



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BUNTS SANGHA MUMBAIS ANNA LEELA COLLEGE OF COMMERCE AND ECONOMICS AND SHOBHA JAYARAM SHETTY COLLEGE FOR BMS

SHASHI MANMOHAN SHETTY HIGHER EDUCATION COMPLEX, OPP.
BUNTARA BHAVANA, BUNTARA BHAVAN MARG, KURLA (E) - 400070
400070

<https://alsj.bunts.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bunts Sangha, established in 1927 is a socio-cultural organization of Bunts community of Mumbai and endeavours to promote Socio-economic, cultural and educational aspects of its members. A community dedicated to the welfare not only of its own people but also the society, the Bunts Sangha pertinently realized the need and importance of higher education. Hence, in its Platinum jubilee celebrations in 2003 the Sangha decided to establish Higher Education Institutions for the needy students of Mumbai.

In the year 2008, the Sangha established **Anna Leela College of Commerce & Economics and Shobha Jayaram Shetty College for BMS**, affiliated to the University of Mumbai. The institution is self-financing and does not receive any grants from the government.

The thrust behind establishment of the institution in the currently located area was

- **To provide an opportunity and make a positive difference in the area of location.**
- **To work towards holistic development of the new generation in the area through higher education.**
- **To enhance competency and capacity of students enrolling for the undergraduate studies.**

The institution is devoted to endorse and spread quality education with relevance and excellence. The mission of the institution is to build conscious, enthusiastic, responsible youth by providing them with strong conceptual knowledge along with practical application, to inculcate in them a sense of discipline and develop them into multifaceted personalities. Presently, college offers Bachelor of Commerce (B.Com), B. Com in Accounting & Finance (BAF), Bachelor in Management Studies (BMS), B.A in Multimedia and Mass Communication (BAMMC/BMM), B.Sc. in Information Technology (B.Sc.IT), Masters in Commerce (M.Com) in Advanced Accountancy and Business Management, programmes with total 1670 students on roll.

The institution believes in the holistic development of students and faculties, to achieve this various platforms are made available for students to showcase their talent. Faculties are encouraged to upgrade their qualifications and knowledge. Students have been participating in intra and intercollegiate competitions at various levels and winning prizes.

The institution has a vision to accomplish excellence and through its mission it is working towards achieving the same.

Vision

The institution caters to a varied group of students coming from less privileged population. Students are academically as well as socio-economically diverse and therefore one of the challenges faced by the institution is to enhance the capacity of students through Add-on courses. Since the institution was established with the thrust to work towards holistic development of the new generation in the area through higher education, it has become imperative that the institution works towards fulfilling that. Enhancing the competency of the students through holistic development will definitely make a positive impact to the upliftment of the students and the

local population. With this in mind, the institution formulated its vision which is

“To foster and grow as an institution imparting quality and value based education with a global perspective”.

Mission

To successfully realize its vision, the institution has articulated a framework (Mission) which supports the requirements. The institution has kept the diverse canvas of students in mind while framing its mission statements. Mission statements ensure providing a platform at all levels for the students to develop themselves. They include;

- **To diversify the academic canvas by including new job oriented and market driven courses.**
- **To develop the Institution across a set of quality parameters.**
- **To contribute towards knowledge generation and dissemination**
- **To instil sensitivity amongst the youth towards the community and environment.**
- **To provide an incubation centre for research and innovation.**
- **To provide a platform for extra-curricular and co-curricular excellence.**

The institution also believes in taking care of the fundamental values that are essential for any institution to achieve its mission and vision.

Core values include:

- **Academic Competency** – leading to the acquisition of knowledge and skills necessary to achieve information literacy, career goals, personal enrichment, leadership, and service to the community
- **Ethics and Integrity** – that foster a learning environment that promotes responsible, principled behavior, which respects the dignity of all the stakeholders.
- **Student Service** – Strive to ensure that curriculum delivery and support services respond to inquiries, requests, and concerns in an appropriate and timely manner.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Like all institutions, Anna Leela College of Commerce and Economics and Shobha Jayaram Shetty College for BMS too has its Strengths which are:

- Institution has a Proactive Management with high progressive visions and perspective plans for the development and upgradation of institutional facilities.
- An excellent Infrastructure conducive and congenial for Teaching, Learning and Evaluation is the high point of the institution and motivates the stake holders
- Efficient, Qualified, Competent and Approved Faculties are found to give their best to the students. Upgradation of knowledge and qualification is encouraged and faculties share their expertise and knowledge for enhancing academics
- The institution is centrally located in the city and can be easily accessed from the nearest railway station

and the Eastern Express Highway.

- The institution provides a vibrant platform for the students to participate and hone their talents in Sports and cultural. The outcome is students winning accolades in both these activities and institution ranking 23rd at University level in sports
- For competency and capacity building of students, institution has collaborated with corporate through its CSR for conducting value addition courses and various activities are organized.
- The parent body provides effective support for development of the college and permitting the use of its facilities whenever required.
- Financial support is provided to students in terms of fee instalments, freeships, fee concessions and scholarships to the needy and less privileged students.

Institutional Weakness

The institution, being permanently unaided has to look within itself to financially sustain and at the same time augment development to realize its Vision. Weaknesses therefore include

- The institution is an unaided college and does not any receive financial aid from Government sources.
- Being a Self- financing institution, it has to look within itself for generation of financial resources.
- Since the institution majorly caters to the less privileged group of students, and though the institution extends financial support, there is a need for additional support from philanthropists so that a larger group of students are beneficiaries.

Institutional Opportunity

Since institution basically caters to the less privileged group, it needs to check on the development of students and provide additional support to ensure that they are able to achieve their goals in life. Opportunities observed are:

- Institution caters to less privileged student community, hence enhancing numbers of value addition courses for capacity building is an opportunity.
- Institution currently has a linkage with a small scale food industry. There is an opportunity to enhance Industry-Academia linkage by collaborating with more corporates/ industries for knowledge sharing, experiential learning and enhancing placements.
- Institution has taken an initiative for establishing an incubation centre, however, establishing an enriched Incubation and Entrepreneur cell for student support is an opportunity that the institution looks forward to.
- Institution is also looking at imparting Life skills to students for competency building to realize its vision and mission.
- Through its extension activities, institution looks forward to inculcate community and environment based values among students.

Institutional Challenge

The major stake holders of the institution belong to an assorted group in terms of academic, social and economic diversity and challenges faced are to develop their academic capability and holistic growth. Challenges faced are:

- Institution caters to an academically and socio-economically diverse group of students. Hence challenge faced by the institution is to enhance Capacity of students through Skill development and value added courses specially customised for the diverse group.
- Majority of students have communication problems that need to be solved through communication skill development programs.
- To provide more support to students in terms of financial help to augment their continuation of education
- Competency development of the less privileged students with an inclusive perspective

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Bunts Sangha, Mumbai's Anna Leela College of Commerce and Economics, affiliated to the University of Mumbai (MU) conducts five Undergraduate and two Post-graduate programmes. University Academic calendar helps to prepare base for constructing curriculum delivery plan. Principal of the institution conducts meetings with the Co-ordinators of the Departments for developing detailed academic calendar for curricular, co-curricular, extra-curricular activities. Co-ordinators discuss with their faculty for distribution of workload, preparation of timetables and course plan, which are finalized and submitted.

Faculties participate in syllabus revision workshops, seminars and orientation programs conducted by the University of Mumbai to upgrade their knowledge. Institution has well-planned and documented mechanism to identify gaps in the learning and bridge it through well-thought curriculum delivery.

As the curriculum is designed and developed by the University of Mumbai (MU), Institution adopts academic flexibility within its framework in implementation. However, curriculum enrichment is achieved through various Add on courses that improve skills, employability and competency of the students. In the process of curriculum dissemination, every department tries to provide hands on experience to students by engaging them in various experiential activities. Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation. Institution also insures the sensitization of students on various issues like environment, gender, human values and professional ethics through curriculum delivery and activities of various co-curricular committees.

Structured Feedback is received from stakeholders, analysed and corrective measures are taken. Based on feedback, need-based bridge and add on courses are introduced, remedial teaching is planned and student-centric methods are adopted.

Teaching-learning and Evaluation

The Institution caters to students from diverse backgrounds. Irrespective of students' socio-economic circumstances, abilities and other personal attributes, institution paves the way for them to excel in their personal and professional lives. Institution follows transparent, well-administered mechanisms and regulations

of University of Mumbai and Government of Maharashtra for the admission process. The institution has been granted minority status on the linguistic basis. The Institution is committed to have a systematic framework for assessing students' learning grades and measuring as well as reviewing and enhancing their academic performance. A significant number of faculties are approved by University of Mumbai. Upgradation of knowledge through workshops, seminars etc is encouraged and faculties have also registered for Ph.D degree .

The learning ability is well addressed by the institution through methods like observation of student performance in the preceding semester examination, Internal Assessments, through Continuous Internal Evaluation (CIE), students' participation in lectures and remedial coaching. Student centric methods are adopted through experiential, individual, collaborative and participative learning. ICT enabled infrastructure make teaching learning more effective. During mentoring, mentors define mentees' learning skills based on their educational, cognitive, emotional, and social aspects. Mentors guide and motivate mentees to achieve their objectives.

Reforms introduced in the internal assessment system has made it robust and transparent with clear guidelines, which are communicated from time to time. Standard procedures exist for examination related grievance redressal. Program Outcomes, Program Specific Outcomes and Course Outcomes are defined for all the programs and the methodology for attainment and evaluation is established. Based on the attainment levels, add-on efforts are identified for further improvement.

Research, Innovations and Extension

Even though the institution is just 12 years old, it has formed an ecosystem for innovations by establishing a Research Committee and Incubation Centre. The committee encourages research activities among faculty members and also extends it to students, thus inculcating a research culture in them. Pertinent, adequate policies and financial resources encourage faculties to undertake research activities. Students are also sensitized to participate in research events. Institution has faculties who have pursued and completed their Ph.Ds and have been a motivation for others to venture into upgrading their qualifications. Faculties are invigorated to participate and present papers in Conferences, publish their Research findings in UGC recognized journals, apply for minor research projects and also author books. The significance of Intellectual Property Rights was well augmented by experts through a well-attended workshop. The institution, to ensure ethical publication of research work by the faculties, has also installed Anti-Plagiarism software. Institution encourages students to acquire knowledge and experience through internships, field visits and linkages with reputed corporate houses. Institution believes in sensitizing its students towards health, social and environmental issues by providing them platforms through extension activities like Department of Life Long Learning (DLLE), National Service Scheme (NSS) and Institutional Social Responsibility (ISR). These activities also encourage students' responsibilities towards neighbourhood community. The institution has initiated the process of getting the centre recognized for Ph.D. The faculties who have completed their Doctorate have also been encouraged to apply for recognition as Research supervisor/ guide for guiding Ph.D students. Presently, institution has formed a linkage with a small scale food industry, Ritu foods for students to understand its working through experiential learning. In the future, institution proposes to enhance its tie-up with more industries for the student beneficiaries. A full-fledged entrepreneurship and incubation cell, working towards student support is planned.

Infrastructure and Learning Resources

The Institution assures an excellent infrastructure including physical and IT facility for the progress of the students. The Management, at regular intervals, upgrades the infrastructure for enhancement of academic excellence. A total of 145 Desktop computers for students, and faculties have enhanced IT support of the institution. The student computer ratio works out to be 15:1. Physical infrastructure includes spacious classrooms, computer laboratories, media laboratory and a well-equipped library with centralized air conditioning. Use of ICT for achieving institutional vision involves provision of ICT enabled classrooms to make teaching and learning more effective. Administration is facilitated through use of software, enabling a smooth functioning and better services.

Sports are encouraged through a well-set up gymkhana for indoor sports and a linkage for outdoor activities. A well-established gymnasium with subsidized fees inspires both faculties and students to maintain a good health regime.

KOHA and OPAC, which is an Integrated Library Management System (ILMS) with automation functions, support operations of the library or the Knowledge Resource centre. It is accessible to all staff and students through Internet/Intranet. Institution has e-journals and e-resources, which are made available to faculties and can be accessed from any computer in the campus. Book bank facilities support student-learning mechanisms.

Institution has high speed internet leased connectivity having Wi-Fi setup with access points strategically located across the campus. Wi-Fi is authentication driven and is with restrictions as per user level for maximum security.

The Institution has adopted a well-established system and procedure for maintaining and utilizing various physical, academic and support facilities, including Gymnasium facilities. The objective is to maintain the excellent infrastructure, which is beneficial to students and faculties. Policies for maintenance are in place and the Operations Manual has spelt it out.

Student Support and Progression

Institution is committed to holistic development of students through academic, co-curricular, and extra-curricular activities. Students benefit through various scholarships and freships extended by government, non-government organisations and institution. Institution conducts career counselling seminars, soft skill development courses, remedial coaching, bridge courses and personal counselling for capacity enrichment and competency building of students. Institution believes in an all-inclusive development of students by providing platforms for sports and cultural activities. The institution has a transparent mechanism for timely redressal of student grievances.

Institution encourages students' progression to higher education by offering various capacity and competency building courses. Institution, through its placement and career guidance cell, motivates students to appear for various state, national and international level examinations. The institution also inspires students to upgrade their qualification through PG program. Students have participated and won many national and international accolades in sports and cultural activities. Students from the institution are also part of the University team/delegation participating at international level. An active Student Council permits students to participate in planning, conducting and promoting of various events of the institution.

Alumni association formed with office bearers in place, strengthens the bond between the institution and the students after they pass out. Office bearers of the association have voluntarily expressed their willingness to

actively support the institution in all its curricular, co-curricular and extracurricular activities. Meetings and interactions are periodically held. Currently, the Alumni association is in the process of getting registered. Alumni contribute in diverse ways to support institutional activities through their expertise. Alumni have approached and expressed their desire to share their expertise, experience and willingness to participate in enhancing the college development.

Governance, Leadership and Management

The vision and the mission of the institution lays emphasis on imparting quality education to the students from diverse socio economic backgrounds. It assures participation of all stakeholders in decision-making process and ensures righteousness and efficiency in governance and administration.

The institution has well organised Organogram in place with reporting authorities well defined.

Institution promotes decentralisation and practices participative management for smooth and effective conduct of routine activities. Perspective plans and policies of the institution are in tune with vision and mission of the institution. It is implemented through various governing bodies and committees. E-Governance is a part of all phases of administration, including admission, evaluation etc.

Institution values the role of faculties and keeps them motivated through many welfare measures like medical insurance, financial support for research activities, food coupons, free transport facility from the nearest railway station and gymnasium facilities at subsidized rates. Non-teaching staff are also provided with uniforms, food coupons and medical insurance. A robust Performance Appraisal System contributes to enhance the professional competence of the workforce and also a better working environment

The institution has in place a well-documented and established process of internal and external audit. Being a self-financing organization, the institution has well laid down processes for effective resource mobilisation and its utilization. Many of the activities are self-sustaining as far as resources are concerned.

Internal Quality Assurance Cell (IQAC) of the Institution monitors and assures continuous improvement in the quality of academic excellence. IQAC has initiated several quality reforms to improve teaching-learning processes and brand building activities. IQAC also suggests measures for smooth functioning of academic and administrative processes

Institutional Values and Best Practices

Institution strongly believes in imparting quality, value based education including gender equality, environment sustainability, waste management and green practices. Institutional programs address Gender Sensitivity, Women Empowerment and safety issues. Institution strives to assure safety and security to women in the campus. Institution shows sensitivity towards 'Divyanjan' by providing friendly facilities. Institution has collaborated with Central Railway for beautification of Chunabhatti Railway Station. Health and blood donation camps in collaboration with CSR of Corporates and Hospitals are organized for local community. Institution promotes national consciousness and unity.

Institution takes initiatives for capacity enhancement of students and betterment of community.

The best practices of the institution include 'Holistic Professional Development through Commerce and Management Association(CMA)', where students acquire knowledge about various financial sectors and its impact after watching live Budget presentation, analysing and discussing it through student-centric panel discussion. Entrepreneurial skills are enriched through experiential learning during the event, Business day. Students get to experience setting up of a start up with technical and financial support needed and also a successful marketing strategy. Functioning of the stock market and its volatility are made known through the Mock-Stock event, which again is an experiential learning for the students.

Enviro-Social Responsibility 'Envoventure', another best practice, in collaboration with Bhabha Atomic Research Centre (BARC), allows sensitization of students about environmental issues and practice management of floral waste generated during Ganesh festival. This practice is one of a kind since the institution is the first to start this activity and is presently the only institution to collaborate with Bhabha Atomic Research Centre for safe and useful disposal of such floral waste.

