



National Centre for Rural Development's
Sterling College of Arts, Commerce and Science,
Nerul (E) Navi Mumbai

Self Study Report (SSR)

Submitted to
National Assessment and Accreditation
Council
Nagarbhavi, Bengaluru, Karnataka- 560072

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NATIONAL CENTRE FOR RURAL DEVELOPMENT'S

Sterling College of Arts, Commerce & Science

(Recognised by and Affiliated to the University of Mumbai.)

Plot No.43, Sector 19, Nerul (East), Navi Mumbai - 400 706.

Tel. No.: +91-22-2770 5535. Fax : +91-22-2770 8059, E-mail : senior_commerce@yahoo.co.in, Website : www.sterlingcollege.edu.in

Ref | NAAC | 2614 | 2014

Declaration by Head of the Institution

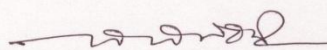
I hereby declare that the data and information included in this Self Study Report (SSR) are true to the best of my knowledge

This Self Study Report is prepared by the college as per guidelines of the NAAC and based on the discussion with the internal staff of the college and no part thereof has been outsourced

I am aware that the Peer Team will validate the information provided in this Self Study Report during the visit of Peer Team.

Date: 24th Dec. 2014

Place: Nerul (E), Navi Mumbai


Signature of the Head of the Institute with seal
Principal
Sterling College of Arts, Commerce & Science
Nerul, Navi Mumbai - 400 706.





Preface

Education in general and higher education in particular has to become capable of transforming the youth population into human resources which can become productive asset for developing the countries like India. Heterogeneous types of institutions of higher education with varied objectives have been involved in the area of higher education in India. The institutions of higher are presently run by both the private sector and the government organizations. However the private sector institutions are playing a dominating role. All the institutions of higher education are being regulated through multiple regulatory bodies of the governments. Efforts are being made from both, the government and the private institutions to make the institutions capable of developing the appropriate human resource.

The Sterling College of Arts, Commerce & Science, Nerul, has taken initiative to make itself capable to fulfill the objective of higher education. It has decided to get accredited from the national accrediting agency NAAC. Sincere efforts are being made continuously to improve the quality of inputs as per needs of the students. The top management, the college level management, all the staff and the students have accepted and become the part of the system of quality inputs. Bringing qualitative improvements in higher education is a slow process and visible results can be achieved only after consistence and continuous efforts by the main stakeholders of the system of higher education. And we at sterling college have been making sincere efforts in this regard.

(Dr. M. G. Gonda)

Principal
Sterling College of Arts, Comm. & Science



Executive Summary

The Sterling College of Arts, commerce & Science is one of the constituents of National Centre for Rural Development (NCRD) established in the year 2001-02 with one course of Mumbai University. Its' parent trust NCRD is founded by the visionary social worker and ex-education minister of the state of Maharashtra Hon. Dilip Walase Patile with a vision of developing rural Maharashtra through developing human resource by providing education. After having established schools in rural area of Ambegao Taluka of Pune District, the trust started Sterling College of Arts, Commerce & Science in Nerul, Navi Mumbai. The college has its' vision, mission and the goals. An important mission of the college is to transformation in learners through quality education. And the college management including the staff has been working in this direction

The college gradually added a graduation course in B. Com in Accounting & Finance from the year 2007-08 and a program in Bachelor in Management Studies (BMS) from the 2011-12. Presently it is running three programs in the faculty of commerce at undergraduate level. The college has its' full fledge building with good for outdoor games, located at central part of the Nerul at a walkable distance from Nerul Local Railway Station (Hurbur line). The teaching staff is appointed as per the norms of affiliating university and majority of them are stable with the college and are capable and good teachers for the benefits of the students. Out of the total teaching of members including librarian 4 staff members are Ph. D holders and 2 staff members are pursuing their Ph. D. all of them are actively involved in research work. Around 43 percent of the teaching staff is involved in research and development work. There are 11 publications of research articles in refereed journals and 17 publications of research articles in the conference proceeding books with ISBN/ISSN by the staff members. One of the faculty



members has co-authored 12 text books on various subjects of different universities. The college has got permanent affiliation from the affiliating university due to which the staff members are eligible for applying for grant for minor research projects under the university scheme. And two teachers got research grant from the University of Mumbai for minor research project for the year 2014-2015.

The college has been giving around 40% weightage for the activities on co-curricular and extra-curricular. The activities, like remedial coaching is organized in some important subjects and additional coaching for the failure students are organized. The activities on skills development, like group discussion, mock interview, presentations etc are organized for the students of final year. Career and placement committee of the college works for career counseling and placement of the students. Orientation sessions are conducted for the students at entry level with their parents to orient them about the college discipline, activities for the students and expectations from the parents and the students during the year

Attendance of each subject taken by the respective subject teacher on regular basis and a consolidated attendance report is prepared after completion of the month. Monthly defaulters list of the students who remain absent is displayed on the notice board. And the parents of the students who very less attendance are informed by post and by telephone and the parents are called in the college to know and identify the problems and reasons for regular absenteeism. Possible help is given to the students and opportunity is given for improvement after knowing their problems

Academic performance of the students is evaluated as per university guidelines. And the students who are weak in academics are extended help through remedial



coaching and additional coaching to improve their academic performance. The teachers are also evaluated through formal feedback from the students and on the basis of informal information received from the students and the program coordinators. Personal observation by the administrator and participation and involvement of the teacher is also used as base for evaluating the teacher.

Management of the college is a proactive and gives autonomy to the college administration for making experiments in teaching learning system so as to improve the quality of inputs. The college follows participative management system in which the staff and the students' representatives are given opportunity in making suggestions and recommendations for the quality enhancement activities. Important decisions like the activities and the programs to be implemented for the development of the students are decided after discussing in the meetings of the staff and in the meetings of students council. All the activities, academic, co-curricular and the extra-curricular, are planned and implemented through different committees of the staff and the students representatives

There is ample scope and opportunity to bring quality improvements in the students. There are basically two types of students, one majority students are average in their studies and around 30 percent students are good in their studies. Academically weak students need extra coaching, extra work and intensive coaching to improve their academic performance

Attitude and approach of the majority students is an important challenge to bring quality improvement. Though they are weak in their studies due to many reason their response to remedial coaching, additional coaching extra lectures is very poor. Even their attendance for regular academic activities is almost average. Class participation in the academic lectures and participation in co-curricular and

extra-curricular activities is minimal. To motivate such students for participating in such activities the college requires committed teachers which is the second challenge. To bring any change active and innovative teachers who are ready to work beyond working hours and beyond the university syllabus is required and there paucity of such teachers.

- **Curricular Aspect**

The college has clearly defined vision, mission and objectives for which the college is in existence. Presently the college is running three undergraduate courses of University of Mumbai, B. Com, B. Com. (Accounting & Finance) and Bachelor of Management Studies (BMS). Since the college affiliated to a university all the curriculum aspects are implemented as per the guidelines of the university

- **Teaching-Learning and Evaluation**

The students are admitted to different programs as per the university guidelines and proper transparency is maintained in the process. The information about the college and about admission is made available to candidates through prospectus, pomplets, college website and digital display. The needy and deserving students are extended possible help to continue their education. Opportunities are given to the students to learn various skills and improve their academic performance. Teaching plan is made by each based on the basis of calendar plan. Appointment of teachers is done as per the university norms and the college has regular full time teachers for each subject. Teachers are oriented at the beginning of each semester about effective teaching learning practices. The students are evaluated as per the guidelines of the university and teachers'

evaluation is done on the basis of feedback from the students and information received from other sources

- **Research, Consultancy and Extension**

Research activities are being organized through a research and quality assurance committee at the college level. 28 percent of the present teachers are Ph. D degree holders and around 15 percent teachers have registered for Ph. D, thus 43 percent teachers are involved in active research work. 11 research articles have been published in national level refereed journals and 17 articles have been published in conference proceeding books with ISBN numbers during last four years. Two teachers got research grants from the university for minor research project. Teachers are promoted to participate in various types of workshops, and conferences and 80 percent of the teachers participated and presented papers in the conferences. Extension activities and institutional social responsibility activities are promoted through NSS unit of the college

- **Infrastructure and Learning Resources**

The college management has created good and spacious building to conduct comfortably all academic and other activities. Enough class rooms with proper ventilation and the basic amenities are available in three floored building with more than 1700 sq. mt. built up area is available for the college. Separate computer lab is developed in more than 100sq. met. with 40 computers. Library is housed in the area of 95 sq. met. with reading room and more than 6000 books and journals on related subjects The college has a play ground with more than 9000 sq. met. area for conducting all types of outdoor games.

- **Student Support and Progression**

The college has been taking care to provide the necessary support to the students for their progress. Government scholarships are made available to the students who fulfill the government norms. The deserving and needy students who need financial support are helped by providing them installment facilities in payment fees and fee concession is given to continue their education. Career guidance programs, job oriented seminars and workshops are conducted for the students. Activities on skills development are conducted for the final year students with the help of outside experts and members of alumni.

- **Governance, Leadership and Management**

The college maintains proper coordination between the top management and the functional management. It follows participative management system, transparency is maintained at all levels. Teachers are given autonomy to plan their academic activities based on the college calendar. Suggestions from students' council are sought on various issues and they are involved in resolving the issues. Efforts are made to develop leadership qualities by assigning responsibilities to the students and getting involved them in planning and executing the programs. The teachers are encouraged to make academic experiments in the class for quality enhancement.

- **Innovation and Best Practices**

The college has been taking care of various aspects of the society including environment. Awareness is being created among the students and teachers through projects and program on environmental protection.



The projects like e-waste management, construction of compost pit are undertaken with the help of NGO, from Mumbai. Paper bag making, eco-friendly Ganesh festival are some the projects undertaken under environmental protection. Certain best practices are being followed for quality improvement in education for the needy and deserving students.



SECTION B : PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated College

1. Name & Address of the College :

Name :	NCRD's Sterling College of Arts, Commerce & Science	
Address :	Plot No. 43, Sector 19, Nerul (E), Navi Mumbai. Phone : 022-27705535	
City :	Pin : 400 706	State : Maharashtra
Website :	www.sterlingcollege.edu.in	

2. For communication :

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. M.G. Gonda	O:022-27708059 R:	9960471347	022-27708059	maha_gonda@yahoo.co.in
Vice Principal		O: --- R: ---	----	----	----
Steering Committee Coordinator	Dr.Mrs. Sumathi Gopal	O:022-27705535 R:	9892622912	----	adv.sumathigopal@gmail.com

3. Status of the Institution :

Affiliated College
Constituent College
Any other (specify)

√

4. Type of Institution :

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

- b. By Shift
 - i. Regular
 - ii. Day
 - iii. Evening

5. It is recognized minority institution?

- Yes
- No

If yes, specify the minority status (Religious/linguistic/any other) and provide documentary evidence

N A

6. Sources of funding :

- Government
- Grant-in-aid
- Self-financing
- Any other

7. a. Date of establishment of the college : 20.7.2001

b. University to which college is affiliated: University of Mumbai

c. Details of UGC recognition :

Under Section / clause	Date, Month & Year (dd-mm-yy)	Remarks (If any)
i. 2(f)	NA	NA
ii. 12 (B)	NA	NA

(Enclose the certificate of recognition u/s 2(f) & 12(B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.) : N.A.

Under Section / clause	Recognition / Approval details Institution / Department Programme	Day, Month & Year (dd-mm-yy)	Validity	Remarks

(Enclose the recognition / approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the college applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. By UGC as a college with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition (dd/mm/yy)

b. For its performance by any other government agency ?

Yes No

If yes, name of agency and date of recognition
 (dd/mm/yy)

10. Location of the campus and area in sq. mts:

Location	Urban
Campus area in sq. mts.	3783.50 sq. mts.
Built up area in sq. mts.	1845.71 sq. mts.

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information of the facilities covered under the agreement.

- **Auditorium/seminar complex with infrastructural facilities :Yes ✓**
 - **Sports facilities**
 - * play ground - **Yes ✓**
 - * swimming pool - **No**
 - * gymnasium- **Yes ✓**
 - **Hostel**
 - * **Boy's hostel - No**
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * **Girl's hostel- No**
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * **Working women's hostel: Yes – 01**
- (Under construction, being completed very soon)**

- i. Number of inmates :
- ii. Facilities (mention available facilities) :

- Residential facilities for teaching and non teaching staff (give number available–cadre wise) : NIL
- Cafeteria - Yes
- Health Centre - Yes

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance
.....

Qualified doctor Full time : No Part time : **Dr. Ashok Patil**

Qualified Nurse Full time No Part time :No

- Facilities like banking, post office, book shops - No
- Animal house -N.A.
- Biological waste disposal :N.A.
- Generator or other facility for management/regulation of electricity and voltage : Yes
- Solid waste management facility : No
- Water waste management : Yes
- Water harvesting : No

12. Details of programmes offered by the college (Give data for current academic year)

Sr. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned / approved student strength	No. of students admitted
1	Graduation	B. Com.	3 years	H.S.C.	English	120	136
2	Graduation	B.M.S.	3 years	H.S.C.	English	60	68
3	Graduation	B.Com. (A&F)	3 years	H.S.C.	English	60	64

13. Does the college offer self – financed Programmes ?

Yes No

If yes, how many ? : **03**programmes (B.Com., B.M.S.& B.A.F.)

