, universal, and rational values. Basic concepts like tolerance, harmony, multiculturalism, regionalism, regional balanced development, secularism, equality, fraternity, rights, obligations, social problems, features of the Indian Economy, Indian culture and heritage, the importance of the national language, and significance of the mother tongue are taught to students. Various activities that promote an inclusive environment are organized by NSS, NCC, cultural committee, etc. Some of these activities are addressed by the Principal, collective reading of the preamble of the Constitution of India and India's Pledge, trekking to Daultabad, Lokmanya Tilak/Anna Bhau Sathe elocution competition, August Kranti Din Rally, Independence Day, Hyderabad Mukti Sangram Din, SB Trophy- State Level Debate Competition, Mahatma Gandhi Jayanti, Swachhata Abhiyan, Savitribai Phule Jayanti, Vidyapith Namvistar Din, Republic Day, Ch. Shivaji Maharaj Jayanti, Mahatma Phule Jayanti, Dr. B.R. Ambedkar Jayanti, etc. The Institute celebrates the 28 commemorative days of freedom fighters and social reformers. Apart from this, every student must undergo a compulsory course in the Constitution of India and a course in Environmental Studies, which are required for the partial fulfillment of the UG programme.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice 1: Certificate Course in Computers for BCom Programme**

**Objectives of the Practice:**

- To provide the students with computer literacy along with its certification in order to help them meet the demand of the professional world that has been heavily digitized.
- To help the students manifest their knowledge by making them adept in data tabulation and analysis, helping them express their thoughts, and educating them on assimilating Visual aids to their presentations.
- To accoutre the students with the ins and outs of MS Office, Tally ERP 9, Tally Prime, C programming, and E-Banking.

**The Context**

The students of the institute are a congregation of various socio-economic classes much like the rest of India pursuing conventional and traditional higher education programmes. Most of them are not

privileged enough to have been accustomed to ICT. This turns out to be a major hurdle in their holistic development despite having the learning acumen.

### **The Practice**

Computer literacy is a skill that, apart from a seasoned trainer, relies heavily on a setup of equipment that becomes expensive skills to master. Most of the students in the institute, who were not privileged enough to have access to electronic gadgets and their intricacies were a tad too much for the rookie learners.

Keeping this backdrop in mind, the institute decided to train students with expert inputs from the field. Detailed courses were designed by the institute. The trainers, demonstrating diligence and patience, made sure to walk the students through the very basics of the concepts. The students were given enough practice to get acquainted with these programmes.

### **Evidence of Success**

During the last 5 academic years, a total of 5642 students benefitted from the course. This phenomenal number speaks for itself while gauging the success of this practice.

Students' progress was continuously assessed by the trainer. Certificates were provided for successfully completing the course to all participants. The students were pretty much at ease with the use of the computer equipment thenceforth and became resourceful self-learners. It was further reflected in their subsequent vocations.

### **Problems encountered and Resources Required**

The primary problem encountered by the institute while undertaking this Practice was the want for professional trainers who would mould the teaching-learning process keeping in mind the socioeconomic diversity of students. The Institute deployed an external trainer to overcome this challenge, who in turn, adopted a pedagogical process that made the syllabus palatable for the students. The institute made sure that the external trainers were provided with an assembly of computer hardware and software such as CPUs, Monitors, Keyboards, Mouses, Internet, WiFi, Software licenses, etc.

### **Best Practice 2: Meet the Entrepreneur**

#### **Objectives of the Practice:**

- To motivate the students to become self-made by taking up entrepreneurship and contributing to the Make in India initiative and generating employment opportunities.
- To introduce the students to first/second-generation entrepreneurs from different sectors and scales in order to give the students inspiration and impetus.
- To inculcate the students with a business mindset by educating them on concepts like Market Surveys, Capital raising, Capital investment, Team Building, Delegation, Business Scalability, Business Competition, Business Flexibility, Business Communication, etc.

### **The Context**

With the increasing populace and limited employment opportunities, the graduates emerging out of the Indian institutes are forced to forego the formative professional years or make their peace with a job profile that has been outclassed by them. However, with the advent of the Make in India initiative, the doors for entrepreneurship in India have become ajar. Nonetheless, the lack of information, guidance, and motivation curbs the students' aspiration and keep them from taking a leap of faith. The institute identified this issue and decided to act on it.

### **The Practice**

The Indian Higher Education system has started incorporating the theoretical aspects of Entrepreneurship of late. The institute scouted and sifted entrepreneurs from various markets that are relevant to the student's undergraduate programmes. Entrepreneurs from the Hotel Industry, Agro Premier, Mechanical Sector, Motor Part manufacturers, Share Market Traders, Chemical Industry, Plastic Industry, etc. were invited as resource persons for the lectures where they had an amicable dialogue with the students considering their level of understanding. The invitees shed light on their entrepreneurial journeys and the challenges faced by them.