Institution provides the right blend of state-of-art infrastructure, academic platform, professional exposure and a motivated approach along with a robust system for its learners to excel, especially for female students.

Through various activities conducted, institution tries to provide a platform for students to develop into a responsible citizen. Institution has also undertaken rain water management, energy audit, green audit and environment audit, which will be continued in future as a part of Green initiatives. Increasing green cover in the campus has also been initiated.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BUNTS SANGHA MUMBAIS ANNA LEELA COLLEGE OF COMMERCE AND ECONOMICS AND SHOBHA JAYARAM SHETTY COLLEGE FOR BMS
Address	Shashi Manmohan Shetty Higher Education Complex, Opp. Buntara Bhavana, Buntara Bhavan Marg, Kurla (E) - 400070
City	Mumbai
State	Maharashtra
Pin	400070
Website	https://alsj.bunts.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Padma Vinay Deshmukh	022-24059044	9221026911	022-24057249	annaleelacollege2020@gmail.com
IQAC / CIQA coordinator	Sachin Chandrakant Pimple	022-24059013	9819613662	022-24057062	sachin.pimple@bunts.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Category Approval Certificate in English and Marathi 20210111_0001 (2).pdf
If Yes, Specify minority status	
Religious	
Linguistic	Kannada
Any Other	

Establishment Details	
Date of establishment of the college	01-07-2008

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Shashi Manmohan Shetty Higher Education Complex, Opp. Buntara Bhavana, Buntara Bhavan Marg, Kurla (E) - 400070	Urban	0.659114	8730.753

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	H.S.C. or H.S.C. Equivalent	English	720	484
UG	BMS,Management Studies	36	H.S.C. or H.S.C. Equivalent	English	540	476
UG	BCom,Accounting Finance	36	H.S.C. or H.S.C. Equivalent	English	180	176
UG	BSc,Information Technology	36	H.S.C. or H.S.C. Equivalent with Maths one of the Subject	English	360	182
UG	BA,Mass Media	36	H.S.C. or H.S.C. Equivalent	English	180	161
PG	MCom,Commerce	24	Commerce Graduation	English	120	104
PG	MCom,Commerce	24	Commerce Graduation	English	120	79

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	0	1	0	1	0	0	0	0	9	6	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	4	7	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	9	8	0	17
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	5	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	6	0	10

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

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

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

**Self Study Report of BUNTS SANGHA MUMBAIS ANNA LEELA COLLEGE OF COMMERCE AND ECONOMICS
AND SHOBHA JAYARAM SHETTY COLLEGE FOR BMS**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1026	13	0	0	1039
	Female	436	4	0	0	440
	Others	0	0	0	0	0
PG	Male	74	0	0	0	74
	Female	108	1	0	0	109
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	55	43	40	34
	Female	21	20	11	15
	Others	0	0	0	0
ST	Male	2	3	2	2
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	45	46	39	38
	Female	21	21	18	22
	Others	0	0	0	0
General	Male	915	785	854	771
	Female	416	409	420	346
	Others	0	0	0	0
Others	Male	40	66	73	82
	Female	23	38	30	43
	Others	0	0	0	0
Total		1539	1432	1488	1354

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
265	265	269	266	270
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1662	1539	1432	1488	1354
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
420	398	398	413	428

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
462	453	482	435	290

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	27	21	23	19

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	30	30	28

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 24

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
222.9	214.8	208.6	220.1	160.7

4.3

Number of Computers

Response: 111

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institution has a planned and documented curriculum delivery and implementation system.

Planning:

Comprehensive teaching plans and schedules for the academic year are prepared by the faculties considering the institutional academic calendar, uploaded on the institution website and also included in the institution prospectus.

The academic calendar is prepared considering the semesters' schedule as well as the examination calendar and includes Co-curricular and Extra-curricular activities.

Organization of workshops and conferences, library updating in case of changed syllabi, field activities, guest lectures, project work, internship, co-curricular events are planned at the beginning of the academic year.

The prospectus provides the students an insight about the institution, academic programs and other information including code of conduct along with the academic calendar.

Faculties' workload is finalized considering their experience and expertise in the subject. Individual time-tables, Programme-wise time-tables and master time table are approved by the Principal at the beginning of each semester.

The students are oriented at the beginning of the academic year by the faculty and alumni, thus enabling them to understand the scope and career opportunities of the study program they have opted.

Delivery:

The institution is affiliated to the University of Mumbai, and the syllabus formulated by the respective Board of Studies is made available to students for understanding the subject. The institution follows the Teachers' Diary model, where each teacher records his/her lectures, delivery methods and other activities on a daily basis and is reviewed by the coordinator and the chief coordinator. The teaching process is also reviewed through meetings at the departmental level and the date of completion of syllabus is noted. The schedule for revision/remedial lectures is prepared according to students' requirement.

Curriculum Support:

The curriculum delivery is made more effective through bridge courses and extensive/intensive teaching.

Bridge Courses are modelled based on the students' requirements and help them to enhance their learning ability. Need based Add on courses are introduced to improve skills, employability and competency of the students.

Students are grouped under faculties, who mentor the students for a holistic development through mentoring programs. Guest Lectures are arranged to give the students an insight into the requirements of the industry. Expert Lectures are arranged for guiding final year students. The institution promotes participative/experiential learning through group discussions, field trips and other educational activities.

Evaluation:

The institution has introduced reforms in non-flexible evaluation system, like Continuous Internal Evaluation through open book test, online tests to track students' performance. Preliminary examinations are conducted for the Final Year students to help them to improve their performance. Results of Internal and external examinations are analyzed to evaluate the effectiveness of curriculum delivery.

Feedback:

Periodical feedback from students regarding effective curriculum as well as curriculum delivery is collected and analyzed. Improvements are suggested to the faculties as per the requirement.

Industry/Employers' feedback is taken to assess the competency of the curriculum with respect to their needs, outcomes of which are referred to the competent authorities.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution prepares Academic Calendar in accordance with the academic calendar of University of Mumbai. The institution abides by the requirements specified by the University of Mumbai in their academic calendar. The academic calendar is prepared well in advance for the next academic year. The academic calendar is displayed on notice board as well as uploaded on college website for all-time information for all the stakeholders. It carries tentative schedules regarding admission, teaching-learning schedule, examination schedule, curricular and co-curricular activities, extra-curricular activities, major departmental, committee and institutional events to be organized. The college follows its academic calendar for conducting internal examinations and CIEs.

Professional programs like BMS, BAF & BAMMC, follow examination pattern as prescribed by University of Mumbai consisting internal-external evaluation of 25:75, wherein 75 marks are for external examination and 25 marks for internal assessment. Out of 25 marks of internal assessment; 20 marks are

assigned to written test for every course and 5 marks are for class participation of the student.

Examination pattern of BSc (IT) includes separate evaluation for theory and practical courses. Theory courses are evaluated in same pattern as that of other professional programs consisting of 75 marks external & 25 marks internal assessment. Practical courses are evaluated for 50 marks including Journal Assessment, Viva-Voce & Practical Examination.

BCOM is a traditional program which does not have any internal assessment. External examination of BCOM is conducted for 100 marks except one of the course named Foundation Course of First & Second year. It follows the 75:25 pattern, wherein 75 marks are for external examination and 25 marks for internal assessment. 25 marks are assigned for projects based on social issues and viva voce.

At Masters level 60:40 pattern is followed, wherein 60 marks are for external examination & 40 marks are assigned for internal evaluation for which a research based project is prepared by the student.

Other than above Internal Tests, the Institution conducts tests as a part of Continuous Internal Evaluation (CIE) from last two academic years (2018-19 & 2019-20). As the internal exam pattern is unlike for different programs CIE tests are conducted in following pattern.

For Professional Programs (BMS, BAF, BAMMC, BSc (IT)) Two CIE tests are conducted, one CIE Test is an Open Book Test and The other CIE Test is conducted online using Google Forms.

For Traditional Programs (BCOM) Three CIE Tests are conducted one CIE Test is an Open Book Test and The other two CIE Tests are conducted online using Google Forms.

At Master Level, students are evaluated on the basis of research projects.

Other than this, for third year students a Preliminary examination is conducted before semester end examination for all the programs for the academic year.

Schedule for all the CIE tests adhering to Academic Calendar is informed to the students through notices and What's App groups of students. The result of the CIE tests is analyzed for enhancing students' performance in the final examination.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**

3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4.Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The vision, mission, and core values of the college speak volume about these cross-cutting issues. The institution naturally integrates various life skills, values, local and global challenges through its curriculum and its delivery. The college offers 05 undergraduate and 02 post graduate programs in which all these issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability are addressed. The cross cutting issues facilitate holistic development of students. Apart from curriculum, the college also attempts to inculcate cross cutting issues through Institutional Social Responsibility (ISR) as well as the extension activities of NSS and DLLE.

Mandatory courses like Foundation Course are specially designed to orient students with all four cross-cutting issues. 100% of the undergraduate student population has an introductory access to gender equity, Environment and sustainability, human values and professional ethics through their curriculum.

Teaching professional ethics through curriculum and other extension activities help students to inculcate critical thinking and taking right decisions. Professional ethics are imparted to the students of all the undergraduate as well as post graduate programs. Courses like Commerce III, Advertising I, Business Management and Financial Accounting and Auditing, Foundation of Human Skills, Foundation Course IV (Ethics and Corporate Governance), Business Planning and Entrepreneurship, Taxation III, Auditing, Cyber Law, Internet of things, Current Affairs, Introduction to Journalism, Mass Media Research, Business Ethics and Corporate Social Responsibility and Organizational Behaviour help to inculcate professional ethics amongst students.

All the programs have some courses to inculcate human values like Business Communication, Motivation and Leadership, Change Management, Indian Ethos in Management, Commerce IV, Business Ethics and Corporate Social Responsibility, Visual Communication, Cultural Studies which help the students develop self concept and serve as guiding principles.

The college intends to address Environmental Issues in all the programs through courses like Foundation Course – III (Environmental Management), Logistics and Supply chain management, Green Computing and Environmental Studies.

To sensitize students for gender equity, there are courses across all the programs like Foundation Course which focuses on issues like violence against women, dowry system, portrayal of women in media etc. Other courses like advertising, Cultural Studies also focus on gender equity. Courses like Business Planning and Entrepreneurial Management focus on women entrepreneur.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 8.08

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
20	17	15	23	33

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

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

Response: 26.17

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

Response: 435

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 80.93

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
771	691	543	601	660

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
823	780	780	810	840

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 9.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	33	34	40	62

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Institution admits students coming from diverse backgrounds and socio-economically weaker sections. So institution has well planned measures to address this disparity among students. Abilities and other personal attributes affect the quality of their learning. The Institution is committed to having a systematic framework for assessing students' learning abilities and measuring, reviewing and enhancing their academic performance. The students vary in their cognizance capacity and as a result of it some students turn out to be better learners and some students take time to comprehend and be at par with rest of the students. These learning ability issues are well addressed by the institution using various methods, like observation of student performance in the previous end semester exam, Internal Assessments and through Continuous Internal Evaluation (CIE) and Students' Engagement in Lectures. During mentoring, mentors understand mentees' learning skills based on their educational, cognitive, emotional, and social aspects.

Programs for Slow Learners:

- The institution offers professional courses like BMS, BMM, B Sc. (IT), BAF along with B.Com. The students from various faculties are admitted in these courses viz: a science stream student can join a commerce program like B.com, BMS, BAF and also Arts program like BMM. Institution conducts 'Diagnostic Test' for the First Year students after admission, to evaluate their basic knowledge of Accountancy, Economics and Mathematics. List of eligible students for bridge course is displayed. Bridge Courses are conducted for students who are introduced to the new program and also for the slow learners who require additional academic support.
- Guidance and motivation during periodic Mentoring sessions.
- Remedial sessions conducted aided slow learners to perform well in the examination.
- Students are shared the lecture notes as well as reference material.
- Faculties assign extra assignments to slow learners for concept clarification and better comprehension of the course.
- Departments maintain and monitor the database, schedules and remedial sessions and their performances.
- As per the University rules, Divyangjan students are provided extra time during the written examinations.

Programs for Advanced Learners:

- Meritorious students are felicitated during prize distribution and convocation ceremony.
- Students are encouraged:

- To excel in exams at the University level and various competitive examinations related links are provided on website (students are made aware of the post UG opportunities)
- To participate in conferences and workshops, for paper publication
- The students are encouraged to do online certification courses like SWAYAM-NPTEL, and Coursera.

These efforts lead to:

- Improvement in overall passing percentage
- Students securing high grades
- Winning awards in various competitions.
- Securing admission for higher education in premier Institutes / Universities at National and International levels.
- Participation in various co-curricular activities.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 57:1

File Description	Document
Any additional information	View Document

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

Response:

As quoted by Benjamin Franklin Tell me and I forget. Teach me and I remember. Involve me and I learn, institution uses student centric approaches to improve learning satisfaction keeping in mind scope of

syllabus, availability of time. Students also absorb through observation, surveys, experimentation.

Experiential learning:

It involves education through involvement. Institution organizes workshops for students to get hands-on experience. Themes include Android App development, Arduino/Raspberry pie Microcontroller based Internet of Things Device Making, Cyber Security, Ethical Hacking. Interaction during the lecture hour is encouraged. Classroom activities like spontaneous discussions on financial topics, writing for in-house magazines and newsletters role plays for better internalization of the concepts are conducted. BAMMC students refine journalistic skills through in-house newsletter and college magazine Reflections. Students also conduct Social Marketing Campaign in the college foyer, Objective of which is creating awareness regarding social issues. Activities like CV writing session and grooming sessions for interview generate confidence in students.

Field trips and Industrial Visits:

Visits are organized to industries, institutes, corporate sectors, sanctuaries, SEBI, BSE, RBI, American Library, FTII, Radio-City, Lokmat Printing press-Nashik, Arena Animation to associate their processes to the curriculum requirements. Industrial Visit (IV) brings clarity to important management concepts, as students learn the application of these concepts. It relates classroom teaching to practical learning in a real-life environment and also help students to clarify their queries in the interested field. Students are also able to enhance interpersonal skills.

Placement cell facilitates internships facilitating experience. It provides students with soft skills needed at workplace and for leadership positions.

Participative learning:

It redefines traditional classroom student-teacher relationship and includes Presentations, Group Discussions, Mini Programming/software programming/ model making (IT), Debates/Classroom Management Games/ Poster Making / Wall Paper Making (BAMMC), panel discussions. Assignments, Quizzes, role plays, short film making, coding competition, vox-pop (short interviews with members of the public) that help self-learning.

The Institution provides an inspiring platform to students to participate in Add-on courses like Tally, GST, ITR, Excel, Swayam-NPTEL, conducted as a collaborative effort with prestigious bodies like NPTEL, Vedanta Foundation. Faculties use techniques like Story completion and Sentence completion to allow students to express their thoughts that can be difficult to access by direct and structured questioning. Institution conducts quiz competition, debate competition, Digital Rangoli, seminar on career guidance and treasure hunt to include students in various activities.

Problem solving:

Case Studies support students to explore alternative solutions to develop analytical thinking. Faculties also conduct 'in-basket exercise' where students are given multiple problems and situations and are asked to decipher it in a stipulated time frame. It evaluates competency of students in problem solving and decision

making, managing and organizing information, interpersonal communication skills and self-management. Film screening is a method which gives visual representation to abstract thoughts. It helps learners gain meticulous knowledge, develop critical interpretation. Each course of BAMMC program evaluates students for their understanding and resolving of case studies as part of concept application. Accounts courses require students to understand their concepts through case study.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT tools can be used to find, explore, analyze, exchange and present information responsibly and without discrimination. ICT can be employed to give users quick access to ideas and experiences from a wide range of people, communities and cultures.

Institution recognizes the importance of updated technology and is equipped with the requirements of the faculties as well as students. Every classroom is well-equipped with a LCD projector. The institution has issued Desktop to each department for smooth functioning. The institution has installed Wi-Fi for the stakeholders inside the campus. Further, it has computer laboratories with internal LAN. Broadband Leased Line High speed Internet connection supports the ICT function. Institution has Zoom and Microsoft Teams Application which proved to be a boon for the faculties while conducting online lectures during the pandemic. Also, the system was effective for online evaluation as directed by the University of Mumbai. All the staff are familiar with all the latest ICT tools.