14. New programmes introduced in the college during the last five years if any ?

Yes	B.Com. (A&F)	No	--	Number	01
-----	-----------------	----	----	--------	----

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages, etc.)

Faculty	Departments (eg. Physics, Botany, History, etc.)	UG	PG	Research
Commerce	Commerce	√	-	-
	Accounting & Finance	√	-	-
	Bachelor of Management Studies	√	-	-

**16. Number of Programmes offered under
(Programmes means a degree course like B.A., B.Sc., M.A., M.Com.)**

- a. Annual system : -
- b. Semester system : **02 Semesters in one Academic Year**
- c. Trimester system : -

17. Number of Programmes with

- a. Choice Based Credit System : -
- b. Inter / Multidisciplinary Approach : -
- c. Any other (specify and provide details) : **Credit based Grading system - 03 programmes**

18. Does the college offer UG and/or PG programmes in Teacher Education ?

Yes No

19. Does the college offer UG or PG programme in Physical Education ?

Yes No

If yes,

a. Year of Introduction of the programme(s) (dd/mm/yy) and number of batches that completed programme

b. NCTE Recognition details (if applicable)

Notification No. :

Date : (dd/mm/yy)

Validity

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately ?

Yes No

20. Number of teaching & non teaching positions in the institution.

Position	Teaching Faculty						Non teaching				
	Professor/ Principal		Associate Professor		Assistant professor		Non teaching staff		Technical staff		
	M	F	M	F	M	F	M	F	M	F	
Sanctioned by the UGC/ University/ State government recruited											
Yet to recruit											
Sanctioned by the Management / Society or other authorized Bodies recruited	1	0	0	0	05	08	10	3	02	0	
Technical staff Yet to recruit	0	0	0	0	0	0	0	0	0	0	

21. Qualification of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc/D. Litt	-	-	-	-	-	-	-
Ph.D	01	-	-	-	-	03	04
M. Phil	-	-	-	-	-	-	-
PG	-	-	-	-	01	-	01
Temporary teachers							
Ph. D	-	-			-	-	-
M. Phil	-	-			-	-	-
PG	-	-	-	-	05	02	07
Part time teachers							
Ph. D	-	-	-	-	-	-	-
M. Phil	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. Number of Visiting Faculty / Guest Faculty engaged with the College

02

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 (2011-12)		Year 2 (2012-13)		Year 3 (2013-14)		Year 4 (2014-15)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	12	16	15	24	1	18	24	35
ST	2	0	2	1	1	0	0	3
OBC	17	18	17	23	20	34	26	37
General	157	163	157	182	175	193	210	235
Others	4	4	7	4	2	4	12	5

24. Details on students enrollment in the college during the current academic year :2014-15

Type of students	UG	PG	M. Phil.	Ph. D.	Total
Students from the same state where the college is located	587	-	-	-	-
Students from other states of India	0	-	-	-	-
NRI students	0	-	-	-	-
Foreign students	0	-	-	-	-
TOTAL	587	-	-	-	-

25. Drop out rate in UG and PG (average of the last two batches)

UG

20 %

PG

NA

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs.21,231/-

(b) excluding the salary component

Rs.10,931/-

27. Does the college offer any programme/s in distance education mode (DEP) ?

Yes No

If yes,

a) is it a registered centre for offering distance education programme of another University

Yes No

b) Name of the University which has granted such registration. : **N.A.**

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council

Yes No

28. Provide Teacher-Student ratio for each of the programme/course

offered. 13: 587 01:45

29. Is the college applying for

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation *(applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ----- (dd/mm/yy) Accreditation Outcome / Result

Cycle 2: ----- (dd/mm/yy) Accreditation Outcome / Result

Cycle 3: ----- (dd/mm/yy) Accreditation Outcome / Result

- **Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure**

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year

(Teaching days means days on which lecturers were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)



IQAC N.A. (dd/mm/yy)

34. Details regarding submission of Annual Quality Assurance Reports

(AQAR) to NAAC : NA

AQAR (i) (dd/mm/yy)

AQAR (ii) (dd/mm/yy)

AQAR (iii) (dd/mm/yy)

AQAR (iv) (dd/mm/yy)

35. Any other relevant data (not covered above) the college would like to include (Do not include explanatory / descriptive information)

CRITERION –I

CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

- **Vision**
 - To reach out the masses and enable them to reap the rich dividends of globalization and liberalization by elevating their lives by improving social and economic conditions through quality education.
 - To aspire and strive for excellence in education by developing and sharpening the intellectual and human potential of learners for the good of our society and our stake holders.

- **Mission**

The following are the mission statements of the college:

- To bring transformation in the learners of higher education through introducing and implementing continuous improvement
- To understand the learners, introduce and implement the strategies to make them valuable through development of faculty so as to bring transformation in the learners.

- To improve the effectiveness of the college through quality assessment process.
- **Objectives**
 - To provide a dynamic and creative academic environment to tap and to nurture talents for the development of professional skills and all-round development of students.
 - To prepare students to become globally competent and responsible citizens
 - To impart quality education through innovative teaching learning practices.
 - To empower students through co- curricular /extra- curricular activities; guide and train them to develop the spirit of competition and excellence.

Communication of vision, mission and objectives to:

- **Students**

The college conveys the vision, mission and objectives to the students through admission brochure- cum prospectus during admission period, through orientation program conducted for students of first year classes. It is also communicated through website of the college. Representatives of the students are communicated the vision, mission and objectives during various meetings conducted for the student's council.

- **Teachers**

Teachers play a prominent role towards achieving the objectives of the college. They are communicated the vision, mission and objectives of the college through program coordinators and during staff meetings conducted in the beginning of the academic year and during the year

- **Staff**

Staff is back office people who perform supportive activities for smooth functioning of the college. Vision, mission and objectives of the college are shared with the staff during the meetings conducted for various purposes throughout the year

- **Stakeholders**

The stake holders of the college other than the students, teachers and the staff include parents, alumni, general public. All these important stake holders are communicated vision, mission and objectives of the college through admission broacher, parents meeting, visits of parents, during alumni meet, college website, college magazine. Vision, mission and objectives are displayed during workshops and conferences conducted in the college. They are also display through electronic media during admission period

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The college plans and implements the curriculum as under:

- Number of working days and number of teaching days are calculated at the beginning of the each semester and informed to the teachers for preparing teaching plan
- Semester wise teaching plan and yearly calendar is prepared by the teachers at the beginning of each semester in the academic year
- In-house orientation session is conducted for the teachers at the beginning of each semester and action plans are discussed and views are shared. Teachers are also deputed to participate in the workshops organized by other colleges, on syllabus change, if any, to understand the changes and how to incorporate in the academic program
- The subjects are allotted to the teachers on the basis of their specializations, experience and interests in consultation with the principal and the program coordinator.
- Time - table is prepared for each program keeping in mind the total teaching time available and the total quantum of curriculum to be covered, number of lectures allotted by the university etc.
- The implementation of curriculum is analyzed and monitored through monthly staff meetings and accordingly changes are made if required.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the university and/ or institution) for effectively translating the curriculum and improving teaching practices?

- **Support from the University**

The affiliating university designs the curriculum, total number of lectures required to cover the curriculum are specified by the university, and general guidelines are given how to translate the curriculum. Full autonomy is given to the college to translate the curriculum effectively. Some time workshops are conducted on changed syllabus to guide the teachers on the objectives of change in syllabus and how to implement the changed syllabus.

- **Support from the college**

- Full autonomy is given to the teachers to plan and implement their academic programmes and necessary administrative support is given to them.
- Teachers are motivated to make experiments/ take case studies/ projects/assignments/etc. in the classes as additional activities to support the curriculum
- Teachers are encouraged to use library/internet to improve and update subject knowledge, current affairs etc. to make their teaching effective
- The college provides infrastructural facilities, new teaching aids such as LCD projectors and computers etc. to improve teaching practices.

- The books, (reference & text) journals and other necessary materials required/demanded by the teachers and students related to curriculum are made available by the college

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The college has been very proactive in case of development of students through effective delivery and effective implementation of both curriculum and other activities. The following initiatives were taken by the college in this regard

- The teachers are guided / orientated from the program coordinators, senior teachers and principal regarding effective implementation of the curriculum
- Teachers are encouraged and motivated to participate in workshops/seminars related to changed curriculum
- The college organizes, some time, university level workshop on changed syllabus of certain courses/subjects for making curriculum delivery effective as per the university guidelines

- Teachers are given autonomy and freedom to plan and implement new experiments in order to make teaching more interactive and effective

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The college adopts certain strategies for networking with other organization as under:

- Faculty exchange programs are adopted by deputing the faculty members to attend and participate in workshops/seminars conducted by other institutes to create and develop interrelationship with other colleges and institutes
- Guest lecturers from reputed Institutes, from corporate sectors, experts from recruiting agencies etc. are invited to impart and share expert knowledge/practical experiences to specific group of students in certain subjects

1.1.6 What are the contributions of the institution and/ or its staff members to the development of the curriculum by the university? (Number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, and stakeholder feedback provided, specific suggestions etc

There is no direct contribution of staff of the college in curriculum development of the university in the past. However few staff members participated indirectly in curriculum development by making some suggestions to the members of board of studies of the university regarding the syllabus. Student feedback and teacher feedback is conveyed to the chairman of board of studies in certain subjects regarding the problems and issues about the changed syllabus

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed

Yes, the college is in the process of designing and developing the curriculum for one year diploma course in ‘Logistic Management’, in association with Zenith business Solutions, an outside organization from the logistic industry. The curriculum will be started from June/July 2015.

1.1.8 How does institution analyze/ ensure that the stated objectives of curriculum are achieved in the course of implementation?

The college follows certain procedure to analyze and ensures that the stated objectives are achieved in the course of implementation, as under

- The teachers take feedback from the students to understand and to know to what level the students have understood the curriculum.

- Some time interactive sessions are conducted for certain classes and interaction is made by the teachers with the students about a particular subject to analyze whether the curriculum has reached to the students or not
- Periodic surprise tests are conducted by some teachers to test the level of understanding of the students
- Class seminars and presentations from the students are conducted in regular lectures to make the students comfortable in communication and presentation skills

1.2 Academic Flexibility

1.2.1 Specify the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

The college has been making efforts to conduct the activities on skills development as per the needs and requirements of the students.

- **English speaking Course:** English speaking course was a certificate course of 60 hours duration including practical and theory. The course content was designed by LETS TALK ENGLISH CONVERSATIONAL INSTITUTE, for the students interested in improving their English. The course was executed by Mrs. Sameera Sheikh, an outside organization and the infrastructure was provided by the institute. Initial enrolment was

10 students of which 3 students could complete the course. It was conducted during the year 2012-13 with the help of outside agency

- **Tally Certification Course:** Tally ERP-09 was introduced to teach tally program to the interested students. The course was introduced in association with Ideal Consultancy, Mumbai and was conducted from October 24, to November 12, 2011. Students who successfully completed and were offered jobs by the leading companies in ERP department.
- **NSDC:** Retail and Banking certification course was conducted by Vinmark Education, Mumbai with the special reference to standard training, assessment and reward (STAR) scheme announced by the Government of India through their unique programme for the undergraduate students. The programme was initiated and conducted by Mrs. Manik Bhargav in our college premises for the benefit of our students.
- **Spoken English:** college took the initiative to start a class for spoken English for the selected students of F. Y. B. Com class. The class started from 22nd December 2014 twice a week and one hour per day after the regular academic lectures are over. There are 40 students identified and made them mandatory to participate in it. A teacher from outside is hired on hourly basis to conduct this class. This is just additional class; it is neither diploma nor a certificate course.

1.2.2 Does the institution offer programmes that facilitate twinning/ dual degree? If ‘yes’, give details.

No, the college has not offered any program to facilitate twinning/dual degree

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to the higher studies and improved potential for employability. Issues may cover the following and beyond:

There is no provision at college level for academic flexibility being an affiliated college. The college has to follow the curriculum designed and specified by the affiliating university. However, the college has been providing the activities like group discussion, mock interview for skills development. Career guidance sessions are conducted for higher studies. The affiliating university has certain flexibility of selecting elective subjects at Second Year and Third Year B. Com course and at T.Y BMS course.

- **Range of core/elective options offered by the University and those opted by the college**

The University has offered core and elective options for the B. Com (traditional) program for Second and third year classes. The students of S. Y B.Com class have five core subjects and one elective subject to be



selected from 8 options and at T. Y. Com class, three subjects are core and two subjects are to be selected from elective out of 12 options.

- **Choice Based Credit System and range of subject options**

The affiliating university has introduced Choice Based Credit System (CBCS) for all the courses run by our college. And all the affiliated colleges including our college have been implementing the system from the academic year 2011-12

- **Courses offered in modular form**

Yes, the affiliating university has offered all the courses/program in modular form for each semester. Each subject to be studied in a program for all three years is in modular form. The college has been implementing for all three programs.