The entrepreneurs enumerated the basics of establishing and running a business. They even drew parallels between the requisite skill set and the actual experiences in the field. The institute was keen on inviting woman entrepreneurs to motivate the girl students of the institute.

Students responded to the activity in good numbers. They were given opportunities to clear their doubts at the end of the sessions.

### **Evidence of Success**

Students were highly inspired by these dialogues with entrepreneurs that were organized throughout the academic years. Most of them decided to take up entrepreneurship as per their expertise and cup of tea. They were assisted by the Institute's Career Counselling Cell and the faculty members in selecting, planning, and executing their businesses.

### **Problems encountered and Resources Required**

Despite the incorporation of Entrepreneurship Development in the curriculum, the student's mindsets had become myopic owing to factors like undue importance for a job, lack of capital, the societal taboo towards entrepreneurship, lack of awareness regarding the opportunities and challenges, and most of all, the fear of failure. It was a challenge to convince the entrepreneurs to carve out a chunk of their schedules in order to have a dialogue with the students. Owing to the institute's legacy and goodwill, most of them happily agreed to partake in the activities.

<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<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:**

The outset of the year 2020 witnessed an unprecedented cataclysm in the garb of the COVID-19 Pandemic. The entire world was shut down for a period of six months and normalcy took over two years to be restored.

Much like the rest of the métiers, the pandemic took a heavy toll on the field of education as well. A whole generation of undergrads was ousted without experiencing much of their college life. Even though technological advancements ensured the conduct of the teaching-learning process through online mode, the pedagogical process was no longer as effective as yore. Most of the higher education institutes in India relied on free videoconferencing software which did not leave much control at the institution's end and were marred with lesser facilities like limited number of participants, fixed timeslots, no scope for retrieval of data, and lesser control features. The free software had to be used by the individual teachers on their own accord. Resultantly, there was no monitoring of the process as the software did not allow for any centralized access, nay the recordings of the lectures.

SBES, an institute that hails imparting education as the foremost duty, was insistent on not compromising the quality of education. In order to systematize the pedagogical process, the institute decided to opt for CISCO Webex after extensive scrutiny and tests of the contemporary videoconferencing software. The licensed version of CISCO Webex offers features like meeting recording, record keeping of participants' attendance, unlimited number of participants, unlimited number of meetings, unlimited duration of the meetings, pedagogical tools that facilitate e-learning, user-friendly interface, and a system that has lesser disturbances compared with other software.

In tandem with updating the institute's hardware to expedite the online teaching-learning process, the institute invested a hefty sum in the purchase of the CISCO Webex software for two consecutive years post the pandemic. The institute also subsumed G-Suite to assist the online teaching, learning, and evaluation process.

The hindered lectures were brought on track by the institute with the active support of all the teaching and non-teaching staff. The faculty members underwent an orientation programme in order to effectively use the CISCO Webex along with the dynamic teaching-learning aids offered by the software.

A refurbished timetable that was embedded with links to online classes was circulated separately to the students and the teachers through WhatsApp/Telegram groups. The students logged in using only the link whereas the teachers were required to login with an ID and password to ensure exclusive control over the features of the software. The two links were shared separately to the students' as well as the teachers' WhatsApp/Telegram groups to avoid any confusion. The teachers, along with the enthusiasm of the students, made sure that the conduct of the classes was hassle-free and efficacious. Teachers made sure that the students were able to quench their queries during and after the online lectures. The user-friendly interface of the system allowed for the incorporation of teaching methodologies like Flipped Classroom,

Brainstorming, Cooperative Learning, Inquiry-based Learning, Problem-based Learning, Collaborative Learning, Competency-based Learning, Educational Games, Case Studies, Group Discussion, etc.

The institute also made sure to incorporate CISCO Webex and G-Suite in the evaluation process, Internal Assessment, Online Guest lectures, Workshops, and Seminars. Luminaries from all factions of the society chipped in with their expertise as guest speakers.

As the lockdown strictures were gradually alleviated with the waning pandemic, the institute started to witness the students' hustle and bustle to some extent. However, the majority were still confined in the shackles of the aftermath of the pandemic as per their regions and socioeconomic situations. Thus, the institute decided to hybridize the pedagogical process where the on-campus students attended the offline lectures and the off-campus students attended the online lectures. Teachers were provided with ICT-enabled classrooms and laptops to ensure the productivity of the hybrid pedagogy.