To strengthen their methodology, faculties are encouraged to use Google class room, Personal Blogs, Recorded Lecture videos and to publish on the 'YouTube channel'. Teachers also conduct one CIE through Google forms, which help to understand the on-line mode of evaluation clearly. This helped students when all evaluations were conducted on-line because of the pandemic. Power point data bank of each teacher is made available for students. All department use PowerPoint and multimedia for effective teaching learning and timely completion of the syllabus. Some of the faculties regularly use film screening, documentary screening, for concept clarification as a part of the teaching-learning process along with traditional chalk and talk method of teaching.

To keep up with the changing academic scenario, in terms of syllabus revision, library is regularly updated with online and offline resources. Inlibnet membership is regularly upgraded and provided free of cost. Institution has created its online repository. For the benefit of 'divyang' students the college library has installed NVIDIA-Brail software for the blind.

The faculties have created their own YouTube channels which not only cater to the students of our institution but all inclusive. Social media is skillfully used by the college for effective communication through what's app group, and Instagram accounts and all these links are visible on the front page of the website. The institution encourages teachers to attend training programs, workshops, seminars and conferences related to ICT or innovation in teaching-learning. The students of Mass Media made excellent one minute films, short films and advertisements. The institution is affiliated to IIT Bombay SWAYAM and NPTEL as a local chapter and provides teachers some additional online courses for knowledge upgradation.

Institution makes all possible efforts to upgrade faculties about Intellectual Property Rights which is required to secure oneself from infringements, ethical publication of research paper and to avoid plagiarism. Institution has installed Anti-plagiarism software to supports in ethical presentations and publications of research papers.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 59:1

2.3.3.1 Number of mentors

Response: 28

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 80.24

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 6.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	2	0	1

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 4.03

2.4.3.1 Total experience of full-time teachers

Response: 117

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Evaluation is an integral attainment and outcome of teaching-learning process. With regular interactions with IQAC and Heads of the department, examination committee plans schedules and works on reforms for building a robust evaluation system. The institution systematizes its academic calendar by including schedules for internal assessment and the university examinations. The institutional internal evaluation system is decentralized in order to make it more transparent and objective.

Transparency:

1. Students are informed about the evaluation mechanisms during orientation program.
2. Transparency in the process of information dissemination is displayed through tentative schedule in academic calendar and also through notices sent informing the actual dates and other details.
3. Preparation of real-time examination schedule
4. Information regarding syllabus for the evaluation, Paper Pattern is shared with students through circulars on notice boards and social media.
5. Panel of paper setters account for paper setting to minimize errors.
6. Department coordinators under the guidance of the examination committee monitor the entire evaluation process.
7. Mark lists prepared by the respective teachers are validated by the coordinator before submission to the examination committee.

Robustness in frequency and variety

1. One internal test as per the University norms is conducted by the institution. However, to make students examination ready, two CIE tests for BMS, BAF, BMM and B.Sc. (IT) and three CIE tests for B.Com are conducted. It is an attempt by the Institution to motivate students towards academic enhancement.
2. CIE tests are conducted as an open book test & online tests through Google Forms. Open book test encourages students to read the subject books and the provided notes so that they can locate the answers and respond in a more critical and analytical way. On-line test helps to check the conceptual understanding level of learners.
3. All the departments conduct preliminary examinations for final year students at under graduate level prior to their University Examination as per the paper pattern prescribed by the University of Mumbai. It facilitates students to get acquainted with the University pattern and plan final exam accordingly.
4. Department wise analysis of the internal assessment is done and accordingly academically weak students are mentored through remedial coaching.
5. The marks of the preliminary examination are discussed with students for improvements and better performance.
6. Final year students are also provided with preceding years' question papers for solving so that they can perform well at the University Examinations.

7. To encourage students in co-curricular activities additional ten marks are assigned by University to those who successfully complete the two years of NSS with participation in residential camp, DLLE activities, outstanding performance in cultural activities and Sports activities conducted by the university.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

IQAC consistently work to promote student centric activities. It interacts with examination committee and the students to understand the shortcomings. The Academic Calendar is displayed on the institution's notice board as well as on institutional website for all stakeholders. During the orientation program, faculties discuss about the evaluation system and how the Course Outcomes, Program Outcomes and Program Specific Outcomes can be attained. The institution conducts CIE, home assignment, projects, presentations, group discussion, etc. to assess the performance of students. The institution's examination committee accomplishes its internal examinations through a very meticulous mode. New terms and marking system of CGPA and CBCS pattern is explained to the students at the beginning of the academic year.

Ordinances of University of Mumbai are available for solving examination related grievances transparently in a time bound and efficient manner.

1. Redressal mechanism for grievances before Exam:

The students apply to the Principal for grievances such as non-issuance of the hall ticket, correction of name/subjects in the Hall ticket. The Principal subsequently forwards the requests to the Examination Cell. Required corrections are made immediately after confirmation and the updated documents are reissued.

2. Redressal mechanism for grievances during Exam:

The Faculty / Supervisor / Chief Conductor immediately clarifies any discrepancy / doubts in the question paper (in consultation with the University, if necessary). Students are informed about the outcomes of use of unfair means in examinations. Vigilance Squad (Internal or University appointed) / Exam Supervisor monitor the conduct of exam with reference to fairness and report unfair events, if any, to the Chief Conductor in writing as well as submit a report to the University Examination Cell. As per the

guidelines, the institution having separate Unfair means Inquiry Committee (UMIC). UMIC provides an opportunity to be heard for his/her explanation under the Principles of Natural Justice and decides appropriate action if the student is found guilty. All cases of unfair means are dealt with as per Ordinance 0.5050 of University of Mumbai.

3. Redressal mechanism for grievances after Exam:

After declaration of Semester End Examination results, students can apply for a photocopy of their answer sheets and/or revaluation within ten working days in the standard format prescribed by the University. After going through the photocopy, if there are any grievances, the student fills up a grievance form. After verification, necessary corrections are done by the evaluator. In case of revaluation applications, the answer books are re-assessed by another subject expert after masking the earlier marks. For grievances like totaling mistake or wrong SGPA, after verification, necessary corrections are done immediately and the revised document is issued to the student. To ensure that the entire system is transparent, time bound and efficient, the Examination Cell is well equipped with adequate and competent manpower, which works with a student-centric mind set. Examination Cell is also having IT resources along with the necessary security and surveillance systems.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Institution emphasizes on the competence of the student. IQAC dexterously tackles it by introducing subject related add on courses. Institution's focus is always on molding the student with values of a responsible citizen. Learning outcomes form an integral part of college vision, mission and core values. The learning objectives are communicated through various means such as website, through interaction of Alumni with students during orientation sessions and dissemination in classroom by concerned faculty.

The curriculum for each program is provided by the University of Mumbai. As the institution follows outcome based education, Course Outcomes (COs) are defined for all the courses in the curriculum by each department. The Program Outcomes (POs) are also well defined by University of Mumbai and are to be fulfilled by all the programs of higher education. Program Specific Outcomes (PSOs) are defined by individual programs. While defining the outcomes, the contents of the curriculum and its attainment is of prime importance. Once these are recognized, it is imperative that a proper route be chosen for sharing the same with the stake holders.

In order to enhance competency of the students, IQAC suggests the introduction of Add-on courses. These courses are conducted in collaboration or with the support of various external agencies. The information and the objectives of these courses are disseminated among students in the form of notices, brochures and through social media. Students are made aware of the need for these courses and their outcomes through sessions conducted by faculty or an expert from the concerned agency.

The Program Outcomes, Program Specific outcomes and Course Outcomes are disseminated to all the stakeholders through various modes.

Regular and Add on Program Outcomes, Program Specific outcomes and Course Outcomes are displayed on institute's website.

The institution asks teachers to attend related workshops, seminars, conferences and FDPs to enrich themselves so as to attain the outcomes while teaching in the classes. The following platforms are used to disseminate the Program Outcomes, Program Specific outcomes and Course Outcomes to the stakeholders.

Students are oriented of the Program Outcomes, Program Specific outcomes and Course Outcomes at the start of the academic year

During the Parent Teacher Meeting, the parents are made aware of the outcomes and its attainment in various languages.

Through Campus Recruitment Drives and placement processes, Employers get an appraisal of the Program Outcomes, Program Specific outcomes and Course Outcomes. They recommend suggestive and corrective measures that will help students achieve their academic goals through these outcomes. This allows the teachers to communicate to the academic authorities for syllabi changes that ultimately will achieve the required effective outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Institution's mission statement clearly stresses on holistic development of students.

The college conducts 5 UG and 2 PG programs in Commerce, Arts and Science. Students' academic expedition is methodically initiated through orientation program, expert lectures, and classroom interactions.

Institution continuously works towards attainment of Program outcomes, Program Specific outcomes and

Course outcomes. Faculties realize the limitations of the students who have diverse academic profiles and knowledge. Hence, it becomes imperative to have approaches for identifying the limitations and ensure timely rectification to achieve optimum attainment of the outcomes.

On the basis of the entry level diagnostic test, students' learning attributes are assessed and categorically remedial measures taken for outcomes attainment.

The institution appraises attainment of Program outcomes, Program Specific Outcomes and Course outcomes through its evaluation mechanism. Artifacts demonstrating skills, personal characteristics and accomplishments required for attainment assessment are collected through:

- Direct attainment
- In-Direct attainment

Direct Attainment of Course Outcome is quantified through mandatory Internal and External Examinations.

In addition to the direct attainment, Indirect attainment of Course Outcome is evaluated for various facets. Courses like Environmental studies/Management teach students the importance of various environmental issues and its management. The Accountancy course allows students' assessment of the essentials of accounting through various events conducted. Students are evaluated for their understanding of Budgets, Stock trading. IT courses evaluate students through projects. Commerce and management students are evaluated for Course Outcomes through their participation in various activities conducted both intra and inter collegiate. Mass/Multimedia students often express their understanding of the courses through activities like short films, advertisements, newsletters, literary articles. Extension activities help to monitor the attainment of course outcomes through participation and achievements at both institutional level as well as community level. Awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure and the changes in attitude are few of the other parameters used to evaluate the attainment of the course outcomes

The institution offers add on, and skill development courses to inculcate actual outcomes at the end of the course and encompass their career. Addressing students during lectures on career counseling and soft skills play a critical role in inclusive development of students. Outcomes of the above program are assessed through pre-planned activities. Campus to Corporate Program was conducted.

Program Outcomes and Program specific outcomes are measured through academic and non-academic performances of the students. The performance of the students in internal and external examinations through written, practical and assignments, participation in class activities, role in departmental activities help measure program specific outcomes. Students are encouraged to take part in competitions, seminars and conferences. Their performance within and outside the college in various academic events provides another measure of their learning-levels.

Students are appraised continuously based on punctuality, receptivity, participation in deliberations, responses to faculty queries and conduct. Their performance in the internal examinations provides initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance helping to improve their performance in the external examinations.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 78.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
457	328	385	329	186

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

2019-20	2018-19	2017-18	2016-17	2015-16
462	434	482	431	290

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.45

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.24	0.3	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 6.9

3.1.2.1 Number of teachers recognized as research guides

Response: 2

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 12

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

As per the recommendations of the IQAC, the institution has formed an ecosystem for innovations and Incubation by establishing the Research Committee and Incubation Centre. The research committee encourages research activities among students and faculty members, thus inculcating research culture among them.

In order to promote research activities, the **research committee has conducted State level workshop on Research Methodology and research proposal for Ph.D.** to guide faculties and students on preparation of Research Proposal and Data Analysis.

National Workshop on Data Analysis using SPSS for the usage of SPSS(Statistical Package for the Social Sciences) Software in research.

The Skill Development Cell has conducted:

Workshop on preparation of Minor Research Project to provide Guidance on Minor Research Project also gave an insight on the significance of statistical analysis of research data and the process for applying for MRP.

Workshop on Advance Excel for the teaching and non-teaching staff. This workshop supported the participants to upgrade them and facilitate knowledge through new and improved technology.

The Centre in association with Department of Mass Media organized a **workshop on Corel Draw**, which helped teaching and non-teaching staff to explore the technology.

Industry Academia Interface:

Students are exposed to various business activities like manufacturing of products, trading, costing, management, finance and accounting through Industrial visits to various organizations in Maharashtra as well as pan India. These visits gave the students an understanding of operational skills.

Inculcating Entrepreneurial Skills:

Students are guided to set up food stalls on regular basis to help them refine their business skills for startups. This activity creates a sense of enthusiasm and willingness among students to work towards startups.

Incubation Centre:

CA Pratik Pandya conducted a **session on financial startups** and opportunities available in financial sectors, which was an enriching experience for students.

Students have started their **“YouTube”** channel. These students educated other peer students about the process of starting their own You Tube channel and its requirements and logistics.

The students from Department of Information Technology are given an opportunity to develop software as a part of their projects. Department of I.T. encourages students to use new Operating System like Raspberry Pi or Arduino to work on embedded system project and has also conducted **Workshop on Android App development**.

The institution in collaboration with Bombay Stock Exchange (BSE) conducted a **Certificate course in entrepreneurial planning** in financial markets to enlighten the students about various opportunities and avenues in financial segments. Department of Commerce in association with BSE conducted a seven days certificate course on **‘Overview of Financial Market’** to create financial literacy among students. During this course, students also visited BSE to comprehend live trading. These activities stimulate students to read and participate in discussion related to financial sectors and also to plan of innovative ventures. Institution in association with NPTEL offers **on-line certificate course** on entrepreneurship.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	00	00

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The Institution is actively involved in extension activities through National Service Scheme (NSS), Department of Life Long Learning and Extension (DLLE), Institutional Social Responsibility (ISR) and departments throughout the year.

NSS unit was established in 2016 to develop student's personality through community service.

DLLE, an extension activity of the University of Mumbai, established in 2014, promotes meaningful and sustained rapport through student activities. DLLE, activities, inculcate social and leadership values among students.

ISR is an initiative by the Institution to inculcate social values and responsibilities among the students and motivate them to serve the society in their capacity.

The institution through its extension activities takes initiatives in making students socially receptive and responsible citizens.

Community services include:

Cleanliness and Environment Sustainability Awareness:

- Programs conducted by the institute include Street Play on *Swachh Bharat Abhiyan* activities that help sensitize students
- Activities like solid waste management among students through participative learning. Institute observes no plastic day along with no vehicle day to create awareness about environment and its protection.

DLLE activities include:-

- A survey on the Status of Women in Society(SWS), where students conduct a survey on the position of woman in society with respect to their socio-economic status. The survey is conducted in the neighborhood by the students. The objective of the survey is to create awareness of the problems faced by women with respect to financial and social issues, thus providing them with an in-depth knowledge.
- Industry Orientation Program, where students get an opportunity to appreciate professional experience by working in various capacities in different fields. Students are required to complete 150 hours of working in various capacities in industries, academic institutions to understand the nuances of the job process.
- Career Project, where students are given opportunity to interact with the respective, goal-realized, successful authority to apprise them of the process required for self-attaining career goals. This motivates and also clarifies the doubts in the mind of students working towards achieving their goals.
- In *Annapoorna Yojana*, students set up food stalls, a number of times, thus experiencing the directions required for starting a food based small scale industry. Students get an idea about the factors involved in successful business.
- *UDAAN* festival conducted by the University of Mumbai. The event is a competition in which students perform skits/street plays based on social themes related to DLLE activities and also Poster competition. Students are known to come up with innovative ideas.

Outcomes through activities:

- Students' Holistic development.

- Develop sensitivity towards environmental and social causes.
- Enhancement of skills like communication, leadership and management.
- Develop responsibility towards welfare of the society.
- Reach the Unreached
- Confidence building
- Prepare students for greater social commitment
- Enhance students' employability skills
- Helping students to face life and its challenges.
- Networking with Governmental and Non-governmental organizations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 3

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
01	0	01	1	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	2	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 3.09

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
138	45	28	34	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 2

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution has excellent infrastructure facilities in accordance with the requirement of the academic programs. The Management regularly upgrades the infrastructure for enhancement of academic excellence.

The total area of the campus is 2667.34 sq. meters. The institution offers 05 Under-graduate and 02 Post-graduate Programs. Entire Building is centralised Air-Conditioned. Adequate physical infrastructure includes 23 ICT enabled classrooms, 3 computer laboratories, 1 media laboratory and well-equipped library. Institution enriches conventional programs, with Add-on and Skill –based courses to hone students' employability skills.