- **Credit transfer and accumulation facility**

Yes, the affiliating university has made a provision of credit transfer system from first year to subsequent years and accumulation of credit facility for the degree program. Credits of all three years of undergraduate programs are accumulated and final credit is calculated for the purpose of finding the final grade or merit

- **Lateral and vertical mobility within and across programmes and courses**

There is lateral and vertical mobility for certain programmes. A student of distance learning of B. Com (traditional) program is allowed to take admission to regular (face to face) programme of Mumbai University and vice-versa. A student of professional programme in BAF, BMS has one way mobility to change from professional to traditional B. Com. programme.

- **Enrichment courses**

The college has introduced certain activities like remedial coaching, additional coaching, group discussion, mock interview etc. to enrich the students and enrich the program

1.2.4 Does the institution offers any self financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- **Yes**, the college offers all the three courses/programs, B. Com (traditional), B. Com Accounting & Finance (BAF) and Bachelor of Management Studies (BMS), under self financed. However, B. Com. course is considered as traditional by the affiliating university and B.Com Accounting and Finance (BAF) and BMS programs are known as professional courses.

- **Admission criteria** for all the three programs is based on the eligibility/ certain merit of last examination, (XIIth Standard) which is decided by the affiliating university
- **Fee structure** of all self financed programs is decided by the affiliating university and the affiliated colleges are to charge fee from the students as per the guidelines of the university. There variation in structure from program to program, fee for traditional program (B. Com) is lesser as compared to the fees for professional programmes, BAF & BMS
- **The curriculum** of all the three programmes is designed and finalized by the affiliating university through a committee, board of studies (BOS). All the programs have separate curriculum
- **Qualification** of the teachers to be appointed in a degree college is decided by the University Grants Commission (UGC). Basic qualification is Masters Degree in relevant subject with minimum 55% (50% for reserve category) marks, NET/SET/Ph. D. The universities and the affiliated colleges follow the UGC guidelines

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

Yes, the college provides additional skill oriented programmes relevant to regional and global level employment markets. They are as under;

- **Spoken English:** This is additional coaching in spoken English for the selected students of first year B. Com class. The students were identified by all the teachers teaching to that class on the basis of the class performance of the students. The students were engaged twice a week after their regular lectures for spoken English. Outside teacher was hired for this purpose
- **Group Discussion:** The group discussion is planned to conduct in three rounds only for the students of final year classes. First round was conducted on 20th December 2014 in each class, TY B. Com, TY BMS, & TY BAF, simultaneously in which 72 students had participated. 24 students were selected based on the performance in first round of group discussion. These 24 students were from among 72 students and were selected for the second round of group discussion. Second and final round of group discussion will be held in the month of February 2015. These 24 students who are selected for second round will be were guided for the subsequent rounds
- **Mock Interview:** Few sessions on Mock Interview are planned in the month of January 2015 for the interested students of final year classes.

1.2.6 Does the university provide for the flexibility of combining the conventional face-to-face and Distance Mode of education for students to choose the courses/ combinations of their choice? If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

‘Yes’, the university provides flexibility to the students to interchange the course/program from distance mode to face to face (traditional) only in Bachelor of Commerce course (B. Com) not in professional courses (B. Com A/F, BMS). Few students after completing 2 years of B.Com course through distance mode did join to regular mode (face-to-face) for third (final) year of B.Com for getting knowledgeable degree and score high percentage

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

Efforts have been done by the college to integrate the University’s curriculum and college goals through:

- Mapping of students of first year classes to understand their level of academic standard to decide for remedial and additional coaching to improve their academic performance

- Conducting remedial coaching for selected students, in selected subjects to improve the basics/fundamentals of the students.
- Decided to conduct additional coaching for selected students who failed in large number in some subjects. This additional coaching will be conducted in the month of March 2015 before the additional examination which will be held in the month of April 2015. The main intention of additional coaching is to improve their examination performance
- Organized Guest lectures, Seminars, Workshops, Training programmes and industrial visits etc. to facilitate the learners to create awareness about the present and current needs of the corporate sector and develop certain skills
- Additional coaching in spoken English started from 22nd December 2014 for the selected students of First Year B. Com class with an intention to bring improvement in basic English.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

The curriculum is designed by the affiliating university and college has to implement the curriculum as per the university guidelines without any modifications, however, the college has made certain efforts to enrich the curriculum through the following activities

- Introduced and implemented in-house training ,workshops, seminars, for the teachers, under faculty development program
- The programs like, rounds of sessions on mock interview, spoken English, rounds on group discussion etc. are conducted and planned for the learners so as to improve their communication and presentations skills to make them more employable.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The affiliating university has already introduced certain subjects in the curriculum to integrate the cross cutting issues such as gender, climate change ,environmental education, human rights, ICT etc. The subject, Foundation Course (FC) teaches about gender equality, national integration, human rights etc. The subject of Environmental Studies (EVS) teaches about the climate change, global warming, environmental protection etc. These subjects are part of the total curriculum and taught on regular basis for the students of First year and Second year B. Com course. And the subject of computer application teaches about uses and application of computers in day-to-day life. This subject is also a part of the curriculum for various classes. The college has tried to integrate these courses with real life projects, like e-waste management, construction of biogas pit, making eco-friendly Ganesha idols, paper bag making workshops, distribution of paper bags, self-protection, health and hygiene awareness for girls etc.

1.3.4 What are the various value-added courses/ enrichment programmes offered to ensure holistic development of students?

- **Moral and ethical values:** The College makes an effort to inculcate moral and ethical values among the students through students' participation in management. Certain responsibilities like maintenance of students' attendance, resolving certain problems of students/issues, conduction of certain programs, etc. are assigned to the students and asked them to implement on their own under the supervision of the teacher. This teaches them to learn by doing
- **Employable and life skills:** The college has introduced and scheduled some activities like group discussion, mock interviews, C. V. writing, spoken English, interaction with industry people through sessions to experience and learn real life learnings. Some of these activities are conducted through placement and skills development cell
- **Better career options:** Career guidance programs/sessions are conducted through in-house faculty members and through outside agencies as well to guide the students about higher studies.
- **Community orientation:** The college has a separate National Service Scheme (NSS) unit and life-long Extension programs through which learners are given opportunity to take part in various activities related to community.

1.3.5 Citing few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

The college follows the curriculum designed by the university, however, the following efforts made to enrich the curriculum of the university.

- The students were given project work to calculate the costing of B.Com course of unaided college to know and understand cost of education per student per year
- Celebration of eco-friendly Ganesh festival, to make them realize the importance of natural resources and environmental protection
- They were asked to prepare a cost budget and time for the festival and program conducted in the college and to make analysis and evaluate after execution in order to learn to plan and to implement
- Fund was given to the learners and asked them to implement the project, maintain the accounts and vouchers, and they presented the statement of accounts after the festival/activity to learn transparency
- Based on the feedback and the expectation from the past students; Income Tax Return forms were shown to the students of in the subject of Direct-Tax (income tax): the concerned teacher brought all ITR forms and shown to the learners.

- The topic like analysis of Balance Sheet is taught by analyzing the balance sheet a company from annual report of the company and from quarterly results published in the news papers, Consumer Rights by giving consumer complaint forms to the S.Y.BCom class in Foundation Course , Formation of Company, critical analysis and drafting MOA, AOA partnership deed for general BCom ,S.Y.BAF & legal notice for F.Y.BMS in Law, Draft and critical analysis of Research proposal for S.Y.BMS in Research Methodology for pursuing higher education and research project.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- The college monitors and evaluates the quality of its enrichment programmes through the overall analysis of the students through formal feedback sessions. Informal discussion with the students and on the basis of results of semester end examinations.
- The college also monitors and evaluates the quality on the basis of participation of students in class teaching, their involvement and participation in various activities of the college .
- Number of students enrolling for higher courses and getting employment, feedback received from the members of Alumni.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Curriculum of all the courses run by the college is designed and developed by the affiliating university. Contribution of the college in this regard is to the extent to make some suggestions to the members of the board of studies of the university about the content of the curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/ new programmes?

No, there is no specific mechanism as such at college level to obtain feedback from the stakeholders on curriculum. However some supportive activities/ programmes are conducted by the college to enrich the university curriculum so as to develop the learners

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/ programmes?

- Certification course in Tally ERP 9.0 was introduced in association with Ideal Consultancy, Mumbai, during the year 2011-12 for needy and interested students to learn new system of computerized accounting.



- Certification course in Retail & Banking was conducted in association with Vinmark Education during the year 2013-14. This course was designed by National Skills Development Council (NSDC) of central government. Main objective of the course was to develop employability skills in area of retail banking

Criteria-II

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college makes the publicity of admission process through

- Updating the college website regarding the programs offered by the college, intake for each program and admission schedule of the affiliating university and college office admission timings are displayed on it for the information of the candidates seeking admission for different programs
- Admission Brochure (prospectus) is published exclusively for the publicity of the college during the admission period. The prospectus is made available to the interested candidates and the parents on their demand. The prospectus contains all the information about programs offered, intake of each program, core subjects and elective subjects in the program, important events conducted by the college during the last year, code of conduct, admission rules, examination system etc.



- College magazine is published at the end of each academic year under the name YUVA. All important events and the activities conducted during the academic year are published in the magazine to introduce the college to others. Each student after completion of the academic year given a copy of the magazine. The important activities and projects conducted during the year are also displayed on the college website
- Other medias, like display of banner at prime locations and banners on the compound of the college, electronic display at the college gate are used for publicity. Also, paper pamphlets are distributed through news papers just before admissions start. News paper advertisement is given in local and state level news papers during the admission period

Transparency in the admission process is ensured by preparing the merit list, based on the University norms and displaying the merit list on college notice board for the information of the applicants. Both the genders are given opportunities while preparing a merit list. The reservation policy of the govt. of Maharashtra is adopted to ensure equity to all category candidates. Special Quota exists for the physically challenged, defense personnel, sportspersons of state and national /international stature and this quota is filled in as per the norms on priority basis.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the institution.

The admission process for various programs at entry level of graduation is decided and declared by the University for the affiliated Colleges and our college follows the process of university.

(i) Merit

A merit list is prepared as per the admission guidelines of the university on the basis of applications received from the candidates. First merit list is displayed on the notice board of the college and the applicants are given three days time to confirm their admissions by paying fees. The seats remained vacant after the first round of admission process are made available for the second. A second merit list is prepared and displayed on the notice board and admissions are confirmed on payment of fees by the candidates. Seats remaining vacant, if any, after the second round of admission, are filled in by the college management based on the merit.



(ii) Common Admission Test

Common admission test is not conducted for admissions of the courses run in our college. Admissions for all three programs, B. Com, B. Com (A&F) and BMS are given only on the basis of academic merit of last examination

(iii) Combination of merit and entrance test

Not applicable

(iv) Any other

Not applicable



2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the college and provide a comparison with other colleges of affiliating university within the city/district.

Minimum and maximum percentage of marks

Academic Year	Program	% of marks at entry level at our college		% of marks at other colleges in the university	
		Minimum	Maximum	Minimum	Maximum
2012-13	BCom(Traditional)	39.17	67.83	40.5	70.00
	BAF	47.00	75.17	45.6	73.00
	BMS	45.00	75.00	46.8	75.00
2012-14	BCom(Traditional)	35.00	78.67	36.78	68.00
	BAF	45.17	79.33	46.9	76.00
	BMS	43.67	78.18	47.45	78.56
2014-15	BCom(Traditional)	38.33	73.85	38.5	70.2
	BAF	49.08	81.23	45.6	73.00
	BMS	45.92	93.50	45.8	74.56

2.1.4 Is there a mechanism in the institution to review the admission process and student profile annually? If 'Yes', What is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes. There is an admission committee constituted by the college for each programme. Senior faculty members and office staff are the members of the committee who prepare admission merit list for each programme under the guidance of the Principal. The committee works as per the admission schedule and admission guidelines prepared by the affiliating university. This process helps in giving unbiased justification to the students during admission

The admission process is decided by the affiliating university hence the college committee has to just follow the guidelines given by the university. There is no chance of making any contribution to improve the process and the present admission process is quite transparent.

2.1.5 Reflecting on the strategies adopted to increase / improve access for the following categories of students, enumerate on how the admission policy of the institution and its student profile demonstrate / reflect the national commitment to diversity and inclusion.

The college has no specific strategy as such for increasing admissions for any category student. The college has to follow university guidelines being an affiliated college. University has taken due care to give justification to all category students as per the government norms. However, the college gives some consideration to the students belonging

to underprivileged category, while giving admission for the vacant seats after last round of admission process.

- **SC/ST:** Reservation policy of the university and the government of Maharashtra is followed, any seats from reserve quota remain vacant even after the last round of admissions, such vacant seats are allotted to other category candidates who are in waiting list, if any
- **OBC:** Reservation policy of the government of Maharashtra for OBC is followed and if any vacant seats remain vacant from this category after the last round of admission process are allotted to any category candidates from the waiting list
- **Women:** Ratio of male and female students in the college has been around 40:60 since last few years. Hence, no specific strategies were required to be followed for admissions of women candidates
- **Differently abled:** For admission to differently abled candidates, Reservation policy of the government is followed.
- **Economically weaker sections:** There is reservation for the candidates from economically weaker section. However,

some concession in fees or installment facility is given to the candidates who are unable to pay the course fee

- **Minority community:** For the students of minority community the facilities of the government are provided
- **Any other:**

2.1.6 Provide the following details for the various programs offered by the institutions during the last four years and comment on the trends i.e. Reasons for increase /decrease and actions initiated for improvement.