SBES's investment to perpetuate the education process came to fruition as an entire batch of learners successfully acquired the knowledge that was assiduously imparted to them by the faculty members of the institute. The students progressed to further classes with flying colours prevailing all the adversities.

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 :**

Saraswati Bhuvan Education Society's College of Arts and Commerce is one of the many offshoots of Saraswati Bhuvan Education Society. The Society offers a one stop education solution, from Kinder Garten to Post Graduation, in all the disciplines of knowledge. SB Centenary School, SB High School, Sharda Mandir Girls School, SBES College of Science (junior and senior college), and SBES College of Arts and Commerce (junior and senior college) are all housed in a vast locality known as Saraswati Nagar. Despite being distinct entities, a symbiotic relationship has been established among these Institutions over the years. The harmony among these is witnessed in numerous collaborative activities throughout the academic year.

Saraswati Bhuvan Education Society's College of Arts and Commerce has been blessed by the visits of National and International level luminaries who have contributed to the fields of education, acting, singing, dance, medicine, engineering, business, industry, politics, etc.

The Institution every year organises one of the most magnificent Music Concerts since 2000 which is a treat to connoisseurs that have been graced by stalwarts like Pt. Bhimsen Joshi, Pt. Gangubai Hangal, Pt. Dr. Prabha Atre, Pt. Kishori Amonkar, Pt. Aarti Ankalikar-Tikekar, Pt. Shobha Gurtu, Pt. Ashwini Bhide-Deshpande, Pt. Ajay Chakravarty, Pt. Kaushiki Chakravarty, Pt. Hariprasad Chaurasia, Ustaad Zaakir Hussain, Ustaad Bismillah Khan, Ustaad Rashid Khan, Begum Parveen Sultana, Pt. Ravi Shankar, Pt. Shivkumar Sharma....and the list goes on!

The institution has an affiliation with Akhil Bhartiya Gandharva Mahavidyalay Mandal, Meeraj whereby the students are offered music certifications from the Prarambhik level to Visharad level.

### **Concluding Remarks :**

With its bounteous heirloom, devoted employees, and contemporary circumstances in the field of education, SBES College of Arts and Commerce finds itself on the vantage point of opportunities that may allow the Institution to explore all possible directions of development. The Institution relishes the tryst between the wisdom of the seasoned cognoscenti and the ever so-growing fervour of the prodigies in order to yield the maximum of the institution's potential. The surfacing of the National Education Policy 2020 has, in a positive vein, compelled SBES to up the ante and palette the education process in a manner that is qualitative, inclusive, liberal, and varied.

The unprecedented technological advancements have been efficiently equalled by the Institution eyeing the posterity and the ensuing opportunities.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : Input edited as per the supporting documents.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1153</td> <td>1098</td> <td>1218</td> <td>1245</td> <td>1204</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1129</td> <td>1098</td> <td>1218</td> <td>1245</td> <td>1204</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1206</td> <td>1278</td> <td>1260</td> <td>1248</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1206</td> <td>1278</td> <td>1260</td> <td>1248</td> </tr> </tbody> </table> <p>Remark : Input edited as per the data template.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1153	1098	1218	1245	1204	2021-22	2020-21	2019-20	2018-19	2017-18	1129	1098	1218	1245	1204	2021-22	2020-21	2019-20	2018-19	2017-18	1200	1206	1278	1260	1248	2021-22	2020-21	2019-20	2018-19	2017-18	1200	1206	1278	1260	1248
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2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18																																			
2021-22	2020-21	2019-20	2018-19	2017-18																																					

640	561	626	624	564
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
545	527	577	572	515

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
647	638	663	655	648

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
624	638	663	655	648

Remark : Input edited as per the supporting documents.

**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)**

**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	5.00	2.00	6.30	14.20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	5.00	2.00	6.30	2.20

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113	43	71	72	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	31	49	54	22

Remark : Input edited as per the supporting documents.

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	15	7	14	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	9	4	9	6

Remark : Input edited as per the supporting documents.

**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.**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	27	32	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	15	18	16

Remark : Input edited as per the supporting documents.

**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.**

Answer before DVV Verification :  
 Answer After DVV Verification :64  
 Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2782	2031	735	896	1845

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1182	1458	546	459	649

Remark : Input edited as per the supporting documents.

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
323	446	597	470	327

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
241	419	412	344	73

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
583	609	992	578	576

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
432	512	821	452	426

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
164	172	302	252	237

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
108	153	241	135	142

Remark : Input edited as per the supporting documents.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	0	37	26	26

Answer After DVV Verification :

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

12	0	19	14	16
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Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	5	121	115	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	5	92	88	84

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	3	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	6	6	5

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	51	36	19	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	38	24	12	31

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	26	30	30

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents.

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 55            Answer after DVV Verification : 42</p>