Room	Numbers
Classrooms	23
Computer Labs	03
NSS/DLLE Room	01
Seminar Hall	01
Examination Room	01
Media Laboratory	01
Library	01

Classrooms:

The institution has 23 Classrooms equipped with LCD Projectors and safety devices like smoke detector and sprinkler systems. CCTVs are installed in each classroom to assist regular supervision of lectures. All classrooms are Wi-fi enabled and fitted with LED lights. Beginning of the Academic Year, Principal, Chief Coordinator, Course Coordinators along with Timetable Committee allocate Classrooms to prepare timetable.

Computer Labs:The institution has 23 Classrooms equipped with LCD Projectors and safety devices like smoke detector and sprinkler systems. CCTVs are installed in each classroom to assist regular supervision of lectures. All classrooms are Wi-fi enabled and fitted with LED lights. Beginning of the Academic Year, Principal, Chief Coordinator, Course Coordinators along with Timetable Committee allocate Classrooms to prepare master timetable.

The College has 3 Computer Laboratories with 30 computers each and equipped with latest licensed software. The Laboratory Assistant is responsible for its functioning. Students use the laboratories for academic work and also for co-curricular work including conferences, events etc.

Media Laboratory:

10 computers equipped with relevant software caters to Mass Media students.

Library:

The total area of the library including the reading room and lending section is 316.9 sq mts. The institution has a well-equipped library with 9723 books including reference books. The “Knowledge Resource Centre”, heart of any institution is important for dissemination of information. Facilities like book-bank, references and extended timings during examinations is a positive feature The library uses KOHA software for library management. The library subscribes to N-list. The library also has a database of books including e-books and e-journals which can be accessed easily. NVIDA software for the blind is also installed. Reading room has a capacity of 120 at any point of time.

Seminar Hall:

A well-equipped **seminar hall** with a seating capacity of around 80 is available to conduct conferences, research workshops, guest lectures etc.

Other facilities:

Facilities like purified drinking water and washrooms on every floor, Girls’ Common room on 1st floor and changing room on ground floor, 2 Lifts and housekeeping services are added features. The College also has 'Doctor on Call' for students and staff in case of medical emergencies.

The college offers separate Hostel facility for boys and girls.

The total number of Computers is 145 out of which 111 is for students use and 34 for Faculty and Administrative office use. The college has leased internet line facility with 20 Mbps speed. However, in the Academic Year 2020-21 it is upgraded to 50 Mbps.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Cultural activities:

The institution has established Cultural Committee for organizing cultural activities. A separate room has been allotted to cultural committee. The College provides a platform to students to display their talent at the state, national and international level.

Institution hosted Youth festival on behalf of University of Mumbai, facilities for which were made available by the management. Buntara Bhavan Auditorium (approx. capacity: 1200), 2 mini halls (S.M.S. Hall and Annex Hall) are part of the Bunts Sangha, the parent management body and is made available to the institution free of cost whenever required for any event.

Institution organises Annual Fest “Vismaya”. Be it performing arts, fine arts, literary arts, sports, Vismaya caters to all the needs of a talented student community. The Intercollegiate Cultural Festival – “Vismaya” initiated as a part of the 10 year celebrations is now an annual feature. Vismaya received participation from more than 40 colleges in its inception year i.e 2018-19.

Students of the institution have won accolades at state as well as national level and represented the University of Mumbai team for its cultural events in Israel and Mauritius.

Gymnasium:

The Gymnasium (Area: 1381.02 sq.ft) is provided with Treadmill, Leg curl and Leg extension, PCE Flye Rear Delt Machine Ab crunch board, Cross trainer, Lat Pulldown/ seated rowing, Functional Training station etc. used by faculties and students usage which follows a well laid down policy. Morning and evening Schedules allow convenience for usage. Sneakers, socks, athletic pants/shorts, and t-shirts are considered appropriate attire. Proper policy with regards to attire, behaviour and maintenance of hygiene are followed.

Sports:

The Institution has a well-maintained sports facility to cater to the needs of sports enthusiasts. The College has a Gymkhana Committee who organizes sports events of the institution and also suggests positive changes when required. The college has proper sport kits for various sport activities.

Open Space in Buntara Bhavan premises (which is opposite to the College Premises) and Basements of the college are used for practice of sports activity like parade, tug of war.

The Institution has appointed a full-time qualified Assistant Director Physical Education and Sports to train and guide students in various sports.

Indoor Sports Facilities:

Gymkhana is adequately equipped for indoor games like Table Tennis, Carrom, Chess, Boxing, Taekwondo.

Outdoor Sports Facilities:

Institution obtained permission from the local municipal body (Municipal Corporation of Greater Mumbai) to use its ground at Shivshrushti (Area: 3013.89 sq.ft), which is in the vicinity, for students to practice outdoor sports like Cricket, Tug of War, Football etc.

Yoga:

The College celebrates International Yoga Day every year. Yoga sessions are conducted for students to channelize their focus and expand their energy to train and sharpen the body, mind and spirit in the right direction in Gymkhana premises. Yoga sessions ensure better health and balanced living for the students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 13.72

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
46	44.3	8.57	10.41	29.7

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Automation of institutional library is extremely important in this age of technology. Remarkable growth in the different fields of knowledge has led to a need for access of the desired literature. The Institution has taken initiative to bring automation in library management through software. The Library automated software is designed and developed to suit the institutional requirement. It is difficult to access the desired literature through manually operated devices. Institution, therefore, has introduced software named KOHA (fully automated) which is operational since 2018-19. All the work related to issue and return of books has been computerized. Books are bar-coded. KOHA Software is a totally integrated Library Management software package encompassing all aspects of library management. This software provides precious tools to all its members to have access to the resources at one's fingertips. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. The software was designed to aid users to export their search results in to PDF, MS Excel and MARCXML format.

Library data details:

- a. Text books - 8536
- b. Reference books - 1110
- c. Fiction - 62
- d. Periodicals/ Journals - 15
- e. E-books, E- Journals - Access to full N-List collection.

Name of ILMS software: KOHA

Nature of automation (fully or partially): FULLY

Version: 18.11.04.000

Year of Automation: 2018-19

Functions performed- Circulation periodical/serials cataloging & acquisitions

Functioning of ILMS software KOHA-All the Library functions are automated and are listed below:

1. All books are bar-coded.
2. Purchase Orders are generated through KOHA and is e-mailed to the vendor.
3. GRIN (Goods Receiving & Inspection Note): helps add new books to the database.
4. Add & Edit Books/ Non-books: Function allows information about new book entry, class number, author name, classification number, subject & branch. Non books entry mainly refers to CDs & DVDs.
5. Add/ Edit Subscription: Allows to add and edit details of subscription and also provides duration of subscription.
6. Billing: Allows Librarian to process bills
7. Issue/ Receive books: All Books are bar coded, helping to reduce transaction time for “Book – Issue” and “Book Return”.
8. Add/ Edit User: Allows Librarian to add users like Alumni, Guests & other stakeholders.
9. Search Engine (OPAC): OPAC (Online Public Access Catalogues): As soon as new books are purchased and processed, their bibliographic description is added in the OPAC.
10. OPAC can be accessed through Internet/Intranet. Users can also view their own account through OPAC.
11. Reports: Various reports required by the Librarian can be generated using this function.
12. Annual Stock Verification: It generates the report for number of books available, issued, returned & purchased per year.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.32

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
4.9	4.2	3.5	2.6	1.4

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.67

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 79

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution has an adequate IT facility required for efficient academic programs. Institution has 145 computers for students and staff. System Administrator is responsible for maintenance of IT facilities. Each classroom is equipped with LCD and accessories needed for ICT based teaching. Desktops are provided to all the departments.

Hardware is upgraded with addition of terminals, bandwidth, replacement by high-capacity cables (CAT 6

cable for internal LAN and OFC for longer distance), service provider to keep substitute open, extension of continuous power supply facility, etc.

Computers have high end configuration as i5 Processor, 8 GB RAM, 1TB HDD. Networking of these terminals is done using 48 port switch, Cisco router. Backup in form of UPS is available for server (3 KVA)

Office automation included use of CMS software initially with a limited compatibility, replaced by Beedu Software (2016-17) with additional facilities to handle students' admission, examination, accounting and university requirements. KOHA (2018) software used in library, is a multiplatform, multilingual, client server based software. It provides highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search which is available to all departments connected on LAN with library. The College has an active website that is developed and maintained by an external agency. Jio Internet Facility was upgraded from 20 mbps to 50mbps. The facility is free and can function on Android smart phones.

The Institute has 2 state of the art high configuration servers viz.

- | | |
|-------------------------|---|
| 1) Manufacturer: | IBM |
| Model: | IBM System x3630 M4: - (715809F)- |
| Processor: | Intel (R)Xeon (R) CPU E5-2420 v2 @ 2.20GHz 2.20 GHz |
| Installed memory (RAM): | 16.0 GB |
| System Type: | 64-bit Operating System, x64-based processor |
| HDD: | 2TB HDD |
| 2) Manufacturer: | IBM |
| Model: | IBM System x3250 M4: - (2583IEA)- |
| Processor: | Intel (R)Xeon (R) CPU E31220 @ 2.20GHz 3.10 GHz |
| Installed memory (RAM): | 32.0 GB |
| System Type: | 64-bit Operating System, x64-based processor |
| HDD: | 3TB HDD |

Firewall Details: High-End SOPHOS-SG-430 is the main firewall with throughput of 28Gbps to provide optimal performance, versatility and efficiency to meet growing security needs.

Institution has 2 licensed application softwares i.e. Tally ERP.9 and CMS and 1 system softwares i.e. WINDOWS. The Institution has tied up with Microsoft Corporation for Microsoft products and emailing solutions and also for teaching-learning process via Microsoft Teams.

Institution has high speed internet connectivity having Wi-Fi setup with 15 access points strategically located across the campus. Wi-Fi is authentication driven with restrictions as per user level for maximum security.

Sophos (Firewall) AMC is for the period of 3 years

XG 230 HW Appliance with 6 GE ports, 2 SFP Ports, 1 expansion bay for optional Fle Xi Port Module, SSD + base License () incl, FW, VPN & Wireless) for unlimited users + one power cable.

Institution has two network attached storage (NAS) with 4 TB each used for storing software setup files accessible from LAN network.:

- Leased line 50 MbPS (Jio)
- Leased Line 4 MbPS (Swastik internet) (specially for computer lab)

The College maintains Dead stock register of Computers.

File Description	Document
Upload any additional information	View Document

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

Response: 15:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 1.94

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)

2019-20	2018-19	2017-18	2016-17	2015-16
4.53	3.6	5.38	3.75	2.75

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institution has an excellent infrastructure including IT facilities for teaching, learning and holistic development of students. Thus, it is imperative that the institution also possess appropriate policy for its maintenance.

The institution has adopted a well-established mechanism and process for maintaining and utilizing various physical, academic and support facilities. The objective is to maintain the excellent infrastructure which would eventually be available optimally to students. This involves:

1. Adopting a policy for daily usage
2. Policy for Maintenance and repair as per requirement.

Policies for use of various components of the infrastructure is as mentioned in the Operation manual.

Maintenance of physical infrastructure and facilities:

The excellent infrastructure has to be maintained on regular basis to allow optimum utilization. For the regular maintenance of the physical infrastructure and facilities, an Administrative Assistant is appointed and designated to carry out the specified work as per requirement. The Administrative Assistant liaisons

with the institutional authorities and provides necessary services for proper upkeep of the infrastructure.

Routine Maintenance /Daily Activities:

1. Cleaning Task:

The institution desires to maintain a clean and hygienic environment for the well-being of the staff and students. Keeping this in mind, it has outsourced the process of housekeeping to Sparklez Hygiene Services. Cleaning, Dusting, mopping of all areas including Classrooms, Staffroom, Washroom is undertaken daily by the contractual housekeeping staff and is supervised by the Housekeeping In-charge.

2. Preventive Maintenance / Regular Maintenance:

- **Civil Work /Classrooms:**

Bunts Sangha through the Higher Education Committee (H.E.C) carries out major infrastructure civil work and maintenance. The Administrative Assistant has been assigned the responsibility and looks after minor work.

- **Air-conditioning:**

For monitoring the Air-conditioning systems, Annual Maintenance Contracts with Acme Refrigeration Company and Daikin Air Conditioning Pvt. Ltd are approved. The Air-conditioning process is regularly checked for efficient cooling.

- **I.T. Infrastructure including computers:**

The institution has appointed a System Administrator who is assigned the responsibility of technical guidance and maintain I.T. Systems. The Software and Hardware are regularly checked and repair works are carried out as per the requirement.

- **C.C.T.V. System:**

The college gives utmost importance to safety and security of students and staff therefore, CCTVs are installed in classrooms, library, offices, corridors, staircases, staff room, committee rooms, Principal's cabin. The monitor with the DVR system is maintained in the Server Room which can be accessed by authority and staff. Records of 20 days can be accessed. The System Administrator is responsible for regular maintenance of CCTV systems and also recovery of recording whenever required.

- As per the policy, Assistant Physical Education Director is in-charge of **Gymkhana** and responsible for its maintenance.
- **Gymnasium** is also cared for by the In-charge, who checks on the proper usage of facilities available.
- The Librarian is in charge of the **Library** and is assisted by the **Assistant Librarian** in the routine administration. The administrative maintenance is looked after by Librarian and Assistant Librarian including updating the academic, software (LMS) systems as per approval policies.
- Purchase of **stationary** is centralized as per policy mentioned in Operation Manual. Stationary given to the institution is maintained at its level as per policy and approved by College authorities.

- **Security:** The security of the College premises is out-sourced to “ODS Protective Services Pvt. Ltd”. The agency deploys security personnel for maintaining security in campus as per requirement.

- **Electrical Work Maintenance:**

The institution has appointed a certified electrician who is responsible for the maintenance of routine electrical equipment.

- **Water purifier:**

Every floor is equipped with clean purified drinking water. Regular maintenance is taken care by Administrative Assistant. It is cleaned regularly and utmost importance is given to hygiene.

- **Canteen facility:**

The canteen is leased to Dinsha Caterers. The maintenance of Canteen equipment is carried out by the Canteen personnel as per the terms and conditions of the contract entered between college and the contractor.

- **Bus Service:**

The institution provides free bus service for the staff and students for transportation to and from the nearest railway station, Kurla on the central railway. The contract has been given to M/s Chaitra Shetty, who is responsible for maintaining the vehicles and providing hassle-free transport facility.

- **Fire safety systems maintenance:**

The building is fire safety compliant, which includes smoke detectors, sprinklers and hydrants. The maintenance of fire safety systems (fire extinguishers, sprinklers etc.) is carried out under Annual Maintenance Contract with M/s Crossfire Safety Systems Pvt. Ltd.

- **Lifts:**

The lifts are regularly serviced and maintained by Otis Elevator Company (India) Ltd.

- **Access Control System:**

The college has installed Access Control System for enhanced security which uses Radio Frequency Identification (RFID) cards. These cards are generated by the college itself.

- **Video Conferencing:**

The college has video conferencing facility for virtual interaction with university and other stakeholders.

- **Biometric:**

The college has biometric device to maintain the attendance of staff.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document



Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0.25

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	1	0	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.7

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
74	75	57	40	34

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 1.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
96	37	00	00	00

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 8.23

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
24	99	47	10	6

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 57.58

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 266

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 9

5.3.1.1 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) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
02	03	03	01	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Student council is formed as per directives received from Director, Department of Student Development, University of Mumbai, by inducting academic toppers from each class. General Secretary (GS) is selected through an interview from amongst the student council members by a panel including Principal, Department’s coordinators, Cultural and Sports committee conveners. In addition to GS, 2 Jt. Secretaries, lady representative, cultural, sports, public relation, report representatives are also nominated. Two members each assist these representatives. Nomination is based on members’ eligibility and aptitude.

The student council members are initiated and briefed on the selection of GS and representatives. Their roles and responsibilities as members of the council are also elucidated.

Student council members through Investiture ceremony pledge to follow rules & regulations of the institution and act in a responsible manner.

The council representatives actively participate in various institutional events giving suggestions and supporting event organizing committee in planning and conduct. The intercollegiate festival of the

Institution, which includes a variety of theme-based competitions and cultural activities, is the main activity involving council members. The council members assist in promotional activities for the fest, registration, decoration, crowd management and guest hospitality.

In addition, council members along with their peer student volunteers assist the institution at seminars, forums, sporting events, extra and co-curricular programs including MVM events held on campus. Students from NSS and DLLE also extend their support during organization of curricular, co-curricular and extra-curricular activities.