Program	Number of applications received				Number of students admitted				Demand Ratio			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
UG												
B.Com	83	94	113	136	83	94	113	136	1:1	1:1	1:1	1:1
BMS	48	45	50	68	46	40	50	68	1:1	1:1	1:1	1:1
B.Com (A&F)	23	42	51	64	23	38	51	64	1:1	1:1	1:1	1:1

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently abled students and ensure adherence to government policies in this regard?

The college takes care of the needs of differently abled students on the basis of their needs. Physically disabled students are adjusted in the classrooms at ground floor, library services are provided at their place on their demand. Ramp is constructed near the entrance of the college for easy movement. The reservation policies of the government are followed for category students. Writers are provided to needy students during examination. Economically disadvantaged students are given concession in course fees on their demand. The students who are weak in academic are supported with additional coaching.

2.2.2 Does the institution assess the student's needs in terms of knowledge and skills before the commencement of the programme? If "yes", give details on the process.

Yes, The College does follow certain process to assess the needs of the students before commencement and during implementation of the program. After the admission process is completed the students are identified as below average and average students in academics on the basis of marks secured in XIIth standard examination and number of attempts taken for clearing XIIth standard. Their needs like communication, presentations, language etc. are identified through formal and informal interactions by the teachers during their regular lectures and by the principal. Academic performance of the students, specially the students of

first year class, is analyzed on the basis of their result of first term end examination. And list of such students who are weak in academics and who have a language problem is prepared and certain additional coaching is planned for such students.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge /Remedial/add-on/enrichment courses etc.) to enable them to cope with the programme of their choice?

The college made the following strategies and implemented some of them in the college to bridge the knowledge gap.

- a) After assessing the needs of the students, remedial coaching was planned and orientation session was conducted to make them realize the need and importance of such remedial coaching.
- b) Subject wise list of students interested to join remedial class was prepared on the basis of their performance in the class assessed by the subject teacher and on the basis of result of term end examination.
- c) Remedial coaching is introduced to the students who were weak in the subjects, Accounts, English, & Mathematics. Two days for each subject is given for one hour daily after the regular college hours are over. The students will be taught the basics of the subjects based on the syllabus of 11th & 12th Standard.

- d) No fees is being charged from the students for remedial coaching.
- e) Remedial coaching will conducted by both, the in-house faculty from the respective subjects outside faculty hired exclusively for such class

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

- **Sensitization of staff and students**
 - The staff members and the students are sensitized about gender equality through meetings, orientation program, sharing and dividing of work among both the genders, concessions in work for females, time flexibility to some extent is provided to female staff, orientation/ faculty development activities etc.
 - The staff takes care of inclusion of the students from under privileged section of the society. Academically weak students are given additional coaching by the staff, economically weak students are given concession in fees and installment facility in payment of fee etc. Girls students are guided by the women development cell.
 - Staff and students are sensitized towards environment through various practices like, proper use of water, save energy by putting off the fans and lights when not required, e-waste

management, construction of compost pits, minimum use of plastics, noise pollution control during programs, keep clean the campus, best use of partially used stationary, tree plantation etc.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The needs of advanced learners are identified on the basis of

- Class participation in academic activities.
- Initiatives taken in bringing proposals/projects/ideas to organize extra-curricular and co-curricular activities for the benefit of students.
- Active participation by taking some responsibility in organizing various activities/programs, in addition to class participation.
- The students who have registered for some professional or advanced courses simultaneously with regular graduation course. Such students are given exemption for attendance.

The college responds the needs of advance learners by

- Assigning additional responsibilities to plan and execute extracurricular activities independently but under the guidance of teachers.
- Certain topics related to current issues are allotted to prepare presentations and asked them to make presentations for other students.
- Such students are allowed to choose certain topics of their interest and guided them to prepare a project on which PPT presentation is arranged for other students.
- The students with special learning needs are motivated to participate in intercollegiate research competition and other research competitions.

2.2.6 How does the institute collect, analyse and use the data and information on the academic performance (through the programme duration)of the students at the risk of drop out(student from the disadvantaged sections of society physically challenged ,slow learners, economically weaker section etc. who may discontinue their studies if some sort of support is not provided)?

Collection and analysis of data on academic performance of the students is done on the basis of:

- Participation/response of students in the class during the lectures hours and academic activities.
- Initiatives taken on raising doubts/questions in the class, bringing certain issues related to current topics/related to curriculum, personal problems etc.
- Attendance in the class for academic and other activities.
- The type of response/answer from the students for the questions asked by the teacher in the class.
- Performance in class tests, term end examinations, timely completion of assignments, interaction with the teachers etc.
- Feedback from the parents during parent's meeting/interaction regarding the problems of students at home.
- On the basis of marks scored in the last examination/ number of times appeared to clear last examination.
- Requests made by the students for fee concession, concession in attendance.

Possible help and concession is extended to the students depending up on their problems and issues so as to reduce the possibility of drop out.

2.3 Teaching Learning Process

2.3.1 How does the college plan and organize the teaching learning and evaluation schedule? (Academic calendar, teaching plan, evaluation blue print etc.)?

The college follows the following system regarding planning, organizing and evaluation for teaching and learning

- Number of working/teaching days, semester-wise and yearly, are calculated by a committee and communicated to all the teachers.
- The activities/projects/programs to be organized during the year are decided in the meeting and various committees are formed accordingly to plan and execute the programs.
- Teaching plan is made by individual teacher based on the number of teaching days and the number of lectures allotted per subject by the university. For the purpose of teaching plan teachers are provided a book called faculty almanac.
- Semester wise/yearly calendar is prepared by the committee and communicated to all the staff for their information. The calendar includes list of activities, academic, extra-curricular and co-curricular activities to be conducted during the year.
- The activities planned/scheduled are evaluated through the staff meetings conducted time to time and at the end each semester.
- Evaluation of academic performance of the students is done through internal tests, semester end examinations, feedback from the students and feedback from the teachers.

2.3.2 How does the IQAC contribute to improve the teaching learning process?

There is no IQAC in the college. However the college has formed quality assurance and research committee to promote quality work and research activities among the staff and the students.

2.3.3 How is learning made more students centric? Give details on support structure and systems available to teachers develop skills like interactive learning, collaborative learning and independent learning among the students?

Students Centric Learning

- The teachers are oriented to make teaching student centric and given them freedom to adopt the teaching methods depending upon the needs of the students.
- Teachers at the beginning of each academic session, analyze the students through interacting with them in the class. They are encouraged to use their own way/method of teaching like, interactive, role playing, case study, giving topics in advance and asking them to make presentation, individually or in group, in the class to make learning more interesting, collaborative and students centric.
- Identifying the students who are academically good, assigning them group work/project, and make presentation for the students who are weak in studies and motivating to take responsibility of collaborative/group learning.

- Remedial coaching for the students who are weak in certain subjects, like Accounts, Mathematics, English are conducted for 2 .5 months.
- Teaching through PPT presentation is done for certain subjects, showing some documentary movies, discussion on the movie.
- Practical learning like, by filling income tax return forms by the students studying taxation subject, analysis of balance sheet from annual report of some company.
- Some time students are taught one-to-one based on their academic problems.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into lifelong learners and innovators?

Critical thinking

Certain problems/issues, like absenteeism of students in the college, were given to the students to think critically and find out possible solutions and make suggestions to the college to resolve such issues

Creative and scientific temper

Motivating the students to participate in intercollegiate research competition (Avishkar) organized by the university and other research competitions.

Transforming lifelong learners and innovators

Certain issues, problems of the students and Teachers were discussed among the selected students, (Students Council/Class representatives) and their suggestions were asked to resolve the problems or issues. The student representatives were asked to identify/know the justifiable reasons for absenteeism of students in the class. Some time, certain responsibilities were assigned to the class representatives to maintain cleanliness in their respective classes. These initiatives helped the students to learn how to resolve the issues of students.

2.3.5 What are the technologies and facilities available and used by the faculties for effective teaching? Eg: Virtual laboratories, E-learning resources from National program on Technology enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education.etc.

The technologies like, LCD projector, internet facilities, video clippings are used in the college by the teachers for the purpose of teaching. Some teachers mail the study notes to students through e-mail so that more time can be spent in class for discussion/teaching

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshop etc.)?

Advance level of knowledge for the students

Guest lectures are arranged for some subjects, like taxation, particularly for final year students. Professionals like practicing chartered accountants

are invited in the college to share their practical experiences in taxation with the students and correlate their knowledge with the curriculum. Some time senior teachers from other colleges are invited to give extra information about certain subjects and they guided the students regarding effective writing of answers in the university examination.

Seminars/workshops

Teachers themselves conduct seminars and workshops for the students in their regular teaching/extra teaching in the class. Students are also involved in organizing seminars/workshops in the college. Teachers are deputed to participate and present research papers in the seminars/workshops/conferences organized by other colleges/institutes.

Advance Level Learning for the Teachers

The faculty members are motivated to participate and make presentations in the workshops, seminars and the conferences of various types and levels. They are also given some concession for undertaking research work within and outside the college.

2.3.7 Detail (process and the number of students/benefitted) on the academic, personal and psycho-social support and guidance services (Professional counseling/mentoring /academic advice) provided to students?

There is no list of Students who got benefitted from counseling. However the teachers do counseling to the students on their personal problems, problems in studies. There are many examples of such benefitted students

whose record is not maintained. However the list of students involved in Remedial coaching and additional coaching is available. Since these projects were implanted systematically as per some time table

2.3.8 Provide details of innovative teaching approaches /methods adopted by the faculty during the last four years? What are the efforts made by the institutions to encourage the faculties to adopt new and innovative approaches and the impact of such innovative practice on student learning?

Innovative teaching methods

The teachers have been adopting the following innovative teaching methods:

- **Role play:** Specific situation (live examples) is explained by the teacher to the students in the class on certain topic related to curriculum. And few students are asked what role they would play and how they would resolve (handle) the situation.
- **Presentation:** Certain topics related to curriculum/ related to current issues, are assigned to the students in group based on their interest and capability. Source of information is provided to collect information. And they are asked to make PPT presentation in the class. This helped the students how to work in group, how to collect relevant information from various sources, develop presentation skill.
- **Case study:** A case related to the curriculum is given to the students well in advance. They are asked study the case and make

a presentation on the case, how they pursue it. Some time certain topics are given to the students and asked them to prepare a case.

2.3.9 How are library resources used to augment the teaching –learning process?

Library resources are used by the teachers for preparing their lectures. Journals, magazines and news papers are referred while preparing a research article. Students also use library for preparing their presentations, seminars and workshops.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If “yes”, elaborate on the challenges encountered and the institutional approaches to overcome this.

Yes, the college does face some challenges in completing the curriculum within the planned time frame due to many unforeseen reasons like, lengthy admission procedure of the University First Year Classes, continuous internal assessment and evaluation system of the students, four examinations in a year, various activities on co-curricular and extracurricular etc. The college calls the students and arranges extra lectures after regular lectures on working days. Extra lectures are some time conducted on holidays/Sundays whenever required.

2.3.11 How does the Institute monitor and evaluate the quality of teaching learning?

Teaching learning is monitored and evaluated by the college as under:

- Attendance of the students is maintained by the teachers on regular basis, list of defaulters is prepared monthly/semester wise, reasons are analyzed for absenteeism and some corrective steps are taken to improve the attendance of students in the class.
- Feedback, structured and systematic, is taken from the students about quality of teaching of the teachers. Individual counseling of the teacher is done by the principal and senior teachers, to improve their teaching, based on the feedback received from the students.
- Results of internal tests and term end examinations are analyzed subject wise and additional coaching is given for the subjects in which maximum number of students failed internal test and in semester end examination.
- Opportunity is given to maximum number of students to get involved in teaching learning activities, like presentations, case studies, role playing etc.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retentions) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest Qualification	Professors		Associate professor		Assistant Professor	
	Male	Female	Male	Female	Male	Female
Permanent Teachers						
D.sc/D.Litt.	----	----	----	----	-----	---
Ph.D.	O1	----	---	----	--	03
M. Phil.	---	---	---	----	---	--
P. G.	---	---	---	---	04	02
Temporary Teachers						
Ph.D.	---	---	---	---	---	---
M. Phil.	---	---	---	---	---	---
PG	---	---	---	---	01	03
Part time Teachers						
Ph.D						
M.phil						
PG						

The strategic planning and management to retain competent teachers:

- Teachers are recruited through advertising the vacancies in state level news papers as per the norms of affiliating university.
- Selection committee is constituted as per the university norms, to conduct personal interviews.
- Selection committee recommends the suitable candidates based on overall performance of the candidate and appointment order is issued by the management of the college.
- The candidates who accept appointment orders and joined their duties, their appointment is got approved from the affiliating university.
- Management level appointments are made on ad hoc basis for the academic year and preference is given to the candidates who are competent to be a good teacher.
- The teachers appointed as above are given full academic freedom to make teaching learning effective.
- Their academic and research needs are fulfilled in order to retain them in the college. They are encouraged and motivated for innovation and research activities.