The institution organized the Youth Festival (Zone-2) on behalf of the University in August 2018, where around 40 colleges in the zone participated in various competitions extending over 3 days. The folk dance finale was also organized in 2018 and 2019 by the institution on behalf of the University in which more than 50 colleges affiliated to University participated. These major events gave the student council members along with other student volunteers a chance to display their team work, leadership and hospitality qualities and an opportunity to develop their personalities.

Student council members also help convey grievances if any to the convener of the student council. The female representative addresses issues related to women and raises awareness about certain gender issues.

Students being the major stakeholder of an institution, its representative in the form of students' council has a major part to play

Student representative is also inducted as member of IQAC and CDC. IQAC, being a recommending body, has a significant role in the development of the institution. Hence, student representation in IQAC helps to understand students' outlook while discussing various student related developments. Student member actively participate and contribute to various discussions on a positive note.

As a member of the College Development Committee (CDC), GS of Student council also contributes in discussions regarding developmental programs that the institution perceives.

Student editorial board is also active in publication of college magazine.

Students receive a well-conceived opportunity to thus be a part of the positive deliberations in institution's development.

File Description	Document
Upload any additional information	View Document

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

Response: 11.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	18	11	10	5

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

Anna Leela College is firmly committed to connect with its alumni, hence it decided to form an alumni association. Alumni reunions were arranged where the idea for formation of a formal association was discussed. Alumni expressed their enthusiasm as well as support to come forward for the same. Alumni are also linked through social media like the Facebook page and the WhatsApp community.

As an outcome of the reunion and the discussion, the institution established an Alumni Association with members. The registration process of the association has been initiated and hopes to be completed within the next few days. Members of alumni association actively participate in organizing and conducting various academic and co-curricular events.

An alumnus contributes in different ways to various institutional activities. Former student groups are active in sporting activities by extending their expertise and guidance. They also volunteer to referee various intra collegiate sports events. Interactive sessions were organized by alumni in order to groom students for placements.

Orientation sessions were conducted for students of the First Year in the academic year 2019-20. FY students were guided in matters regarding admission, code of conduct, choice of subject, semester pattern and evaluation system. The alumni also discussed the program outcomes/specific outcomes in terms of placement opportunities. Students were also informed about courses and career prospects.

Through Institutional Social Responsibility (ISR), alumni also participate by leading the in-house student community at various annual events such as Ek Muthi Yojana, Waste Collection Drives & Envoventure. Alumni contribute significantly by making the present-day students understand the significance of the

activity and its process. They also contribute by arranging for transport, serving food at concessional rates, etc. during activities.

From time to time, alumni working in different reputed companies and professionals such as CA, ICWA often make use of their resources by sharing their experience with present students. They help bridge the gap between the academia and the corporate by initiating students to the requirements of the corporate. Alumni also assist through references for placements.

On completion of the registration, the alumni association, is expected to enhance its supportive role by contributing to student development through sharing of expertise, being an active member of the incubation cell, guiding students for financial assistance for startups etc. The institution is looking forward to strengthening the association and expects the alumni to play a more pro-active role in the institution's development.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution was established in the year 2008 and is managed by The Bunts Sangha Mumbai for imparting multidisciplinary education through Higher Education Committee (HEC). The HEC zealously endeavors to generate a community of educators who are committed towards the development of students and quality education. The institution's vision and mission statement defines the institution's distinct characteristic in terms of addressing the academic needs of the society. It aims to give equitable access to quality education to all, irrespective of class, caste, creed and gender. Institution believes that higher education makes a significant economic, intellectual and cultural contribution to the development of the nation and the world in general.

Vision: To foster and grow as an institution imparting quality and value based education with a global perspective.

Mission:

- To diversify the academic canvas by including new job oriented and market driven courses.
- To develop the Institution across a set of quality parameters.
- To contribute towards knowledge generation and dissemination
- To instill sensitivity amongst the youth towards the community and environment.
- To provide an incubation center for research and innovation.
- To provide a platform for extra-curricular and co-curricular excellence.

The institution believes in a holistic development of every young mind who approaches it and aspires to achieve one's goal. The institution maintains the quality of its teaching-learning processes through structured use of an interdisciplinary approach, remedial measures, significant research efforts, extra-curricular activities and social involvement projects.

The perspective plans are outlined based on the Vision and Mission of the Institution and are driven by the needs of the stakeholders. Deployment of the perspective plans is done by providing necessary academic infrastructure, learning environment and expedient work culture. The governance of HEC, Local Managing Committee (LMC), College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) play a significant role in policy decisions. The apex body of the institution entrusts the responsibilities to various independent bodies of the institution. The Principal of the institution is assisted by chief coordinator, coordinators, faculties, Administrative Head, Conveners of various cells/committees in the decision making process of the Institute. Statutory bodies like ICC, Anti-ragging and Grievance Redressal Cell provide strong support to learners for a healthy and harmonious environment. IQAC initiates quality practices to ensure the attainment of vision and mission of the institute.

To achieve its vision and mission, the institution conducts various skill based courses to enhance the employment capability of the students. Institution encourages student initiatives with an active student

council, cultural committee and the numerous departmental co-curricular events. Institution inculcates research culture by providing a platform to faculties and students and also attempts to ensure an active involvement of every stakeholder in the development of the college.

The management is committed to quality education and all activities are aimed at achieving excellence through its efficient academic pool of teachers, value added courses and an effective support based relationship. Through various participative activities, course modules, students are made aware of the importance of ethics and value of integrity.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Institution practices decentralization and participative management. The administrative and academic system of the institution reflects a hierarchical approach at different levels for effective implementation of policies and regulations.

The Higher Education Committee is the governing body who prepares perspective plans in accordance with CDC and IQAC. The implementation of the plans is achieved through participation of various stakeholders.

The Principal is the academic & administrative head of the institution and is empowered with sufficient authority and power delegated from HEC for smooth functioning of day-to-day activities. Principal monitors the overall functioning and is responsible for academic, administrative, and institution's growth. The Principal along with coordinators of each department discuss strategies to improve academic activities and events. The Coordinators of the departments, as representatives of the faculty, are involved in the workload distribution, time-table preparation at various levels.

For efficient functioning of the institution, the routine academic and related administrative activities are coordinated by the Chief coordinator. Academic Quality initiatives and processes are initiated and systematized by the IQAC. The institution has put in place a decentralized and delegated academic and operational autonomy at various levels to ensure good governance. Such decentralization strengthens administrative skills with professional responsibility and accountability that ensures broader participation in decision-making processes.

The infrastructural and financial decisions are routed through Chief Administrative Officer. Office Superintendent in consultation with the Principal coordinates the routine activities concerned with administration of the Institution. Office Superintendent also delegates duties and responsibilities to non-teaching staff and reviews the functioning on a regular basis. The Principal also interacts with the non-

teaching staff to encourage them. The institution has many committees and cells for smooth functioning of curricular, co-curricular, extra-curricular and extension activities. These committees have clearly defined functions and conduct their activities under the guidance of conveners/chairpersons. Responsibilities are also delegated to the student volunteers. Each decentralized group follows Standard Operating Procedures and prepares checklists for smooth conduct of the events. These activities form part of the Academic Calendar. Minutes are maintained and reports are submitted to the Principal.

Case Study:

Vismaya – an Intercollegiate Event

As a part of the 10 years’ completion celebrations, as suggested by the IQAC of the college, “Vismaya” an intercollegiate fest was organized in December,2018. The concept and the theme was discussed with the management who supportively approved the same. Brainstorming sessions with the faculties gave shape to the event. A Committee was formed headed by Chief Coordinator Dr. Prashant Shinde and Cultural Committee head Ms. Surekha Shetty. Responsibilities’ were further delegated to the core committee for the smooth and successful conduct of the Event. Working committees were constituted with both faculties and students to actually workout the nuances of the event. Notices were prepared giving details and circulated among students.

Student groups for various activities including preparation of brochures, volunteering, visiting colleges etc. were monitored by faculties. The event could be a success only because the entire institution including students, faculties and management worked in tandem.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Higher Education Committee of the institution reaffirms the vision of the institution through its perspective plans. The committee has a tenure of three years and hence strategic plans are prepared for the period of three years.

The HEC and CDC in discussion with the Principal give shape to the perspective ideas. Institution’s perspective plan for 2015 to 2017 and 2018 to 2020 focused on major areas like qualified and approved faculties, students support, governance, infrastructural advancement, research and extension.

Successful Implementation:

Institution carried out the process for appointment of approved faculties in the year 2017 and subsequently got approvals of seventeen faculties from University of Mumbai.

Alumni are the brand ambassadors of any institution. Alumni can also extend their support to enhance quality initiatives of the college. To strengthen the association with alumni and engage them in the quality enhancement of the college Alumni get-togethers were arranged and the process of constituting alumni association is initiated. Also for the existing students, various statutory bodies like ICC, Grievance Redressal Cell and Anti ragging committee are in place for the innocuous and secured environment in the campus. Installment facility is provided to the students for the payment of fees with three installments for needy students, if required.

Academic and Operations Manual are prepared for smooth functioning of the institution.

The research activities were carried out to motivate the staff for research and create a congenial environment for ethical research publications. The process was initiated by organizing First Inter-Disciplinary National Conference in 2015 to involve faculties with research experience. Followed by a State Level Workshop on Research Methodology organized in February 2017 focusing on guidance on methodology to be adopted while carrying out research projects.

The seed sown in the earlier period continued to grow with the IQAC and Research Cell, organizing a State Level Workshop on SPSS Data Analysis in April 2018 to educate the participants about statistical tools available for researchers through SPSS.

The institution also organized a National Level Conference AIM – 2020 to encourage research contributions from participants within the organization and outside. The conference also featured distinguished resource persons who gave valuable inputs. The research papers were published in a special issue of a UGC recognized and Peer Reviewed Journal with impact factor.

Plagiarism software put in place to encourage ethical research practices. It is made available to all staff members and serves to check and review contents of their research work and ensure follow up of a code for publications. The institution with the support of the management has also applied to the University of Mumbai for grant of a Research Centre in Commerce and also encouraged eligible teachers to apply for recognition in PG teaching and Minor research Projects.

The institution has centralized A.C, all 23 classrooms are ICT enabled, library is equipped with digital automation, well equipped gymnasium, 3 elevators, Media Lab, well equipped seminar hall. Institute has introduced many add on and skill enhancement courses like MS-Excel, Tally, GST, Advanced Computer, and SWAYAM.

File Description	Document
strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A clear hierarchical set up demarking the Duties, Responsibilities, Accountability and Authorities at every stage is in place.

Founded in the year 2008 and operated by The Bunts Sangha Mumbai and managed by HEC (Higher Education Committee), the institution is dedicated to provide the quality and value based education with a global perspective to the community of learners, who are the future torch bearers, through well-defined policies and administrative set up.

The structure of the institution depends upon three inherent elements:

- Process of governance
- Rules by which the institution operates
- Distribution of work

Process of Governance

The first element of structure, governance, in the Institutional Organogram is the Higher Education Committee who takes the decisions within the organization.

Rules by which the institution operates

The Institutional Organogram is defined by the Academic and Operational manuals that spell out the process of operation and roles of the components in the Organogram.

Distribution of work

Inherent in any organizational structure also is the distribution of work which is also very clearly defined in the manuals.

The HEC group envisions desired changes for transforming the community. Planning for integration and accomplishing it by breaking it up into strategies and goals. The efforts of those working to promote change are supported by the community to ensure that they continue working towards realizing their vision.

The Organogram is headed by the Chairman of the HEC, who along with his Vice Chairman/ Chairperson, Secretary and Treasurer is responsible for taking decisions concerned with governance of institution including financial and administrative. They are also responsible for drawing the Perspective plans and strategizing the same for the development of the institution.

Next in Hierarchy is the Principal, who reports to HEC and is responsible for the routine administration of the institution. He is also a part of the group that discusses the institutional developments through the CDC.

The Chief Administrative Officer (CAO), liaisons for everyday office administrative procedures between the HEC and the Principal.

The Principal is assisted by the Chief Coordinator, who coordinates among the departments for smooth conduct of the curricular, co-curricular and extracurricular activities.

The departments are headed by the Coordinators who are responsible for all the activities as mentioned in the Academic Manual of the Institution.

The Coordinators are assisted by the faculties in the department whose role and duties are again spelt out in the Academic Manual.

The Principal is assisted for all administrative work by the Office Superintendent who heads the administrative office. He is assisted by the administrative staff working under him as per the Operations manual. The roles of the administrative staff are well defined in the manual.

Institution has set statutory and non-statutory Committees for the holistic growth of the learners. Committees include teaching and non-teaching staff members who work together around broad objectives for various events. These committees integrate the ideas and objectives set forward with the work being done

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

For an institution to reach the pinnacle of success, it is necessary that the management takes care of its staff and supports them. The HEC (Higher Education Committee)/Management has always believed in providing the best environment for both staff and students so that they can develop and thus facilitate the growth of an institution that has a futuristic perspective. They have effectively put in place various measures that take care of the wellbeing of the staff, both teaching and non-teaching.

Welfare Measures for Teaching Staff:

- Operations manual is uploaded on the website for reference.
- Teachers' Day celebration from the Higher Education Committee.
- Though it is a permanently unaided institution, the confirmed staff is also paid Gratuity when they leave the college for better prospects.
- The institution gives advances to staff under inevitable circumstances.
- 3 Months paid maternity leave
- Free Transportation Facility from nearest major Railway Station.
- Group Health Insurance is provided to all the teaching staff members.
- Free Food Coupons worth Rs. 500/- every month
- Recreational activities like picnic and sports day celebrations are planned
- Financial support is provided in terms of reimbursement of participation fees for seminars, conferences, symposiums and workshops.
- Sanction On-Duty Leave for presenting papers in conferences, symposiums and workshops in other establishments at least once in a semester
- Free Parking Facility for staff.
- Gymnasium facility for the staff at a subsidized rate.
- Well-equipped centrally air conditioned staff room with comfortable seating arrangement.
- Well-equipped pantry in the staffroom.
- Doctor on call is available.
- First Aid box for minor ailments.
- Medical room in case of emergency.

Welfare Measures for Non-Teaching Staff:

- Operations manual is uploaded on the website for reference.
- 3 Months paid maternity leave.
- Free Transportation Facility from nearest major Railway Station.
- Free Food Coupons worth Rs. 500/- every month.
- Financial support is provided for the ward's educational fees.
- Free Parking Facility for non-teaching staff.
- Gymnasium facility for the non-teaching staff at a subsidized rate.
- Well-equipped centrally air conditioned office with comfortable seating arrangement.
- Well-equipped pantry in the administrative office.
- First Aid box for minor ailments.
- Medical room in case of emergency.
- Doctor on call is available.
- Class IV employees are provided with uniforms every 02 years or when required.

The above mentioned welfare measures have motivated the staff to give their best for the development of the institution and the institution has always strived to follow the dictum that a well contended staff will always bring out the best in their students.

File Description	Document
Upload any additional information	View Document

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

Response: 48.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
09	16	15	09	08

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	0	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 11.2

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	01	05	1	0

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has in place a Performance Appraisal System for both Teaching and non-teaching staff. It is a process and a means of setting goals, measuring and enhancing individual and organizational performance. It also fosters professional and career development.

Performance Appraisal System for Teaching Staff:

Teaching faculties are appraised through students' feedback and self-appraisal forms. Feedbacks are collected at the end of every year. The Students feedbacks for faculty are based on major components like:

- Punctuality in class
- Regularity in class
- Syllabus Completion

- Focus on Syllabi
- Self-confidence and communication skills
- Use of ICT
- Mentoring to students
- Interpersonal relations

The feedback allows the institution to monitor the competency of the faculty disseminating knowledge and information. The feedback is structured so as to appraise the faculties for not only their knowledge of the subject, but also for their skills, preparedness, attitude towards students and professionalism as mentioned above.

Students' feedbacks are analyzed and discussed in the IQAC meetings. In case of any improvement required concerned teachers are informed and guided by the Principal. Coordinators take a mentoring attitude towards faculties extending a helping hand wherever and whenever required.

The faculties also fill self-appraisal forms. The forms are filled and submitted by the faculties annually. They are appraised based on parameters like their involvement in Academics, Student Development, Institutional development and Professional Development activities.

Academic Involvement is evaluated on the basis of subjects taught, syllabus completion, innovative teaching methods used, class control and discipline. Professional Development is evaluated through up-gradation of educational qualifications and knowledge, publications, research papers and books authored.

Students' Development is gauged through result analysis of the course taught, average student attendance, student feedback, co-curricular activities conducted for students, mentoring and placement of students in the preceding year.

Institutional development involves participation and contribution to departmental and institutional activities.

Criteria for each of these parameters are defined, and recorded with grade score. At the end of the year, faculties are evaluated for their performance. Faculties submit duly filled forms to their Coordinators for their remarks, who further submit it to Principal mentioning their observations. Coordinators submit their duly filled forms to the Chief coordinator for his remarks, who forwards the same to the Principal with his comments. Principal puts her remarks and forward it to the Higher Education Committee for their remarks and further procedure.

Performance Appraisal System for Non-Teaching Staff:

Non-teaching staff is appraised for their contribution in the smooth conduct of administrative work allotted and record maintenance, additional training or knowledge acquired and interactions with other sections like statutory bodies, students and parents, who are the primary stakeholders.

Like teaching staff, non-teaching staff also fill self-appraisal forms which include parameters like Personal Attributes & Qualities, Leadership Attributes. Annual appraisals are done and wherever there is a scope for improvement, it is communicated to the concerned non-teaching staff member by the Principal.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial status of the Institution is reviewed through a robust system of internal as well as external audits. The Bunts Sangha Mumbai Trust which comprises of Higher Education Project, Kurla (including Anna Leela College of Commerce & Economics) Youth Wing, Mahila Vibhag, Nine Regional Committees, Powai Education Project and other functional committees conducts statutory audit annually.

The institution has in place a well-documented and established process of internal audit. The Internal audit helps the institution to follow a methodical approach to evaluate and enhance the effectiveness of the financial processes adopted as well as it reviews the administrative mechanisms. Information records are periodically checked by the internal auditor. Any queries raised are resolved and the compliance with policies are also appraised. Financial process includes monitoring the accounting heads like Fees collected from students, various expenses made, timely submissions of statutory share/payments including Employee's Provident Fund component, Profession Tax, and TDS, etc. All the bills/vouchers are checked and verified by an Internal Auditor on a routine basis. Proper record of all the expenses is maintained by the accounts department. A thorough check and verification of all vouchers of the transactions is carried out in each financial year. The queries raised by the internal auditor are addressed and rectifications are carried out immediately. The observations given by the auditors are duly complied with and followed for a smooth financial process.

In case of administrative process, the internal auditor validates and verifies the compliance of policies laid out by the management and affiliating body from time to time.

Statutory audit is conducted once in a year by the external auditor as per stipulated provisions of the Income Tax Act. The financial statement includes the generation of income and expenses (recurring and non-recurring) incurred by the institution which is verified by the external auditor through a well laid out mechanism. All the financial data of the College is forwarded to the parent body, Bunts Sangha Mumbai which collates all the data received from its functional committees/bodies and the Master Financial Statements are prepared which are duly audited by the Statutory Auditor appointed time to time following necessary norms prescribed by the relevant statutory bodies. The audited reports are made available for perusal to the stakeholders.

The Higher Education Project including Anna Leela College of Commerce & Economics duly certifies its own financial statements from the appointed Audit firm by the parent Trust, Bunts Sangha Mumbai.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Bunts Sangha Mumbai is the parent body of the Institution, which extends support to the overall development of the institution. Bunts Sangha is a non-profit organization and does not receive funds or grants from the Government for the functioning of the college.

The major financial requirement for effective functioning of the institution is mobilized through fees collected from students and funds received from the parent body.

Institution has a Fund Mobilization Policy which guides the management for the optimal use of resources. For appropriate and optimal utilization of resources, the institution has an annual planning and proposed budget for the academic year is prepared. The mobilization and utilization of funds are justified by the Principal along with the submitted budget.

As mentioned earlier, Institution being permanently unaided, has to look within itself for financial requirements. The major source of funds for generation of necessary financial corpus is through the

collection of tuition fees from the students admitted for various UG and PG programs.

The institution provides opportunity through various scholarships for socially and economically weaker students by the government, the Management and Non-government bodies. Most events conducted including seminars, conferences are self-sustained, through participation fees collected. The budget provides for expenses incurred for co-curricular and extracurricular activities conducted through the revenue collected as fees.

Various components of the fees collected are utilized for the particular heads as required.

The funds are utilized for approved academic expenses and administrative expenses as per the norms laid down by the management. Major proportion of funds are allocated for remuneration of the teaching and non-teaching staff members.

Financial resources are also earmarked for welfare expenses. Funds are also allocated to meet expenses incurred for orientation programs, workshops, institutional FDPs, training programs conducted to enhance and ensure better academic performance.

Funds received from the parent body, the Bunts Sangha Mumbai, for development and maintenance of infrastructure of the institution, which include repairs and maintenance of administrative areas, classrooms, gymkhana etc.

Funds are also utilised for conduct of Guest lectures by experts for the benefit of students. Cultural activities, placement processes for the development of students are conducted and expenses meet from the revenue collection.

Expenditure also includes remittance of University share of fees towards eligibility fees, enrolment fees, registration fees, examination fees etc.

Examination expenses including remuneration to examiners are a part of the budget allocated.

Funds are allocated to encourage research and development activities in the form of participatory fees.

Funds for the bus facility from the major nearest station to college for stakeholders is also earmarked.

Requisite funds are utilised for enriching library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines/ Newspapers each year.

Security and Safety measures taken by the institution for the benefit of its stakeholders also are financed through revenue collected.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Since quality enhancement is a continuous process, the Internal Quality Assurance Cell (IQAC) becomes a part of the institution's systems & works towards realization of the quality enhancement goals and its sustenance. The prime task of the IQAC is to develop a robust system for conscious, consistent & catalytic improvement of the institution and its stakeholders in particular.

The institutional IQAC was established in 2018 to ensure that the institution's vision and objectives are comprehended through impactful and quality processes. The IQAC has since then strived to review periodically the systems and processes implemented by the institution for its development and those of its stakeholders.

The IQAC works towards developing a system for familiar, reliable, and dynamic action towards quality sustenance and enhancement. IQAC has an integrated framework for quality assurance of academic activities. Two major examples of such initiatives are **Continuous Internal Evaluation (CIE)** and **Standard Operating Procedure (SOP)**.

The implementation of the CIE is one such prime initiative taken by the IQAC for the academic enhancement of the students and continuous involvement of the students in the subject related knowledge.

CIE is Continuous Internal Evaluation which assures constant involvement and hence preparedness of students in academic excellence. CIE tests are conducted in addition to the internal exams prescribed by University of Mumbai. It includes open book test and objective tests in the online mode through Google Forms. For third year students Preliminary Exams are also conducted under the system of CIE with a view to practice for final year Examination. This has steered the students and staff to primarily exert and to improve themselves in academics and as facilitators respectively. CIE is conducted to help students to understand the concepts clearly and locate the answers in provided notes as well as to keep them in the learning process continuously.

IQAC is also instrumental in putting in place SOPs for committees and departments while organizing events. It gives a proper direction to the faculties regarding pre-event, conduct, and post event mechanisms to be followed. SOPs ensure successful, hassle-free and smooth conduct of events in the institution in a very affable manner. It up-skills faculties with coordination, planning, management and documentation and also helps them prepare checklists for the same. These SOPs allow any faculty to understand the working of a committee in the conduct of events and maintains a flow and uniformity through years to come.

As an advisory body, IQAC continuously strives to enhance academic development of the institution. Through its efforts, the institution has applied for research recognition in the field of Commerce. The IQAC ingenuity has led to identification of the infrastructure and other requirements for establishing a research center for Ph.D. students. Initiatives are undertaken through IQAC, to organize various extracurricular activities as a part of student capacity building.

IQAC is also credited with enabling the institution to march forward in building an establishment that is trying to give the best possible academic and holistic development to its stakeholders.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Continuous development is attempted through IQAC at periodic intervals. It is responsible for directing, developing, providing, and implementing guidelines to review curricular dissemination, teaching, and learning materials. The latest teaching aids, techniques, activities, assessment tools, and methodologies are used to enhance overall functioning to achieve the vision, mission, and core values of the Institution.

IQAC has initiated various activities for incremental improvements. These activities are divided into two exercises:

1. Teaching supporting practices
2. Improvement of the teaching-learning environment.

1. Teaching Supporting Practices:

IQAC assures that through various measures the process of teaching becomes more transparent, vigorous, and scrupulous for the academic betterment of the learners. Following are certain measures:

- Teachers' Diary
- Diagnostic Test
- Continuous Internal Evaluation
- Lesson Plan
- Syllabus Completion Report
- Mentor-Mentee

Teacher's Diary: To assess and keep handy records of faculties' daily performance, the methodology of maintaining Teacher's Diary is developed and implemented. All teaching activities are recorded, assessed, and reviewed by checking records of this Teacher's Diary continuously. It reflects the number of lectures, expert lectures, and other co-curricular activities conducted by faculty. It also records the various responsibilities and duties carried out by faculties. It records their leaves, lecture adjustments, extra lectures, workshop/seminar attendance, and individual enrichment details.

Diagnostic Test: IQAC initiated the 'Diagnostic Test' which is to evaluate the basic knowledge of Accountancy, Economics, and Mathematics for the students who are newly introduced to these courses. A 'Diagnostic Test' helps to identify the slow learners and fulfill their requirement for academic growth in the future.

CIE: CIE is Continuous Internal Evaluation which assures constant involvement and hence evolvement of students in academic excellence. It comprises an Open book test and Google forms. CIE reaffirms the continuous involvement of students and helps faculties to locate students in their academic progress chart.

Lesson Plan: Comprehensive lesson plans are prepared at the beginning of each semester. Faculties adhere to these lesson plans to meet their academic goals. These plans are followed meticulously by the faculties for smooth and effective curriculum delivery and monitored by the coordinators and chief coordinator.

Syllabus Completion Report: Faculties give syllabus completion report twice in a semester in the middle and at the end of the semester. It assesses the performance of the faculties. At the end of every semester, faculties' syllabus completion reports are evaluated and in case of discrepancy, it is communicated to them personally.

Mentor-Mentee: Mentor helps a less experienced student to bring with them a higher level of experience for values of life. Mentoring helps to shape an individual's beliefs and values in a positive way. There are many benefits of mentorship in student development that includes communication, interpersonal relationship, technical, verbal, and leadership skills along with creative thinking and motivating students for co-curricular and extracurricular activities.

These measures assure quality enhancement in the teaching process. Teachers are motivated to use new technology like PPTs, Google Classroom, and You Tube for greater engagement and participation of students. All these Teaching supporting practices ensure the enhancement of quality in curricular and co-curricular accomplishments.

2. Improvement of teaching-learning environment.

IQAC has organized various teaching and learning initiatives. IQAC has made a continuous effort to shift from the traditional teacher-centric approach to a student-centric approach. Few measures taken by IQAC are:

- Research Culture
- Skill Development Committee
- Add on Courses
- Collaborations
- Teacher's Feedback

Research Culture: To motivate faculties to upgrade and involve themselves in research activities IQAC has continued the research culture by organizing a State Level Workshop on Data Analysis using SPSS and National Level Conference AIM – 2020. These initiatives yield the results as the number of faculties registering for Ph.D. has increased over a period and faculties' applying and receiving approvals for Minor Research Projects have increased as well.

Skill Development Committee: IQAC initiated to set up a Skill Development Committee in the

institution. Committee organised programmes which enable faculties to upskill themselves with the changing scenario and time. Workshop on ITR filing and workshop on investment in Mutual Funds helped them to recognize the changing market situations and to be self-dependent.

Add on Courses: The institution has introduced need-based add-on courses as a regular practice to bridge the gap between the University and industry demands. To provide excellent exposure, the institution has signed MoUs with some foundations for Add-on courses. Institute offer courses like:

- Certificate/Diploma in Computer Application.
- Advanced Certificate Course in GST and Tally.
- Certificate Course in advanced Excel and Tally GST.
- Certificate Course in Core Java and Android.
- Certificate Course in Soft Skill Development.

These courses help students to become familiar with the application of their classroom teaching learning and market requirements. Add-on courses provide hands-on experiences that add value to their practical learning in the classroom.

Collaborations: The institute recognizes the importance of collaborations with other institutions and organizations for the holistic development of the students. Right now the institute has several official functional MoUs. These MoUs are with various stakeholders of the society like other Educational Institutions, NGOs, Central Railway and other Organisations. These MoUs provide exposure to the students in multidisciplinary areas and results in the all-inclusive development of students who are the beneficiaries of it.

Teachers' Feedback: Student feedback on Teaching-Learning Process has been collected at the end of the academic year. Suggestions/appreciations are communicated to the faculties. This feedback is measured on the attributes like Planning and Presentation, Communication, Student Participation, Class Management, Involvement of students, and Overall Rating. Student feedback is collected from students every year. Feedback analysis is prepared based on the data and forwarded to the authorities. The Feedback is discussed in IQAC meetings. Further it is communicated to the faculties and Action-taken reports are prepared.

These initiatives by IQAC describe the review and implementation of teaching-learning reforms and facilities provided by the institute for the advancement of the students as well as faculties.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**

4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity & sensitization in curriculum:

College offers five under graduate and two post graduate programs affiliated to University of Mumbai. This includes various courses having a components of topics related to gender sensitization, which develops a better understanding of important issues related to gender in contemporary India. Students are sensitized in the basic dimensions of biological, sociological, psychological and legal aspects of gender.

Gender equity & sensitization through various activities:

Institute initiated various activities to address the issues relating to women safety through Women Development Cell (WDC) including initiatives like Seminars and workshops on self-defense, Health and Hygeine, Sexual Harrassment, Law and safety and poster making competitions for girls in the campus. Institute has formed Internal Complaint Committee (ICC) and WDC with an objective to review from time to time the existing provisions of the constitution and other laws affecting women.

Facilities for women on campus:

The following Specific facilities provided for women

1. Safety and security:

The campus is secured by 24X7 surveillance through CCTV. Security guards are posted in the premises with rotational shifts in order to ensure protection at all times. Female security guards are also present. Disaster management programs are organized. During events, additional security personnel are employed to ensure that no untoward incident happens. First-aid boxes are available in the staff room, gymkhana and administrative office for assistance. College Building is Fire safety compliant and staff & students are sensitized for response in case of emergencies. Fire detector, Fire extinguishers are set on all floors. Anti-ragging committee ensures that campus is free of ragging.

2. Counselling:

Mrs. Mini Narayan was appointed to counsel students in case of any intense and personal issues. She was in the institution from 2014 to 2018. From 2018 the institute is following the mentor-mentee system which helped students in addressing issues of importance. Ms. Sushreeta Sule is appointed as counselor in the academic year 2019-2020 to deal with academic, career and personal stressors of students and to inculcate

positivity in them. Mentoring by faculties help mentees develop healthy relationships and identify certain issues relating to personal, professional and academics.

3. Common Rooms:

Separate Common rooms are provided for girls. Rooms are provided with necessary facilities like first aid box, rest room, dustbin, etc. Separate washrooms with changing facilities are present on every floor. Sanitary Napkins Vending Machine has been installed in the Ladies washroom on the ground floor.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institution takes certain measures to properly dispose waste and maintain eco-friendly environment in and around campus.

Solid Waste Management

The waste bins are placed separately for dry and wet waste at every corner of the corridor, wash rooms and common room. The faculties and students are constantly encouraged to minimise waste to a lower level. The waste generated by the institution is majorly dry/recyclable waste. The used papers/ answer books are shredded and collected through external agency. The other dry waste generated is collected by the Corporation.

Waste management drive was also conducted through which waste was collected in the form of papers, plastic, glass was collected and proceeds were donated to NGO named Helping Hand.

The wet waste which is basically food waste is composted at the institutional level in small units and the product is used as a fertilizer. A composting pit is also constructed to take care of the canteen waste.

Liquid Waste management

Liquid waste from the point of generation like the canteen and toilet etc is let out as effluent into a proper drainage facility to avoid stagnation.

E-waste management

Since the institution is IT enabled, e-waste generation and disposal is an issue that needs to be addressed. Major e-waste includes hardwares like Printers, Computers. Electronic gadgets, circuits, kits that are certified off on regular basis. The same is collected by Mrs. Rashmi Joshi, Environment Cosultant who disposes it in the least hazardous way if not recyclable. Other e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected and segregated and delivered for safe disposal. Parts of electronic gadgets like resistors, capacitors, inductors, diodes, transistors, thermistors etc. from the gadgets are reused in practical/projects

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

4. Waste water recycling

5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Though the institution has been awarded minority status, it still encompasses all inclusive environments for the learners. A strength of 1662 students along with 29 faculty members come from varied cultural backgrounds that highlight a rich cultural diversity.