2.4.2 How does the institution cope with the growing demand/scarcity of qualified and senior faculties to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the

institutions in this direction and the outcome during the last three years.

Efforts are made to hire and retain the quality teachers are as follows:

- Priority /preference is given to qualified teachers as per the university norms during the process of recruitment.
- Job security is given to the teachers based on their performance during the academic year.
- Appointment orders of the teachers whose appointment is made through university selection committee are sent for university approval and got approved from the affiliating university.
- Fair salary, annual increment, leave facilities, provident fund etc. is given to the qualified and eligible teachers.
- Full freedom is given to the teachers for innovative teaching, experimental teaching.
- Possible support and assistance is provided for research activities.

2.4.3 Providing details on staff development program during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) **Nomination to staff development programmes**

Academic staff developments programmes	Number of faculty nominated
Refresher courses	Nil
HRD programmes	Nil
Orientation programmes	nil
Staff training conducted by the university	nil
Staff training conducted by other institution	Nil
Summer /Winter school, workshops, etc.	10 teachers

b) **Faculty training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching learning**

Faculty development program was conducted at college level in the college itself in which the discussion was done on various issues related to teaching, issues related to students and probable solutions were also suggested.

❖ **Teaching learning methods/approaches:** Teachers were guided how to make use of case study method, role playing,

PPT presentation, etc. as methods of teaching. They were also guided on use of students' involvement in teaching by asking questions to the students, by asking them to share the views of students on certain point.

- ❖ **Handling new curriculum:** Teachers are asked and deputed to participate in workshops conducted by the university on changed curriculum, getting relevant information/study material about changed curriculum. Sources like reference books, journals, magazines were provided to teachers to find out information relevant to the changed curriculum.
- ❖ **Content /knowledge management:** The teachers guided to create and develop contacts with the teachers of professional institutes to get more knowledge, they are also advised and motivated to interact the curriculum with the experts from practical field like chartered accountants, industry people etc.
- ❖ **Selection, development and use of enrichment materials:** Study material like list of reference books to be referred for a particular subject, is given by the affiliating university. Hence the teachers are advised to refer the books from the list relevant to the topics.
- ❖ **Assessment:** The teachers who undergone the training program are assessed by asking them to give feedback about the training through presentation, taking written feedback in structured format, by giving them some assignment.

- ❖ **Cross cutting issues:** The teachers having difference of opinions are put in one group and certain issue was given to them to find out the solution. The teachers with different culture are asked to work on common line/common task.
- ❖ **Audio Visual Aids/Multimedia:** LCD projector were used to make PPT presentations, video clippings on certain topics were shown during the training program
- ❖ **OER's: Not applicable**
- ❖ **Teaching learning material development, selection and use:** Teachers are advised to use the reference books suggested by the university for various subjects for the purpose of development of study material.

c) Percentage of faculty

- **Invited as resource person in workshop /seminar/conferences organized by external professional agencies (7%)**
- Dr. M. G. Gonda
 - 1 Was invited as a resource person for refresher course in commerce organized by CKT College for Mumbai University in the month of Feb 2014
 - 2 Invited to chair a technical session in international research conference organized by Symbiosis Institute of Management studies, Pune at SIMSARC 2012 and SIMSARC 2014

3 Invited as speaker in a research conference organized by oriental institute of Management, Koparkhairne, Navi Mumbai in the month of August 2014

- **Participated in external workshops/seminars/conferences recognized by National /International Professional bodies (72%)**

1. Dr. M. G. Gonda: Research articles published in peer reviewed journals

- 1 ‘Are MBA Candidates Empowered?’, **Journal of Management and Administration Tomorrow, Pune**, Dec. 2012, ISSN-2278-9316
- 2 ‘Role of Educational Institutions in Shaping the Future of the Country’, **Journal of Management Development & Research, Mumbai**, Dec-2013, ISSN No 2249-023X
- 3 ‘Human Resource Development & Higher Education’, **Journal of Management Development & Research, Mumbai**, Dec-2012, ISSN No. 2249-023X

Research Papers published in conference proceedings

- 1 ‘Managing Management Education in India: Issues, Challenges & Opportunities’ National Conference, organized by Pratibha Institute of Business Management, Chinchwad, Pune Feb, 2012

- 2 'Strategies for Sustainability of MBA Institutes', National Conference organized by S. B. Patil Institute of Management, Nigadi, Pune, on 9-11 Feb, 2012
- 3 'Role of Educational Institutions in Shaping the Future of Business & Society', International research conference, organized by, Symbiosis Institute of Management Studies, Khadki, Pune, on, 12-13 Dec. 2013
- 4 'Sustainable Growth of Emerging Economies & Human Resource; Indian Perspective', International Research Conference, organized by Symbiosis Institute of Management Studies, Khadki, Pune, on 13-14 Dec. 2012
- 5 'Strategic Management of Management Education', International Conference, organized by ASM Group of Institutes, Chinchwad, Pune, on 3-4 March 2013
- 6 'Human Resource Development & Higher Education', International Conference, organized by, MPGII, Nanded, on 28-29 March 2014
- 7 'Management, Leadership, Governance & Quality of Higher Education', International Conference, organized by Dept. of Education, University of Mumbai, on 8-10 Jan, 2014.



Participated/ presented papers in conferences/seminars/workshops

Sr. No	Title of the Paper	Type of Conference /Seminar	Organized by	Dates
1	Managing Management education in India: Issues, Challenges & Opportunities	National Conference	Pratibha Institute of Business Management, Chinchwad, Pune	9-10, Feb, 2012
2	Strategies for Sustainability of MBA Institutes	National Conference	S. B. Patil Institute of Management, Nigdi, Pune	9-11, Feb, 2012
3	Strategic Management of Management Education	International	ASM Group of Institutes, Chinchwad Pune	3-4 March, 2012
4	Sustainable growth of Emerging Economies & Human Resource,	International	Symbiosis Institute of Management Studies, Khadki, Pune	13-14 Dec, 2012
5	Role of Educational Institutions in Shaping the future of Business & Society	International	Symbiosis Institute of Management Studies, Khadki, Pune	12-13 Dec, 2013
6	Human Resource Development & Higher Education	International	MPGIIC, Nanded	28-29 March, 2014
7	Management, Leadership, Governance, & Quality of Higher Education	International	Dept. Education, University of Mumbai	8-10 Jan. 2014
8	Career Advancement System	University	Oriental Institute of Management, Koparkairne	18 Aug, 2014
9	Business Research; Exploring New Paradigms	International	Symbiosis Institute of Management Studies,	11 Dec, 2013

			Khadki, Pune	
10	How to develop an effective manuscript and publish in top reference Journals	International	Symbiosis Institute of Management Studeis, Khadki, Pune	12 Dec,2012
11	Choice based credit & grading system	University	CKT college, Panvel	11 Aug, 2013
12	Educational environment on business and society through transformational leadership	International	Symbiosis Institute of Management Studies, Pune	13-14 th Dec. 2014

2 Dr. Sumathi Gopal

- Co Authored book on Principles in Banking & Insurance Laws for Students of B.Com (Banking & Insurance)
- Co Authored book on Industrial Laws for FY BMS course of Mumbai University, ISBN No-978-93-81801-29-1
- Co-Authored book on Company Law for SY.BAF course of Mumbai University, ISBN No-978-93-81477-68-7
- Co-Authored book on Laws relating to Banking & Insurance for SY.BBI course of Mumbai University, ISBN No-978-93-83105-48-9
- Co-Authored book on Business Aspect of Banking & Insurance for SY.BMS course of Mumbai University,

- Co-Authored book on Industrial Law for SY.BAF course of Mumbai University, ISBN No-978-93-81801-20-8
- Co-Authored book on Business Law for SY.BFM course of Mumbai University, ISBN No-978-93-81801-39-0
- Co-Authored book on Corporate Laws & Laws Governing Capital Market, ISBN No-978-93-81801-42-0
- Co-Authored book on Business Law for FY.BBI course of Mumbai University, ISBN No-978-93-82429-63-0
- Co-Authored book on Business Law for FY.BAF course of University of Mumbai, ISBN No 978-83-83681-23-5
- Co-Authored book on Industrial Law for TY.BBA Semester –IV of Gujarat University, ISBN No 978-93-83497-39-3
- Compiled notes for Industrial Relations and Environment Management for Distance Education in Diploma in HR for SNDT University.

GUIDE FOR MBA GRADUATES

- Has Guided 15 students for MBA project & successfully accepted by the YCMOU university & the students were awarded the degree



RESEARCH PAPER PRESENTATION & PUBLICATIONS

- Published & Presented Research Paper in UGC Sponsored State Level Seminar on “ Outsourcing: Boon or Bane” on Human Resource Outsourcing- A study of Outsourced Benefits held 12th August, 2014 ISBN NO 978-81-923044-2-7 page 426-439
- Published & Presented Research Paper in the International Research Conference ” on Advances in Management on “Small & Rural Entrepreneurs: Attitude & Law, held on 22nd August, 2014 ISSN NO 2347-8403
- Published & Presented Research paper in INNOVA-2014 National Conference on New Horizon in Business, Economics & Management on Innovation & Challenges faced in Legal Profession held on 21-22 February, 2014. ISBN NO 978-93-83681-90-7, Pages 167-172
- Research Paper Published in “Spectrum” E-Journal Volume I February 2011 Titled “Retaining Human Capital in banks to Commercial Organization” ISSN 0973-1513, Page 59
- Research Paper Published in An National Conference on “Forest for Future of Man” Organized By The Department of Botany: NES Ratnam College of Arts, Commerce & Science in collaboration with Association of Teachers in Biological Science on “Forest Property Law”, 16-17 September, 2011. ISBN No 978-81-922163-0-0 Pages 297-302
- Research Paper Published in “Kirana...A Research Base For Excellence” a Journal on Retail Management ,ISBN-978-81-920416-0-5, page 335-337

- Presented Research paper in INNOVA-2014 National Conference on New Horizon in Business, Economics & Management on Innovation & Challenges faced in Legal Profession held on 21-22 February, 2014.
- Presented Research Paper in National Seminar on Migration & Development: Opportunities & Challenges jointly organized by Ramniranjan Junjunwala & IIPS, Mumbai on “Women Labour Market & Migration in India on January 4-5, 2013.
- Presented Research Paper in International Management Research Conference, 2012 jointly organized by Sunrise University Alwar, & Eximus Management Group (USA) on “Women as Technological Entrepreneurs in Micro Finance World” on 28th December, 2012.
- Presented Research Paper in international Research Conference, 2011 organized by Kohinoor Business School & Center for Management Research on “Retaining Human Capital in banks to Commercial Organization” in the 5th Annual Research Conference on Services Management- The Trendsetter, 2011.

Dr. Shikha Gaur

Conferences and Workshop Attended.

- Winter School on Statistical Estimation and Modeling: Topics on Least Square Methods & Ill-Conditioned Inverse problems in Imaging, Natural Language Processing & Information Retrieval, and Speech Processing”, organized by the DST-Center of Interdisciplinary Mathematical Sciences (DST-CIMS)(BHU), (2011).

- A workshop on “Women’s Adventure and Challenging attitude”, conducted by Sterling College of Arts, Commerce and Science, Nerul, Navi-Mumbai(2012)
- National conference on “Innova-201 New Horizon in Business and Management”, presented paper entitled as “Business management using wavelet based scheme” 21-22 Feb 2014.
- A WORKSHOP ON Inter Collegiate research convention “AVISHKAR” conducted by Students’ welfare department of University of Mumbai and sterling College of Arts, Commerce and Science on 3rd December 2013.

Publications

- **Shikha Gaur**, Sandeep Kumar, D. Dutta H.S. Kushwaha, Wavelet based schemes for linear advection-dispersion equation, Applied mathematics and computation Vol. 218, Nr. 7 (2011) , p. 3786-3798, ISSN: 0096-3003 impact factor 1.672, Elsevier.
- **Shikha Gaur**, L.P.Singh, Vivek Singh, P.K. Singh, Wavelet based multiscale scheme for two-dimensional advection-dispersion equation, Applied Mathematical Modelling Volume 37, Issue 6, 15 March 2013, Pages 4023–4034, impact factor 2.195,ISSN: 0307-904X, Elsevier.
- **Shikha Gaur**, L.P. Singh, Wavelet based adaptive solution of elliptic operator equations, International Journal of Advancements in Research &

Technology, Volume 2, Issue5, May-2013, impact factor 0.4, ISSN 2278-7763

- **Shikha Gaur**, Sandeep Kumar, Convergence analyses of partial differential equation using wavelets-Schur complement method, International Journal of Advance Research in Science, Engineering and Technology, 1(4), 2014, 68-75, ISSN 2350-0328
- **Shikha Gaur**, L.P. Singh, "Wavelet Schur Complement Method for Matrix Compression" "Recent trends in Numerical analysis" "Mathematical modeling and computer simulation" IT-BHU, Varanasi 25-25 March-2011.
- **Shikha Gaur**, "Environmental Management Plan for Urban Areas Using Wavelets Based Scheme", "International Management Research Conference" 28th December 2012.
- **Shikha Gaur**, "Business management Using Wavelets Based Scheme", Innova -2014 National Conference on New Horizon in Business, Economics and Management on 22th February, 2014, ISBN NO 978-93-83681-90-7

Mrs. Prasuna

Work shop Participation:

- Participated in One day work shop on revised syllabus and question paper patten of B.M.S conducted by Pillai's college of arts, commerce and science on 12th July 2014

- Participated in One day work shop on choice based credit system, grading system and semester system conducted by Changu Kana Thakur college of arts, commerce and science on 11th August 2013.
- Participated in One day work shop on “NAAC-Accreditation :Process and advantages” conducted by Birla college of arts, commerce and science, Kalyan on 17th December 2011.
- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- Participated in One day work shop on “Challenges in changing attitude- Women’s attitude conducted by WDC of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.