The institution takes additional efforts in providing an inclusive environment for all the students and employees. Harmony and tolerance towards cultural, regional, linguistic, communal socioeconomic and other diversities are best achieved through varied events. Various groups at the campus levels support and promulgate the idea of diverse cultures.

Tulu Kannada Literary Circle (TKLC):

Anna Leela College is a linguistic minority college. The prominent language is Tulu. Tulu Kannada circle conducts events for promoting Tulu, Kannada language and for creating cultural accord. Different activities like Essay writing competition, folk dances presentation and literary events etc. are conducted to enrich the traditional heritage

Marathi Vangmay Mandal (MVM):

MVM celebrates Marathi Bhasha Diwas on 27th February every year to commemorate the birth

anniversary of the eminent Marathi poet, playwright, novelist V.V. Shirwadkar aka 'Kusumagraj'. Various facets of Marathi language are showcased in the form of essay, debate, drama, dance, songs etc. MVM celebrates Marathi Pandhravada across 15 days, where visit to fort, screening of Marathi drama, poetry recitation, and other related programmes are organized to highlight the rich history and importance of Marathi language & culture.

Traditional day celebrations:

Cultural Committee of the institution organizes Traditional day to enhance the concept of "unity in diversity" and inculcate the feeling of coherence and unity among students. It is also celebrated to give students a chance to express their tradition through attire and accessories. It promotes the richness of our diverse cultures.

Teachers' Day- 5th Sept.

Teachers' Day is honored as the birth anniversary of Dr. Sarvepalli Radhakrishnan, a great teacher. Students celebrate Teachers' Day by wishing teachers, offering flowers, greeting cards and through cultural performances.

International Yoga day is celebrated every year on June, 21st, as per the Common Yoga Protocol prescribed by the Ministry of Ayush of Central Govt. Students gather in Gymkhana on Yoga Day and Yoga sessions are conducted for the students. This day is celebrated to highlight the importance of a healthy lifestyle.

Anti-Tobacco Pledge to say no to tobacco. In the year of 2019-20 the students have taken anti-tobacco pledge on 11th July, 2019.

Students, Teaching and Non-teaching staff preferably use public transportation for commuting to institution. Institution provides free bus facility as per schedule from the nearest Railway Station (Kurla) to College. Students, teachers and non-teaching staff are permitted to avail this facility. This reduces the use of other means of transport, leading to lesser traffic congestion and pollution. The roads leading to the college are painted beautifully with messages and slogans appealing to the college stakeholders and local society to keep the environment clean for a better tomorrow.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institution is honored that, in addition to providing a strong academic base for the student population, it is actively working on evolving them as better citizens of the world in tune with the vision and mission of the institute. In this regard, apart from providing education, the institution inculcates a sense of consciousness and responsibility through different activities and programmes among the student community. Faculties have been involved in organizing activities that not only initiate but also encourage students to adopt different practices that promote harmony. The institution ensures that the students participate enthusiastically in all such activities. The institution strives hard to increase the level of awareness and appropriate practices amongst the students with regard to constitutional obligations.

Students are made aware of the anti-ragging policies through website and Vishaka guidelines is prominently displayed for the benefit of students specially, the girl students.

National Symbols of India: The Republic of India has several national symbols that represent the culture and nature of India's National Identity. They infuse a sense of pride and patriotism in every Indian's heart. They are displayed to make the students aware of its importance.

The institution celebrates Independence Day & Republic Day with grandeur, where students participate in large numbers. Students and staff assemble for flag hoisting followed by March Past and Cultural Programs including patriotic songs and dances. Speeches by students in English, Hindi, Marathi and Tulu and Head of the Institution on topics of national interest are the highlights of the function.

Responsibilities:

As part of Institutional Social Responsibility, under the banner "Ek Muthi Yojana", during times of national disasters, the college has contributed to various disaster relief programmes by collaborating with registered NGOs namely GOONJ and SAAD foundation. The disaster relief material in the form of dry ration, confectioneries, old clothes were collected and channelized through these social organizations to the victims of Disasters, Disaster relief program was conducted for helping Orissa cyclone (2018)victims and Kolhapur flood victims(2019)

Voting Awareness program was organized and National voters' day is observed by NSS every year for sensitizing students about adult franchise and duty to vote during election as a national obligation.

NSS and ISR students observe World Aids day every year on 1st December so as to raise awareness of the AIDS pandemic caused by the spread of the HIV infection by organizing poster competition.

Under the Banner "Ek Koshish", the cell successfully conducted social cause related programs such as book donation drive, skin donation awareness seminar, suicidal prevention street play and free eye checkup for locals.

Institutional Staff and students also organized outreach activities. A training session on how to prepare a Power Point presentation was conducted for teachers of Green Bombay schools, counseling session for primary school kids. Career counseling for tenth Std. children was also conducted in the same school. Skill development workshops were also conducted by the institutional students in the schools in the vicinity.

File Description	Document
Link for any other relevant information	View Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Institution organizes programs to commemorate various national and international days, events and festivals.

The institution celebrates Independence Day & Republic Day with great splendor and dignity. Institution also celebrates following events as commemorative days, events and festivals.

International Women's' Day, 8th March is celebrated by organizing functions to sensitize female students

Guru Purnima is celebrated by students to show their respect to Gurus and teachers. It is celebrated with great enthusiasm.

The institution pays tribute to several national leaders on their birth and death anniversaries. The event includes lecture, songs, or exhibition of resources available. On these national days, the college organizes activities to recall the contribution of our leaders to the building of the nation and to imbibe moral and ethical values exemplified by them.

Following days are celebrated by the institution:

Important Days Celebrated

Sr.No	Important days	Date	Details
1	Lokmanya Tilak Punyatithi	1st August	Advised the students to follow his philosophy of life
2	Pandit Jawaharlal Nehru Birth Anniversary	14th Novemeber	Quotes by pandit Jawaharlal Nehru in the library, Chocolates were distributed in the campus
3	Mahatma Phule Punyatithi	28th November	Paying Homage to Mahatma Phule
4	Dr Ambedkar Punyatithi	6th december	Views and teachings of Dr Ambedkar were discussed
5	Savitribai Phule Jayanti	3rd January	Paying homage and shared her contribution
6	Swami Vivekananda Birth Anniversary	12th January	Small Exhibition of his books were organized, Slogans were displayed
7	Birth Anniversary of Subhash Chandra Bose	23rd January	Books and slogans were displayed by students in the library
8	Shivaji Maharaj Jayanti	19th February	Potraits, books, slogans were displayed
9	Dr Abdul Kalam Birth Cetenary celebration	13th October	Wachan Prerna diwas, Readers day celebrated , books were displayed
10	Gandhi Jayanti	2nd October	Swatch Bharat abhiyan in college campus

The days are celebrated by recalling their contribution in building our nation and towards the development of humans into good, value based citizens and towards female education. Books authored by these great leaders are exhibited in the library and students are encouraged to read them. Autobiographies are also part of the exhibited books.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1: Title of practice: Holistic Professional Development through CMA

Objectives :

Commerce and Management Association (CMA) of the institution was established to bring students of commerce and management together under one umbrella so that various events for students could be conducted.

Three major activities conducted by CMA are Business day, live Budget Session and Panel Discussion, and Mock Stock. Institution supports and encourages students to conduct these events.

Objectives include enhancing students':

- Organizational Skills
- Leadership Qualities
- Entrepreneurship skills
- Marketing Strategic skills
- Team Building skills
- Confidence Building
- Comprehension of Economic scenario
- Understanding of Wealth Creation

The Context :

Institution believes in holistic development of students. Goals are self-realization, healthy relationships, positive social behaviors, resilience, experience and truth. Holistic professional education relies on academic development and ability to survive neo- world challenges. Students need to value themselves and recognize abilities for goal realization. Institution perseveres to raise competency of less privileged students to face challenges. Curriculum is supplemented with capacity building activities.

Challenges faced for success include:

- Appraising students of contemporary economic issues and policies.

Students need to be updated with current scenario through reading newspapers and awareness.

- Team building

Team based activities require students to work in groups, coordinate with each other, respect each other's opinions and reach a common conclusion.

- Confidence building.

Active participation is challenging, as students are not confident of facing an audience because of their communication skills. Guidance and motivation helps to build confidence.

Practice:

1. Business Day:

This activity allows students to understand the concept of entrepreneurship and the detailed procedures involved in startups. Students are guided to apply their classroom knowledge of setting up business, maintaining accounts, marketing, advertising, commerce in practice. Faculties conduct a meeting of the students to discuss and work out the details. A check list of requirements is prepared by students. During the actual conduct of the event, coupons are given to each buyer in exchange for the money pre-decided for the product. The event is conducted over a period of two days, wherein students get a significant period to hone their entrepreneur skills and also earn through this activity. Students are excited about the profits made

2. Live Budget Session:

Students are taught the basics of Budget preparation including revenue generation, taxation through their economics subject. This event enables them to actually clear various concepts associated with the Budget preparation. A live streaming of the union Budget presented in the Lok Sabha, Delhi is arranged for the students to witness. This is followed by organizing an expert session on the Budget, where the invited speaker explains the budget and policies in detail. Based on both these pre-event activities, teams of students are arranged and panel discussion is organized 10 days later. Students' teams formed are assigned particular financial sector for analysis and discussion during the event, which is distributed in three sessions.

- Discussion and analysis of various financial sectors by teams.
- The impact of financial sectors on each other and policy decision discussion by the panels.
- Queries raised by students on budget are responded by student panel members.

This allows students to comprehend the budget and impact of economic policies on society.

3. Mock Stock:

All commerce students are taught financial markets including commodity markets as part of curriculum. Hence, to actually participate and get an insider's view allows students to understand its importance and

working. Students get information about the scheduled event through lectures and videos. Students are guided to register on 'Moneybhai.com', a demo trading platform. Students are shared login id and password. Mock currency of one crore for trading is given to each student. They are given a period of seven days for trading. After seven days of unlimited and uninterrupted trading, students are asked to send the screenshots of portfolio to evaluate their performance. Post evaluation, the student earning maximum profit is announced as the winner.

All the three above activities, evolved over a period of time, are student centric and self-managed, facilitated by faculties, with student participation increasing enthusiastically.

Evidence of success:

Above activities conducted under aegis of CMA have been path-breaking for students. Active Participation have allowed them to understand the need to enhance their knowledge and more important, application of classroom teaching in practical life.

- "Budget" session helps develop an analytical mind among students, allows understanding of budget, government economic policies and societal impact. An advanced knowledge in terms of taxation policies, revenue generation and fiscal policies help students to understand financial planning. Team building, positive group discussion and effective communication process among students are other outcomes.
- "Mock-stock" event generates an inquisitive awareness among students about stocks and trading. Through experiential learning, they learn about various investment opportunities and market risks involved. Post this activity, students have ventured into real-time trading and a few of them have also completed courses related to this. Understanding volatility of market and impact of government policies on stock market is another feature learnt.
- Through 'Business Day' event, students experience real-time setting up of small-scale business. They obtain knowledge for Business unit promotion. Students identify the requirements for setting up a successful small-scale business through the prototype that the activity provides.

Problems encountered and Resources required

Activities were planned keeping in mind the diverse group of students coming from different socio-economic background. Since, students face the challenge of communication, the faculties require to guide and rehearse with students before the actual event. The live screening of Union **Budget** requires preparation ahead of the event and involves setting up of ICT based infrastructure and uninterrupted internet connectivity so that the entire presentation can be live streamed. Expert session allows student to understand the entire process with clarity.

Mock stock event is conducted on a demo- portal and the process, require faculties to explain the same to students. Students have to be guided for registration on the portal and explained about the trading and working of stock market.

Notes:

These activities help students learn through experience and in case of students from lesser privileged group, builds confidence and motivates participation.

Best Practice: 2

2: Title of practice: Enviro- Social Responsibility– ‘Envoventure’

Objectives of the Practice:

BMS department in 2013-14, felt the need to address environmental issues including sustenance of natural environment. One such major issue was the disposal of decorations,” Nirmala” and biodegradable waste post Ganesh festival, where water bodies get polluted, harming the ecosystem. Idols are disposed as per environmental policies laid down.

Objectives of the practice are

- to sensitize the students on the adverse effects of unscientific disposal of waste
- to protect and sustain the natural environment
- to create awareness of waste segregation and biodegradation
- to allow students to visualize composting through visit to BARC

The Context:

Students are taught the importance of environment management and sustenance through their curriculum in Environment Studies and Environment Management. Maintaining natural ecosystems is the need of the hour and the curriculum allows students to understand the significance.

Indian festivals are celebrated using lot of flowers, that get discarded into water bodies leading to rotting, ultimately causing ecosystem to undergo undesirable changes. It is important, therefore, to find alternative mechanisms for disposal of such biodegradable waste. Ganesh festival is celebrated in Mumbai on a public forum and generates large amounts of floral waste. An initiative taken in 2013-14 to address the issue led to “Envoventure”. Collaboration was with Envirovigil, Ankur Theme Park, who accepted the collected floral waste. In 2014-15, the institution collaborated with Bhabha Atomic Research Centre (BARC), which has since been sustained. The challenge faced was to convince these groups to permit the students to collect the discarded flowers (Nirmalya) for proper disposal because of religious beliefs. In addition to this, transportation, segregation, storage also proved to be challenging since the festival is celebrated during rainy season.

The Practice:

“Envoventure” an initiative was created to generate awareness on environmental issues among students. As an extension of their curriculum, students are provided an opportunity to address issues of significance in environment management and social responsibility with respect to a clean environs.

As a part of the initiative, in 2015, students were taken for a visit to Solid Waste Management Department of Bombay Municipal Corporation, Bandra to understand the process and significance of composting as a

part of solid waste management. The visit initiated a thought process in students regarding waste disposal and control.

Nature treks are also part of the learning process. Students were taken for regular treks to Karnala Bird Sanctuary, *Kalavantin* Fort, Sanjay Gandhi National Park to create awareness about the need to respect nature and maintain a natural ecosystem.

However, the major thrust of “Envoventure” is the sustained disposal of floral waste collected post-Ganesh festival. The activity is initiated a few days before the onset of the festival by seeking permission in writing to collect floral waste from the “pandals”, called as “nirmalya” and explaining the mechanism of disposal. Once permissions are in place, logistics for the activity are worked out.

Student teams are formed for collection, segregation and transportation.

The collection team collects garlands, flowers, leaves from houses and various pandals across Mumbai. This is brought to the institution where the next task, segregation is done.

The segregation team works to separate the non-biodegradable items from the floral waste.

The transportation team then transports the segregated floral waste to BARC with whom the institution has a collaboration. This floral waste is composted and sent to bio-gas plant at the BARC.

The institution is one of the first colleges across Mumbai University to initiate this activity and sustain it and is also the only institution in Mumbai to have a tie up with BARC for effective disposal of floral waste. The activity, since its inception has grown in stature.

The institution has been appreciated by BARC for the wonderful initiative taken and sustained through years.

Evidence of success:

The initiative started seven years back by the Department of Management Studies has extended into one of the major activity of the institution today. The idea was to make the students of Management studies aware of natural ecosystems and the need to manage and protect it from damage. The activity was an extension of the Environmental Management studies, which is a curriculum for the BMS program. Today, however, the initiative includes student participants across all programs, indicating the success of the initiative. Number of students involved have also increased over the period indicating an enthusiastic response from the student community. The quantity of floral waste collected has also increased over the period of time. The success of this, therefore can be measured at the following levels

1. Increase in number of student participation
2. Extending the activity to encompass all programs
3. Increase in quantity of floral waste collected for composting
4. Sustained collaboration with Bhabha Atomic Research Centre.

Problems Encountered and Resources Required:

Though the initiative is sustained, institution faces a problem convincing the pandal heads to permit students to collect the floral waste/nirmalaya as they express concerns about disposal process. Official institutional letter requesting the same often aids to overcome the problem and the organizers are also issued certificates for their contribution in keeping ecosystems clean.

Another challenge encountered is decomposing of the nirmalaya if not segregated immediately because of the moisture in the waste and atmosphere. Immediate segregation and partial drying of the waste in the basements helps to face the problem in a very positive manner.

The large segregation team, decreases the time and efforts required for the process.

Resources required are basic ones include scissors, blade, gloves, weight and transportation of waste collection from various pandals to institution. And the segregated waste from institution to BARC, where some of our alumni extend a helping hand

Notes:

The initiative, one of its kind, is an extension of experiential learning for the students and helps both the student fraternity and environment. Adoption of this initiative has inculcated a sense of responsibility among students and has become one of the best practice of the institution

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

The Distinctiveness of the Institution is Conducive learning & progressive environment integrating an educational approach, cultural context, student activity-center with room to accommodate failures, by applying Pedagogy “Experience, Reflection, and Action.”

Bunts Sangha, established in 1927, dedicated to welfare of its own community and also the society, aptly realized the need and importance of higher education. Hence, in its Platinum jubilee celebration, decided to establish Higher Education Institutions. Their presence in the local vicinity for almost 30 years made them realize the need for quality education for the locally disadvantaged diverse population specially targeted group of Girls to make a difference in their socio-economic condition..

Anna Leela College of Commerce & Economics and Shobha Jayaram Shetty College for BMS affiliated to

University of Mumbai was established in 2008.

Thrust behind establishment of the institution in the present location was

1. To provide an opportunity and make a positive difference to people in the area.

Since local population belonged to less privileged class, possibility of a change in local community was through accessible education. Hence, decision to establish an educational campus was realized through philanthropists. Shashi Manmohan Shetty campus in Kurla East was created for imparting quality education.

2. To work towards holistic development of local young generation through higher education.

Institution established with minority status, caters to a diverse group of students, provided with excellent physical and IT infrastructure, approved and qualified faculties and platform with facilities to excel in sports. Vibrant atmosphere for students' participation in cultural activities was possible with extended support of Bunts community who provided resources required.

Institution offers 05 undergraduate programs, and 02 PG programs to provide an opportunity for higher education.

Institution has also applied for Research centre in Commerce for Ph.D. program.

3. To enhance competency and capacity of students enrolling for undergraduate studies.

Management also extends support through financial concessions to needy students. Add on courses through collaborations are encouraged for benefit of students. An holistic development allows students to become achievers, thus helping them to scale new heights professionally.

- Institution caters to almost 90% students from Kurla taluka.
- Institution has almost **32-33% female students**. There has been a steady increase of minority group of female students in the last 05 years from **45.0% to 55.0%**.
- Comparing with total students, female students belonging to minority group has steadily increased from **14.2% to 18.4%** in the assessment period.

The location of the institution has been a boon to the local dominant religious community, specially the girl students who could pursue their education and achieve their dreams with the support given by the institution.

Academic Excellence, Holistic Development, Social obligation and Value-based leadership support enablement and progress of youth.

Academic Excellence begins in classroom with faculties striving to share their expertise and knowledge. Add-on courses increase competency , employability and infuse in students, a zeal for achievement,. Teaching pedagogies are student-centric. Expert lectures update knowledge. Industrial visits sensitize students through experiential learning.

Event participation is encouraged and institution's Placement Cell works guide and groom students.

Regular upgradation of Infrastructure , IT and other facilities address curriculum delivery and support services to the students , response to enquiries and concerns in appropriate and timely manner.

Integral growth is vital for **Holistic Development**. Institution supports students who have articulated their talents in sports and extra curricular activities through fees concessions. Participation in intra/ inter competitions are encouraged. Excellence in sports at National level and International level and experiential learning through organization of Inter collegiate competitions has also contributed to development of the students.

Students were also a part of Youth Festival(zonal) organized on behalf of Mumbai University. They were a part of the cultural delegation led by University to Israel and Mauritius(2018/2019), giving them a global exposure. **Their expenses were partially funded by management.**

Commerce Management Association(CMA), has been organizing a number of events for students for competency building, while Codex club encourages IT students through events .

Institution fosters a learning environment promoting responsible, principled behavior which respects dignity of all stake holders.

Social Obligation: Institutional Social Responsibility and extension activities(NSS,DLLE), instill in students a sense of commitment towards social causes and environment sustenance. Student Council also participate in social initiatives. The institution moulds students to take stewardship of conserving the environment as a part of Social Obligation. Sustainable Development is one of the Institutional Values and lays immense emphasis on using resources optimally and sustainably..

Value-based Leadership is a part of the Core Values. All events are organized to foster value based leadership and team work. “Student Council”, constituted with UG academic toppers work in various capacities, responsibly taking initiatives to successfully conduct events.

Faculties groom Student Council Members and class representatives .

Management takes care of various stakeholders through a number of welfare schemes like medical insurance and food coupons for faculties, Fee concessions/Scholarships, bus facility for students thus motivating them to perform better and excel in their fields. Female students of non-Bunts community have been extended fee concession with a promise of full fee waiver for academic excellence. Employees’ female wards are also given fee concession to encourage female education.

Special attention is given to girl students for their security and safety in terms of Female security guard, CCTV in classroom and corridor, separate washrooms on each floor, conduct of self-defense workshop through WDC, establishment of ICC and conduct of sessions on gender sensitization, free Bus facility transport, anti-ragging awareness and through discipline committee. In case of girl students, payment of fees in additional installments is also considered.

Girls’ common room, a sick room and sanitary napkin vending machine and most important is the availability of Female counsellor for students. Mentor-mentee system also helps female students to evolve and increase their confidence.

Academic and Operations manuals support institution through code of conduct, systems and policies for a smooth and efficient functioning.

Institution caters to a less privileged class of students, specially, female students and provides them specific platforms to develop into responsible citizens.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

For holistic development of students and faculties, platforms are made available.

Ms. Surekha Shetty, a faculty has been appointed as 'District Co-coordinator' for Youth Festival of University of Mumbai, also appointed as a judge for University Research program Aavishkar, and a member of the organizing committee of "Anveshan", a student centric Research Convention. She was also awarded best paper at ICETR-2019 held in Israel.

Institution organized Youth Festival for University in 2018 and won accolades in performing arts and Folk-Dance Finale in 2018 and 2019 where 55 and 60 colleges respectively participated. Ms. Surekha Shetty was appointed as manager of University cultural team for SAUFEST (South Asian University Youth Fest) at Raipur, Bhopal and Kurukshetra. She also accompanied University cultural delegation along with 02 students to Mauritius for cultural program.

Institution ranked 23rd in sports in University of Mumbai in 2019. Students have won laurels at national and international levels, Akshay Shetty, Aniket Salgonkar, Punit Patel to name a few. Our Tug of War teams were victorious at international level.

Institution, in 2014 was sanctioned permission to start DLLE activities by University through Department of Lifelong Learning and Extension (DLLE). Students participate in social and community based programs, express themselves through activities, that are part of their value based education., Mr. Krishna Shukla, a faculty has been appointed as 'Field Coordinator' and supervises extension activities of four affiliated colleges.

In 2016, Institution was permitted to start 01 unit of National Service Scheme (NSS) consisting of 50 students. Students participate in NSS related activities and institutional activities. In 2019, 01 more unit of 50 students was granted. Residential camps are held in a village, allowing students to get an insight in to the villagers' issues and an opportunity to help them.

Institution provides students and faculties an opportunity to participate in relevant courses of SWAYAM-NPTEL, an initiative by MHRD. Mr. Nitin Dwivedi, a faculty is appointed as a single point contact for SWAYAM- NPTEL.

Ms. Aanchal Jain is a Certified Yoga Trainer from Kyvalyadham and Kids Yoga Trainer from Swasti Yoga. A certificate course in Yoga is proposed.

Concluding Remarks :

The institution, established in 2008-09 has been striving to achieve success through academic excellence and holistic development of students. The institution has its strengths, its weakness and is constantly trying to find opportunities to overcome challenges that it faces while trying to realize its vision. Since the institution basically caters to a diverse group of students that includes the less privileged, the teaching –learning process

requires to be customised as per the needs of these students. The management has ensured that the institution does not lack in physical infrastructure or otherwise and therefore the faculties are provided with a conducive environment for optimum performance

Since the institution had already initiated the use of ICT technology, online systems for administration, it was easy for the institution to plan for its activity during the lock-down period because of the Covid-19 pandemic. The management, in the initial month procured licensed version of zoom for student interaction, but subsequently switched to Microsoft Teams which is part of the licensed Microsoft Office that is in place. Since the month of May,2020, MS Teams has been the technology used for conduct of lectures on-line. Conduct of examinations as instructed by the University was also possible through on-line technology with proctoring.

Institution promotes participation of its students in academic, co-curricular and extra-curricular activities for their development and enhances capacity building through value added courses.

To conclude, institution strives to realize its vision by providing the best of facilities, faculties and competency building activities to bring the less privileged group of students at par with global standards.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 7 Answer after DVV Verification: 7</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI has included courses such as Campus to Corporate, Certificate Course in Soft Skill Development, Certificate Course in Yoga & Meditation etc. Courses conducted by the HEI only are eligible.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	4	2	1	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	00	00	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	2	1	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
00	00	0	0	0																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

383	139	42	0	0
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : The HEI has included courses such as Campus to Corporate, Certificate Course in Soft Skill Development, Certificate Course in Yoga & Meditation etc. Courses conducted by the HEI only are eligible. Vedanta Foundation has claimed as per the brochure to be conducting the courses 1 Diploma in Computer Application 2 Certificate course in Advanced Excel & Tally GST 3 Certificate course in Core Java & Android The HEI has

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 1292

Answer after DVV Verification: 435

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) ***Students***

2) ***Teachers***

3) ***Employers***

4) ***Alumni***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

2.1.1 **Average Enrolment percentage (Average of last five years)**

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1662	1539	1432	1488	1354

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
771	691	543	601	660

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2263	2220	2220	2250	2280

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
823	780	780	810	840

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
248	208	238	214	237

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	33	34	40	62

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The institution has been granted minority status on the linguistic basis.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 28

Answer after DVV Verification: 28

3.3.1	<p>Number of Ph.Ds registered per eligible teacher during the last five years</p> <p>3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years Answer before DVV Verification : 1 Answer after DVV Verification: 0</p> <p>3.3.1.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 2 Answer after DVV Verification: 2</p> <p>Remark : As per the HEI data provided with the Metric and the data/documents during clarification. The HEI cannot admit any students for Ph. D</p>																				
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>33</td> <td>9</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1081 1046 1216"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	33	9	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	00	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	33	9	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	00	0	0	0																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. 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:</p> <table border="1" data-bbox="304 1496 1046 1630"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>12</td> <td>11</td> <td>15</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1709 1046 1843"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : The HEI has claimed ISSN and for the ISBN the HEI has not provided supporting documents in clarification of the issues raised. The HEI claim still contains 978-93-5249-080-6 and no supporting documents. Similarly 978-81-935302-0-7, 978-93-5267-362-9 etc. The HEI claim has data such as 978-81-9330-746, 978-93-85027-50-5+I23, which are not ISBN.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	7	12	11	15	22	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	00	00
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	12	11	15	22																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	00	00																	

<p>3.4.2</p>	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 468 1046 602"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>01</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI data provided with the Metric and the data/documents during clarification. appreciation letters, Certificates/Letters are not awards and recognitions received for extension activities from government/ government recognised bodies.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	6	0	3	1	0	2019-20	2018-19	2017-18	2016-17	2015-16	01	0	01	1	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	0	3	1	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
01	0	01	1	0																	
<p>3.4.3</p>	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1292 1046 1426"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>2</td> <td>7</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1505 1046 1639"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI data provided with the Metric and the data/documents during clarification. Voter day Pledge, Awareness Rally on digital Payments, Crowd Control during Prime Minister visit at Girgaum Chowpatty, Coffee with Vice Chancellor are not considered xtension and outreached Programmes.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	6	3	2	7	0	2019-20	2018-19	2017-18	2016-17	2015-16	2	3	2	2	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	3	2	7	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	3	2	2	0																	
<p>3.4.4</p>	<p>Average percentage of students participating in extension activities at 3.4.3. above during last five years</p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh</p>																				

Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
234	45	28	57	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
138	45	28	34	0

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 24

Answer after DVV Verification: 16

Remark : As per the HEI data provided with the Metric and the data/documents during clarification. The HEI has only 16 fixed LCD projectors. Portable LCDs in other class rooms is not considered.

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
146.42437	488.13051	302.47665	61.76086	104.61726

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	44.3	8.57	10.41	29.7

Remark : HEI was requested to provide year wise, Audited income/expenditure signed by the CA and the principal underlining the expenditure on infrastructure augmentation. Expenditure on fixed assets by HEI as per supporting documents given in metric 4.2. As per the HEI data provided with the Metric and the data/documents during clarification.

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the HEI data provided with the Metric and the data/documents during clarification e-journals, e-books and Remote access to e-resources considered.

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.90924	4.15691	3.45519	2.64393	1.40246

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4.9	4.2	3.5	2.6	1.4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19.91176	14.61256	18.14852	16.32951	15.65982

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4.53	3.6	5.38	3.75	2.75

Remark : As per the HEI audited balance sheets attached with the Metric 4.2 during clarification.

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1. **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:

2019-20	2018-19	2017-18	2016-17	2015-16
498	550	131	37	142

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
96	37	00	00	00

Remark : The HEI was requested to provide enrollment details and minutes/report of each of the guidance for competitive examinations and career counselling etc offered, signed by the principal. This data was requested to be accompanied by a year wise table format signed by the principal. Experts lecture on competitive exam cannot be considered as guidance for competitive examinations. Training, Communication Skills and Resume Building Seminar, Skill Development Workshop, Training session on CV Building and Communication Skills, Pre-placement Talk etc., are capacity building and cannot be considered as career counselling. As per the HEI data provided with the Metric and the data/documents during clarification.

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances**

including sexual harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per supporting documents only three viz. Implementation of guidelines of statutory/regulatory bodies, Mechanisms for submission of online/offline students' grievances and Timely redressal of the grievances through appropriate committees considered.

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progression to higher education during last five years

Answer before DVV Verification : 267

Answer after DVV Verification: 266

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	23	21	9	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	03	03	01	00

Remark : As per the HEI data and supporting documents with the Metric during clarification. HEI was requested to provide e-copies of award letters and certificates at Senior. HEI has not provided the requested supporting documents.

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	22	22	27	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	18	11	10	5

Remark : As per the HEI data provided. All sports activities conducted / attended over the same period been counted as one event. Similarly all cultural events conducted or participated have been counted as one event in that AY.

6.2.3

Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during response. The HEI has claimed Tally for financial support but has not provided copy of the invoice as requested.

6.3.2

Average 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:

2019-20	2018-19	2017-18	2016-17	2015-16
27	54	51	25	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
09	16	15	09	08

Remark : The HEI has claimed BoS at the affiliating university. HEI has not provided the receipt for payment of the amount to the faculty. HEI has not provided any documents for paying amount to the faculty. This expenditure is not reflected in audited income and expenditure statement.

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 602"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>1</td> <td>6</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 815"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>01</td> <td>05</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI has claimed Pritesh Somani attending NPTEL sponsored Marketing Management-1 which is not during the AY 19-20. However because of extension due to Covid Pandemic considered. FDPs less than a week (5 days) not considered while the same faculty attending multiple FDPs in a year have been counted as one.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11	1	6	1	0	2019-20	2018-19	2017-18	2016-17	2015-16	7	01	05	1	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	1	6	1	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	01	05	1	0																	
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1290 1046 1426"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0.86</td> <td>3.21</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1503 1046 1639"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0.86	3.21	0	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0.86	3.21	0	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : C. 2 of the above</p>																				

	<p>Answer After DVV Verification: D. 1 of the above</p> <p>Remark : As per the data provided by the HEI during clarification, Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements is considered.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p>

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>267</td> <td>267</td> <td>271</td> <td>268</td> <td>276</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>265</td> <td>265</td> <td>269</td> <td>266</td> <td>270</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	267	267	271	268	276	2019-20	2018-19	2017-18	2016-17	2015-16	265	265	269	266	270
2019-20	2018-19	2017-18	2016-17	2015-16																	
267	267	271	268	276																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
265	265	269	266	270																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	7	7	7	7	7	2019-20	2018-19	2017-18	2016-17	2015-16	7	7	7	7	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	7	7	7	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	7	7	7	7																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1471</td> <td>1221</td> <td>1221</td> <td>1238</td> <td>1254</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1471	1221	1221	1238	1254	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
1471	1221	1221	1238	1254																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

420	398	398	413	428
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2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
444	453	479	434	258

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
462	453	482	435	290

3.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
176.94353	180.92708	200.07012	159.64866	149.11621

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
222.9	214.8	208.6	220.1	160.7