Paper Presentation:

- Participated and presented a paper at INNOVA-2014 on “Evaluation of application of E-commerce Model” at a National conference, organized by Sies college of arts, science and commerce on 21st and 22nd February 2014.
- Participated and presented a paper on “Syllabus designing :Theory and practice- the role of stakeholders of education system” at a National conference organized by Sies college of arts, science and commerce on 8th and 9th February 2013.

- Participated and presented a paper on “The role of Web 2.0 technology in re-designing advertising world” at a International conference organized by Department of Commerce, University of Mumbai on 10th and 11th January 2013.
- Participated and presented a paper on “Brand equity” at a International conference organized by Sterling college and eximus group on 28th December 2012.
- Participated and presented a paper on “Role of web 2.0 in marketing world” at a International conference organized by ASS group of institutes on 11-12 Jan 2014
- Participated and presented a paper on “Job satisfaction and Employee engagement ” at a International conference organized by Aditya institute of management and research 22, August 2014

Mr. Ranjeet Thakur

Participation in workshop/seminars:

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- Participated in One day work shop on “Challenges in changing attitude-Women’s attitude conducted by WDC of University of

Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.

- Two Days accountancy workshop on “Hands on training on accounting software under revised syllabus of accountancy & financial management paper 1 at FYBCOM” on 15th -16th December 2012 organized by Board of studies in Accountancy, University of Mumbai, CKT college, New Panvel.
- Participated and presented a paper on “Study on Impact of Entertainment Media on College Student ” at a International conference organized by Sterling college and Eximus group on 28th December 2012.
- One day workshop on “Technical Paper Discussion on TYBMS course, organized by Mulund College of Commerce in association with Board of Studies in BMS on” 28th July 2012.
- One day workshop on “TYBCOM revised syllabus and question paper pattern”, on 16th June, 2014, organized by CKT college, New Panvel.

Mr. Pratap Kadam

Participation in workshop/seminars:

- Participated in seminar on “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011, organized by Sterling College of Arts, Commerce and Science.



- Participated in workshop on “Choice Based Credit System, Grading System & semester System” on 17th July, 2011, organized by CKT, College Panvel.
- Participated in workshop on “Gyanmanthan” on 27th December, 2012, organized by SIES College, Nerul.
- Participated in workshop on “Hands on training on accountancy software under revised syllabus” on 15th December, 2012, organized by CKT college, Panvel.
- Participated in seminar on “International Management Research Conference” on 28th December, 2012, organized by Sterling College of Arts, Commerce and Science.
- Participated in workshop on “Hands on training on accountancy software under revised syllabus” on 27th July, 2013, organized by CKT college, Panvel.
- Participated in workshop on “Choice Based Credit System, Grading System & Semester system” on 11th August, 2013, organized by CKT college, Panvel.
- Participated in workshop on “Inter collegiate Research Convention” on 3rd December, 2013, organized by Sterling College of Arts, Commerce and Science.

- Participated in workshop on “TYBCOM revised syllabus and question paper pattern” on 16th June, 2014, organized by CKT college, Panvel.
- Participated in workshop on “TYBCOM(A/F) revised paper pattern” on 13th October, 2014, organized by SIES college, Nerul.

Mrs. Mayuri Devdware

Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.

- Participated in One day work shop on “Challenges in changing attitude-Women’s attitude conducted by WDC of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.
- Participated and presented a paper on “Environmental Management study of water Quality status” at a International conference organized by Sterling college and Eximus group on 28th December 2012.

Mrs. Manasi Killedar

- Participated in Extension training program (1st term) organized by Comprehensive B. Ed college on 24th August 2014.

- Participated in Extension training program (2nd term), organized by V. V. Bhavan Church Gate, B road Fort, Mumbai on 29th November 2014.
- Participated in Udaan Festival, organized by CKT, college on 4th February 2014.
- Workshop on “revise syllabus of T.Y Bcom sub- MHRM”, D. A. V. college Bhandup, on 30th June 2014.
- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- A seminar on “Vocationalisation of Commerce” organized by Y.M college of commerce Bharati Vidyapeeth Deemd University Pune, on 13th February 2013.

Mr. Adarsh Verma

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.



- Participated in seminar “International conference organized” at a by Sterling college and Eximus group on 28th December 2012.

Mr. Mahesh Aute

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.

Mrs. Anamika Jain

DATE	TOPIC	VENUE	No. of hrs
14/02/2011	EXCEL AS AUDIT TOOL	HYDERABAD BRANCH OF SIRC	2
02/04/2011	Two Day Seminar on Banking and Insurance	SOUTHERN INDIA REGIONAL COUNCIL	12
14/05/2011	XBRL-FINANCIAL REPORTING LANGUAGE	HYDERABAD BRANCH OF SIRC	6
22/08/2011	AUDIT TOOL IN ERP 9	HYDERABAD BRANCH OF SIRC	3
09/08/2012	CPE Meeting on Issues involved in Audit u/s.44AB of the Income Tax Act,1961	Navi Mumbai Branch of WIRC of ICAI	2
01/12/2013	CPE Event on Direct Tax	Navi Mumbai Branch of WIRC of ICAI	2

23/01/2013	ICAI International Conference On Accountancy Profession: Enablers of Economic Growth	International Committee Affairs	14
03/09/2013	Analysis of Budget	Navi Mumbai Branch of WIRC of ICAI	3
24/03/2013	BANK BRANCH AUDIT	Navi Mumbai Branch of WIRC of ICAI	6
18/05/2013	Amnesty in Service Tax	Navi Mumbai Branch of WIRC of ICAI	2
27/05/2013	Orientation Programme for the DIRM Technical Examination Passed Members	Committee on Insurance & Pension	31
22/06/2013	ISSUES INVOLVED IN WITHHOLDING TAX ON PAYMENTS TO NON RESIDENTS U/S195 (INCLUDING AMENDMENTS MADE IN FINANCE BILL 2013)	Navi Mumbai Branch of WIRC of ICAI	2
13/11/2013	Companies Act, 2013	Navi Mumbai Branch of WIRC of ICAI	3
16/11/2013	Issues under Service Tax	Navi Mumbai Branch of WIRC of ICAI	4
15/03/2014	Prospects For Women CA	Navi Mumbai Branch of WIRC of ICAI	2

19/04/2014	Companies Act, 2013	Navi Mumbai Branch of WIRC of ICAI	6
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2.4.4 What policies/ systems are in place to recharge teachers?(Example : Providing research grants ,study leave, support for research and academic publication, teaching experience in other national institution and specialized programmes industrial engagement etc.)

Policies /systems regarding:

- a. **Research grant:** The College encourages and motivates the teachers to apply for research grants under minor research project from the affiliating university. It provides all the necessary administrative support to apply and to get the grant and to complete the formalities of the research project.
- b. **Study leave:** Study leave is granted by the college for those teachers who are actively involved in writing research papers, participating and presenting the research papers in various types of conferences /seminars organized by other colleges and institutions. Study leave is also granted to pursue some research work, like Ph.D.
- c. **Support for research and academic publication:** The College has a system of providing necessary administrative support to undertake research and publication activity. Infrastructural and other resources of the college are also provided to the teachers who need for research and publication work.

2.4.5 Give the number of faculty who received awards /recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance /achievement of the faculty.

No teacher has received any type of award/recognition.

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If ‘Yes’ how is the evaluation used for improving the quality of the teaching learning process?

Yes, the college has introduced evaluation of teachers by the students through feedback forms. An evaluation sheet/structured questionnaire is got filled in by the selected students at the end of each semester for each teacher. The students involved in the process of evaluation of teachers were selected on the basis of their regularity in the college for a specific term. The questionnaires completely filled in are evaluated by the principal and senior teacher. Strength and weaknesses of each teacher are identified and personal observations of the principal are also used in the process of evaluating the teacher. And the teachers having complains from the students are individually guided by the principal. And suggestions are also given to the concerned teachers to improve the teaching learning process during the subsequent period.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially the students and faculty are aware of the evaluation process?

The process of evaluation of students is designed by the affiliating university and communicated well in advance to all the affiliated colleges.

- Academic performance of the students is evaluated by two ways, continuous internal evaluation and semester end examination.
- Under the continuous internal evaluation system the subject teachers evaluate the students by conducting internal test and by general performance of the student in the college for 25 percent weightage (25 marks).
- And semester end examination is conducted for 75 weightage (75 marks) at the end of each semester. This system of evaluation is communicated to the students in the class through the respective teachers during their regular lectures in the beginning of the academic year.
- The system is also published in the admission broacher/prospectus and displayed on the college website. Evaluation system is also displayed on the university website for the information of the stakeholders.
- The teachers come to know about the evaluation system through university circulars, by attending workshops and through university websites. Evaluation system of students also is communicated to the teachers through staff meetings in the college

2.5.2 What are the major evaluation reforms of the University that the Institution has adopted and what are the reforms initiated by the Institution on its own?

Reforms introduced by the university and adopted by the college

- Annual pattern examination has been changed to semester system and two semesters in an academic are introduced by the University from the year from the academic year 2011-12 for B. Com (traditional) program and for BAF and BMS programs from the academic year 2012-13. And the college has been following the changed evaluation system
- Choice Based Credit System (CBCS) with grading has been introduced and implemented from the academic year 2011-12 for the first year degree course.
- Each semester carries weightage of 100 marks per subject (module).
- The weightage for internal evaluation and semester end examination is reformed from 40:60 pattern to 25:75 from the academic year 2014-15.
- Internal evaluation for 25 percent (25 marks) is done by the subject teacher by conducting test, class attendance of the student, and overall performance during the semester..
- Semester end examination for 75 percent (75 marks) is conducted by the college as per the university guidelines.

Reforms Introduced by the college

- The College has been adopting evaluation system introduced by the university being an affiliated college. The university itself keeps on reforming the evaluation system from time to time. And such reforms introduced by the university are followed by the college. Hence, the college has not initiated any special reforms in evaluation system.

2.5.3 How does the Institution ensure effective implementation of the evaluation reforms of the University and those initiated by the Institution on its own?

The college ensures effective implementation of evaluation reforms:

- The college ensures that the evaluation system introduced by the university is implemented effectively. The college has an examination committee constituted to look after the examination work, both internal and semester end examinations.
- Due care is taken by following transparency during implementing the system of internal evaluation by the teacher.
- Teacher wise evaluation score (internal marks) is received for each subject and for each semester within specified time period.
- Proper attendance records are maintained for each semester for evaluating the overall performance of the students.

- Results are communicated to the students, queries, if any, from the students are taken care.
- Rechecking/revaluation system of the university is followed based on the demand from students, photocopy of the answer book is made available to the students on demand.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement .Cite a few example which have positively impacted the system.

Formative Assessment Approach

- Strength and weakness of the students are analyzed by the teacher through interaction in the class and on the basis of academic performance of last examination for the first year classes.
- Additional coaching is given to the students who are weak in certain subjects.
- Bio-linguistic system of teaching is followed, for the first year classes by some teachers to make understand the concept of the subject for the students from regional language.
- Additional test facility is given for some students based on justifiable reasons, for internal assessment process.
- Concession in class attendance, to certain level, is given to the deserving and needy students for participating in various types college level/ intercollegiate events.

Summative Assessment Approach

- Semester end examination is declared in the beginning of each semester for the information of the students.
- Question paper pattern and types of question is discussed in the class by the subject teacher
- Some time, question bank is given to the students for some subjects.
- Model answers are discussed in the class.
- Detailed time table is displayed on the notice board at least a week before the date of commencement of examination .
- ATKT provision is made by the university in two subjects each semester.
- Additional examination for each semester is conducted for the absent students in last examination.

2.5.5 Detail on the significant improvement made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of the students (weightage for behavioral aspects, independent learning, communication skills etc.)

Internal assessment of the students has been done as per the guidelines prescribed by the affiliating university. The guidelines were changed very often from year to year. The college has been taking care of ensuring the

transparency and fairness in both internal assessment and the semester end examination

- Internal assessment of student was done by the subject teacher for 40 percent(40 marks) weightage for each semester, each subject till the academic year 2013-14
- 40 marks for internal assessment were divided as, 20 marks for written test/s, 10 marks for assignment, 5 marks for class attendance and 5 marks for overall performance of the student in academic and other activities
- The weightage for internal assessment has been changed from the academic year, 2014-15, and the present weightage is 25 percent (25 marks) for each subject, each semester
- 25 marks of internal assessment are divided as, 20 marks for written test and 5 marks for class attendance and overall performance of the student

Transparency in internal assessment of the students

- Teachers' orientation is taken in the beginning of the year to remain fair, transparent and unbiased during internal assessment of the students.
- The subject teachers are given freedom from the college to conduct the test, assign marks, take attendance and maintain attendance record, assess the overall performance of student.

- The students who remain absent for the test and who have less attendance are intimated through college notice board and given additional opportunity to appear for the test.
- The students showing poor performance are called and individual counseling is done by knowing their difficulties and helped them by the teacher to improve their performance by giving them additional work or retest
- The failure students, some time, approach other faculty members (not teaching the subject) with whom they are comfortable and share their academic problems and efforts are made to resolve such problems
- Parents of the students who have very poor attendance and very poor academic performance are invited for a meeting parent's meeting at least once in each term, and efforts are made to know and understand the problems of students from their parents for poor performance/poor attendance. And necessary support is given to the deserving students to improve their performance in subsequent period.

2.5.6 What are the graduate attributes specified by the college /affiliating university? How does the college ensure the attainment of these by the students?

The attributes of the graduates are specified by the affiliating university and the college has been making efforts to attain them, as:

- **Good in subject knowledge:** a graduate is expected to a knowledgeable person after completion of the degree. The teachers are making efforts to teach the basic fundamentals of the respective subject through class room teaching, topic assignment, class participation, role play, case study etc. to make the students to knowledgeable.
- **Improving communication skills:** The students are given certain topics by the teacher, in group, asked them to prepare PPT presentation and the presentation is taken in the class, some time is spent in the class, and students are asked to share the information to improve their communication and presentation skills.
- **Overall confidence:** The students are given opportunities to participate and organize various types of extra-curricular and co-curricular activities to improve their level of confidence and who participated in such activities are benefitted
- **Problem solver:** An educated you is expected to be a problem solver. Efforts are made at college level to develop habit in students to solve the problems of their day-to-day life. Some tasks are given to them and they are asked to find out the solutions

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and university level?

Grievances on evaluation of university level/college level, are redressed as per the norms decided by the affiliating university:

- There is a grievance redressal committee (examination) at college level to redress the college level grievances
- The students having grievances about evaluation can make written complain to the committee
- The committee will make detail analysis of the grievance and measures of redressal are suggested to the principal.
- The student is given opportunity to represent and defend itself.
- Final decision is taken by the principal, in the committee meeting on the basis of suggestions made by the committee and the hearing from the student .
- Photo copy of the answer sheet is issued to student, on demand.
- Reassessment of the answer sheet can be done, if applied by the concern student.

2.6 Student performance and learning outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘Yes’, give details on how the students and staff are made aware of these?

Yes, the college decides in advance the expected result to be achieved at the university examination for each program. The university conducts two examinations of final year degree program for Vth and VIth semesters.

The students and staff are made aware of the learning outcomes through:

- Learning outcomes, like result in university examination, minimum skills required for placement, level of knowledge etc. are decided in a meeting of the teachers in the beginning of the semesters on the basis of analysis of performance of past semesters of the present batch studying in final year
- Students are asked in the beginning of Vth and VIth semester how much result they can give and what type of skill development they expect from the college
- Students are intimated in the class through respective subject teachers and program coordinators, what is the expected result of this year and the tentative programs for development of employable skills
- The teachers decide what additional efforts required to be taken to achieve the pre-determined outcomes.

2.6.2 Enumerate on how the institution monitors and communicate the progress and performance of students through the duration of the course /programme? Provide an analysis of the students results /achievements (programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programme/courses offered?

Analysis of Result for last four years

Program	2010-11	2011-12	2012-13	2012-14
B. Com :				
Firs Year	43.83%	52.27%	89.36%	72.57%
Second Year	73.13%	72.13%	85.33%	91.11%
Third Year	61.66%	73.17%	79.69%	58.33%
B. M. S:				
First Year	43.33%	54.35%	85.00%	80.00%
Second Year	59.52%	39.39%	92.68%	88.24%
Third Year	65.00%	73.17%	54.72%	67.44%
B. Com. (A/F):				
First Year	NA	81.82%	89.47%	96.06%
Second Year	NA	Nil	100.00%	91.18%
Third Year	NA	Nil	Nil	81.82%

The college monitors and communicates the progress and performance to the students:

- The students are informed at the beginning of each semester about internal assessment and semester end examination with bifurcation of marks, as specified by the affiliating university
- The subject teacher orients the students on the parameters of internal assessment and what is expected from the students, like minimum attendance required each semester, passing percentage etc.
- The students having less attendance are informed each month through college notice board, parents are also communicated in case of very poor attendance
- Time table of internal assessment/ semester end examination is declared well in advance. Question paper pattern, weight age given to each module, type of question etc. are also discussed in detail in the class by the subject teacher.

2.6.3 How are the teaching, learning and assessment strategy of the institution structured to facilitate the achievement of the intended learning outcomes?

Teaching, learning and assessment strategies are structured by the University of Mumbai. Our college being affiliated college is following the structure designed by the university. However the college makes the strategies to achieve the intended leaning outcomes, as

- Program/Course coordinators are nominated for each course/program at the beginning of the year to coordinate the academic activities

- Subject allotment and assignment of other work is done among the teachers at the beginning of each semester
- Yearly and semester wise planning, (calendar) is done and communicated to the students
- Teaching planning is done by the teachers of their respective subject, for each semester
- The students are informed in the beginning of each semester about the system of assessment
- Academic and other activities are implemented throughout the semester
- Assessment of students is done on regular basis on the basis of their attendance in the class, their performance in internal assessment and necessary guidance is given to the needy students.
- Semester wise analysis of performance of students is analyzed for each semester and certain measures are taken to improve the performance in future

2.6.4 What are the measures/initiative taken up by the institution to enhance the social and economic relevance (Students placements, entrepreneurship, innovation and research aptitude developed among students etc?) of the courses offered?

- Certain activities are decided to be implemented for development of students and communicated to them well in advance

- Students are motivated to attend and face the several of interviews advertised through newspapers/internet
- Placement committee helps/guides the students in this regard for attending the interviews
- Mock interviews and group discussions are conducted by the in-house faculty and outside experts for the selected students
- Campus recruitment drives are conducted during the year
- The students are motivated, guided and helped to take part in inter college research competitions. They are also helped in selecting research topic, preparing research project, writing report, etc.by the research committee.

2.6.5 How does the institution collect and analyse data on student performance and learning outcomes and used it for planning and overcoming barriers of learning?

The data about student performance and learning outcome is collected:

- From the results of internal assessment and semester end examination
- From career guidance and placement committee, number of students participated in placement process
- From alumni, the number of students registered for higher education and the students got placed in various organizations

- From the course coordinators and the teachers about overall opinion about the students

Analysis of the collected data

- Result of one semester of one class is compared with the result of last year of the same semester
- Result of final year (university examination) classes is compared with the result university and with the result neighboring colleges
- The data is analyzed on the basis of number of candidates participated and selected in campus selection drive

Based on the outcome of analysis of the data, strategies are made to improve the performance for the next semesters

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

The learning outcomes are monitored through:

- Continuous feedback from the students (structured /unstructured) at the end of each semester
- Through interacting with the students (formal), once/twice a year, and necessary corrective measures are decided
- Assessment and analysis of performance of the students in internal assessment and semester end evaluation and participation of students in extra and co-curricular activities

- Through getting feedback/suggestions from the teachers and from the program coordinators and corrective measures, if required are taken
- Many a times informal interaction with the students helps in assessing the monitoring the performance of the students

2.6.7 Does the Institution and individual teacher use assessment /evaluation outcomes as an indicator for evaluating student performance, achievement of leaning objectives and planning? If ‘yes’ provide details on the process and cite a few example.

Yes, each teacher uses evaluation outcomes as an indicator for evaluating the student and makes new plan /strategy to make teaching student centric. Result of internal test conducted for F. Y. B. Com in the month of Sept 2014 was analyzed and found it was dissatisfactory. When detailed analysis was made the reasons for poor result were;

- These students were new for degree college education, just passed out from the junior college
- The perception of the students about college education life was like just to enjoy and study just few days before the examination hence their attendance in the class was less.
- Many of them did not adjust with the new environment of college culture
- At least 20 percent of the students admitted in this class have taken admission very late, just few weeks before the internal test
- Around 25 percent students were having language problem, attempting the test in English



- Individual teachers based on continuous evaluation of the students, gave additional assignments, took additional case study etc. as an opportunity for the students having poor performance.

Based on the above analysis it was decided in the meeting of program coordinators to conduct an additional internal test in the month of Oct, 2014. The students were informed well in advance about the test, absent students were warned and their parents were intimated. This resulted in improving the result of internal test conducted in the month of Oct. 2014

Criterion III:

RESEARCH, CONSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, the college does not have any such research center affiliated to university. The university Mumbai (affiliating university) has a condition that 'Accredited College' can apply for starting a research centre. Hence the college has planned to apply for Post Graduation centre in commerce from next year (2015-16)

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the college has a research committee consisting of teachers who have been involved actively in the research activities. The committee has been recommending the college to provide some facilities like, flexibility in working hours for the teacher involved in active research work, duty leave for the research work and so on. Two teachers have registered themselves for their Ph. D and few other teachers actively involved in intercollegiate research activities.

Recommendations made by the committee

- If a research paper is selected for presentation/publication, the concern teacher/s need to make in house PPT presentation in the college and suggestions if any made by in-house faculty are to be considered. The basic objective of such in-house presentation is to enrich the presentation
- The teachers pursuing Ph. D be granted long leave for field survey if any, to complete the task in time
- The teachers should be made it mandatory by the college to write/present/publish at least one research paper/article in one academic year
- All teachers in the college should get equal opportunity for any type of research work
- The college should get 12b and 2f recognition from the University Grants Commission (UGC) to become eligible to apply for getting some research grants
- Non-Ph. D. teachers should be motivated to prepare for their Ph. D work

Impact of the recommendations

- The committee motivated two teachers to register for Ph. D work, and one of them is doing her research from Symbiosis International

University, Lavale, Pune and the second teacher pursuing her Ph. D. from Bharaty Vidhyapeeth, Pune unit

- Six teachers applied for Minor Research project of University of Mumbai during the year 2014-15 and the proposal of two teachers have been accepted by the University.
- The students have been participating every year in Inter-collegiate research convention under the banner AVISHKAR, organized by the University.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

The college has taken the following measures to facilitate smooth progress and implementation of research schemes/projects;

The college has got permanent affiliation from the University of Mumbai, and preparing for applying to the University Grants Commission (UGC) for 2(f) and 12(b) recognition to become eligible to make application for various types of research grants

- **Autonomy to the principal investigator:** No such provision has been made in the college because no such proposal has come from the teachers.

- **Timely availability or release of resources:** The College makes available the resources, like duty leave, reimbursement of registration fee for participating in conferences etc. required for research work as and when demand comes from the researchers/teachers. Flexibility in working hours is also given depending up on the nature of research work
- **Adequate infrastructure and human resources:** The college has adequate infrastructure like place to sit for research work, well equipped computer lab with lab technician, library facility etc. for the research work. The resources available in the college are always provided to the needy teachers based on their demand
- **Time-off, reduced teaching load, special leave etc. to teachers:** The teachers and the students are provided certain concessions like duty leave for participating and making presentations in seminars/conferences. Sponsorship is given to participate in various research conferences, workshops etc. flexibility in working hours is given to such teachers. Special leave also is provided depending on their requirement
- **Support in terms of technology and information needs:** The College has reserved few computers (PCs) with internet facility exclusively for the teachers/students who are involved in research activities. The information required if any, like articles, books,

journals, news paper cuttings etc. is made available by the library on demand

- **Facilitate timely auditing and submission of utilization certificate to the funding authorities:** Yes the college is ready to help the teachers in this regard. ‘Minor research project’ proposals have been forwarded to the University of Mumbai, within the stipulated date for the year 2014-15 and two proposals are approved by the University committee. After completion of the project all necessary administrative support will be given

3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The college is making efforts to promote research culture among the students with the help of the teachers as under:

- The students are motivated to participate in intercollegiate research competition conducted by the University, (AVISHKAR) by helping them in finalizing the research topic, guiding them in data collection, data analysis, report writing, presentation etc.
- Selected students were asked to choose certain topics related to current events and were asked to prepare and make PPT in the class and best presentations were awarded
- Orientation program on the topics like innovation/invention was conducted by Mr. Sainidhi Patil from, GIAN a NGO from

Mumbai from outside experts to guide and educate the students and teachers how to go for research work

- Students are supported to organize 'tech-cultural fest' aimed at developing research culture among the students.

3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

The teachers are involved in research activities during last three/four years as under:

- **Guiding student research**

The teachers have yet to apply to the affiliating university for Ph. D. guide recognition in order to guide the research students for the research students of University of Mumbai. However, few teachers, Dr. M. G. Gonda, Dr. Sumathi Gopal have been recognized guide for M. Phil course, MBA course of Yashwantrao Chavan Maharashtra Open University (YCMOU) Nasik and JITT University

- **Research Projects**

Six proposals for minor research project submitted to Mumbai University for the academic year 2014-15, and two proposals have been approved by the university, with a grant of Rs 25000 and Rs 20000 for each project

- **Individual Research activity**

Few teachers, Dr. M. G. Gonda, Dr. Mrs Sumathi Gopal, Dr. Ms. Shikha Gaur, Mrs. Prasuna are actively involved in research work at their individual level. Their research articles have been published in peer reviewed journals and in conference proceeding books, details are as under

Individual Research work by:

Dr. M. G. Gonda: Research articles published in peer reviewed journals

1. ‘Are MBA Candidates Empowered?’, **Journal of Management and Administration Tomorrow, Pune**, Dec. 2012, ISSN-2278-9316
2. ‘Role of Educational Institutions in Shaping the Future of the Country’, **Journal of Management Development & Research, Mumbai**, Dec-2013, ISSN No 2249-023X
3. ‘Human Resource Development & Higher Education’, **Journal of Management Development & Research, Mumbai**, Dec-2012, ISSN No. 2249-023X

Research Papers published in conference proceedings

1. ‘Managing Management Education in India: Issues, Challenges & Opportunities’ National Conference, organized by Pratibha Institute of Business Management, Chinchwad, Pune Feb, 2012

2. 'Strategies for Sustainability of MBA Institutes', National Conference organized by S. B. Patil Institute of Management, Nigadi, Pune, on 9-11 Feb, 2012
3. 'Role of Educational Institutions in Shaping the Future of Business & Society', International research conference, organized by, Symbiosis Institute of Management Studies, Khadki, Pune, on, 12-13 Dec. 2013
4. 'Sustainable Growth of Emerging Economies & Human Resource; Indian Perspective', International Research Conference, organized by Symbiosis Institute of Management Studies, Khadki, Pune, on 13-14 Dec. 2012
5. 'Strategic Management of Management Education', International Conference, organized by ASM Group of Institutes, Chinchwad, Pune, on 3-4 March 2013
6. 'Human Resource Development & Higher Education', International Conference, organized by, MPGII, Nanded, on 28-29 March 2014
7. 'Management, Leadership, Governance & Quality of Higher Education', International Conference, organized by Dept. of Education, University of Mumbai, on 8-10 Jan, 2014.



Participated/ presented papers in conferences/seminars/workshops

Sr. No	Title of the Paper	Type of Conference /Seminar	Organized by	Dates
1	Managing Management education in India: Issues, Challenges & Opportunities	National Conference	Pratibha Institute of Business Management, Chinchwad, Pune	9-10 Feb, 2012
2	Strategies for Sustainability of MBA Institutes	National Conference	S. B. Patil Institute of Management, Nigdi, Pune	9-11, Feb, 2012
3	Strategic Management of Management Education	International	ASM Group of Institutes, Chinchwad Pune	3-4 March, 2012
4	Sustainable growth of Emerging Economies & Human Resource,	International	Symbiosis Institute of Management Studies, Khadki, Pune	13-14 Dec, 2012
5	Role of Educational Institutions in Shaping the future of Business & Society	International	Symbiosis Institute of Management Studies, Khadki, Pune	12-13 Dec, 2013
6	Human Resource Development & Higher Education	International	MPGIIC, Nanded	28-29 March, 2014
7	Management, Leadership, Governance, & Quality of Higher Education	International	Dept. Education, University of Mumbai	8-10 Jan. 2014
8	Career Advancement System	University	Oriental Institute of Management, Koparkairne	18 Aug, 2014

9	Business Research; Exploring New Paradigms	International	Symbiosis Institute of Management Studies, Khadki, Pune	11 Dec, 2013
10	How to develop an effective manuscript and publish in top reference Journals	International	Symbiosis Institute of Management Studeis, Khadki, Pune	12 Dec,2012
11	Choice based credit & grading system	University	CKT college, Panvel	11 Aug, 2013
12	Impact of Educational Environment on Business & Society Through Transformational leadership	International	Symbiosis Institute of Management Studies, Pune	13-14 Dec. 2014

Dr. Sumathi Gopal

- Co Authored book on Principles in Banking & Insurance Laws for Students of B.Com (Banking & Insurance)
- Co Authored book on Industrial Laws for FY BMS course of Mumbai University, ISBN No-978-93-81801-29-1
- Co-Authored book on Company Law for SY.BAF course of Mumbai University, ISBN No-978-93-81477-68-7
- Co-Authored book on Laws relating to Banking & Insurance for SY.BBI course of Mumbai University, ISBN No-978-93-83105-48-9

- Co-Authored book on Business Aspect of Banking & Insurance for SY.BMS course of Mumbai University,
- Co-Authored book on Industrial Law for SY.BAF course of Mumbai University, ISBN No-978-93-81801-20-8
- Co-Authored book on Business Law for SY.BFM course of Mumbai University, ISBN No-978-93-81801-39-0
- Co-Authored book on Corporate Laws & Laws Governing Capital Market, ISBN No-978-93-81801-42-0
- Co-Authored book on Business Law for FY.BBI course of Mumbai University, ISBN No-978-93-82429-63-0
- Co-Authored book on Business Law for FY.BAF course of University of Mumbai, ISBN No 978-83-83681-23-5
- Co-Authored book on Industrial Law for TY.BBA Semester –IV of Gujarat University, ISBN No 978-93-83497-39-3
- Compiled notes for Industrial Relations and Environment Management for Distance Education in Diploma in HR for SNDT University.



GUIDE FOR MBA GRADUATES

- Has Guided 15 students for MBA project & successfully accepted by the YCMOU university & the students were awarded the degree

RESEARCH PAPER PRESENTATION & PUBLICATIONS

- Published & Presented Research Paper in UGC Sponsored State Level Seminar on “ Outsourcing: Boon or Bane” on Human Resource Outsourcing- A study of Outsourced Benefits held 12th August, 2014 ISBN NO 978-81-923044-2-7 page 426-439
- Published & Presented Research Paper in the International Research Conference ” on Advances in Management on “Small & Rural Entrepreneurs: Attitude & Law, held on 22nd August, 2014 ISSN NO ISSN NO 2347-8403
- Published & Presented Research paper in INNOVA-2014 National Conference on New Horizon in Business, Economics & Management on Innovation & Challenges faced in Legal Profession held on 21-22 February, 2014.ISBN NO 978-93-83681-90-7, Pages 167-172
- Research Paper Published in “Spectrum” E-Journal Volume I February 2011 Titled “Retaining Human Capital in banks to Commercial Organization” ISSN 0973-1513, Page 59.
- Research Paper Published In An National Conference on “Forest for Future of Man” Organized By The Department Of Botany: NES Ratnam College of Arts, Commerce & Science in collaboration with Association of Teachers in Biological Science on “Forest Property Law”, 16-17 September, 2011. ISBN No 978-81-922163-0-0 Pages 297-302

- Research Paper Published in “Kirana...A Research Base For Excellence” a Journal on Retail Management ,ISBN-978-81-920416-0-5, page 335-337
- Presented Research paper in INNOVA-2014 National Conference on New Horizon in Business, Economics & Management on Innovation & Challenges faced in Legal Profession held on 21-22 February, 2014.
- Presented Research Paper in National Seminar on Migration & Development: Opportunities & Challenges jointly organized by Ramniranjan Junjunwala & IIPS, Mumbai on “Women Labour Market & Migration in India on January 4-5, 2013.
- Presented Research Paper in International Management Research Conference, 2012 jointly organized by Sunrise University Alwar, & Eximus Management Group (USA) on “Women as Technological Entrepreneurs in Micro Finance World” on 28th December, 2012.
- Presented Research Paper in international Research Conference, 2011 organized by Kohinoor Business School & Center for Management Research on “Retaining Human Capital in banks to Commercial Organization” in the 5th Annual Research Conference on Services Management- The Trendsetter, 2011.

Dr. Shikha Gaur

Conferences and Workshop Attended.

- Winter School on Statistical Estimation and Modeling: Topics on Least Square Methods & Ill-Conditioned Inverse problems in Imaging, Natural Language Processing & Information Retrieval, and Speech Processing”, organized by the DST-Center of Interdisciplinary Mathematical Sciences (DST-CIMS)(BHU), (2011).
- A workshop on “Women’s Adventure and Challenging attitude”, conducted by Sterling College of Arts, Commerce and Science, Nerul, Navi-Mumbai(2012).
- National conference on “Innova-201 New Horizon in Business and Management”, presented paper entitled as “Business management using wavelet based scheme” 21-22 Feb 2014.
- A workshop on Inter Collegiate research convention “ AVISHKAR” conducted by Student’s welfare department of University of Mumbai and Sterling College of Arts, Commerce & Science on 3rd December 2013.

Articles Published in Journals

- **Shikha Gaur**, Sandeep Kumar, D. Dutta H.S. Kushwaha, Wavelet based schemes for linear advection-dispersion equation, Applied mathematics and computation Vol. 218, Nr. 7 (2011) , p. 3786-3798, ISSN: 0096-3003 impact factor 1.672, Elsevier.
- **Shikha Gaur**, L.P.Singh, Vivek Singh, P.K. Singh, Wavelet based multiscale scheme for two-dimensional advection-dispersion equation,

Applied Mathematical Modelling Volume 37, Issue 6, 15 March 2013,
Pages 4023–4034, impact factor 2.195, ISSN: 0307-904X, Elsevier.

- **Shikha Gaur**, L.P. Singh, Wavelet based adaptive solution of elliptic operator equations, International Journal of Advancements in Research & Technology, Volume 2, Issue5, May-2013, impact factor 0.4, ISSN 2278-7763
- **Shikha Gaur**, Sandeep Kumar, Convergence analyses of partial differential equation using wavelets-Schur complement method, International Journal of Advance Research in Science, Engineering and Technology, 1(4), 2014, 68-75, ISSN 2350-0328
- **Shikha Gaur**, L.P. Singh, "Wavelet Schur Complement Method for Matrix Compression" "Recent trends in Numerical analysis" "Mathematical modeling and computer simulation" IT-BHU, Varanasi 25-25 March-2011.
- **Shikha Gaur**, "Environmental Management Plan for Urban Areas Using Wavelets Based Scheme", "International Management Research Conference" 28th December 2012.
- **Shikha Gaur**, "Business management Using Wavelets Based Scheme", Innova -2014 National Conference on New Horizon in Business, Economics and Management on 22th February, 2014, ISBN NO 978-93-83681-90-7

Mrs. Prasuna

Work shop Participation:

- Participated in One day work shop on revised syllabus and question paper patter of B.M.S conducted by Pillai's college of arts, commerce and science on 12th July 2014
- Participated in One day work shop on choice based credit system, grading system and semester system conducted by Changu Kana Thakur college of arts, commerce and science on 11th August 2013.
- Participated in One day work shop on “NAAC-Accreditation :Process and advantages” conducted by Birla college of arts, commerce and science, Kalyan on 17th December 2011.
- 4.Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student's welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- 5. Participated in One day work shop on “Challenges in changing attitude- Women's attitude conducted by WDC of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.

Papers Presented

- Participated and presented a paper at INNOVA-2014 on “Evaluation of application of E-commerce Model” at a National conference, organized by SIES College of arts, science and commerce on 21st and 22nd February 2014.
- Participated and presented a paper on “Syllabus designing: Theory and practice- the role of stakeholders of education system” at a National conference organized by SIES college of arts, science and commerce on 8th and 9th February 2013.
- Participated and presented a paper on “The role of Web 2.0 technology in re-designing advertising world” at International conference organized by Department of Commerce, University of Mumbai on 10th and 11th January 2013.
- Participated and presented a paper on “Brand Equity” at International conference organized by Sterling College and eximus group on 28th December 2012.
- Participated and presented a paper on “Role of web 2.0 in marketing world” at a International conference organized by ASS group of institutes on 11-12 Jan 201
- Participated and presented a paper on “Job satisfaction and Employee engagement ” at a International conference organized by Aditya institute of management and research 22, August 2014



Mr.Ranjeet Thakur

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- Participated in One day work shop on “Challenges in changing attitude- Women’s attitude, conducted by WDC of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.
- Two Days accountancy workshop on “Hands on training on accounting software under revised syllabus of accountancy & financial management paper 1 at FYBCOM” on 15th -16th December 2012 organized by Board of studies in Accountancy, University of Mumbai, CKT college, New Panvel.
- Participated and presented a paper on “Study on Impact of Entertainment Media on College Student ” at a International conference organized by Sterling college and Eximus group on 28th December 2012
- One day workshop on “Technical Paper Discussion on TYBMS course, organized by Mulund College of Commerce in association with Board of Studies in BMS on” 28th July 2012.
- One day workshop on “TYBCOM revised syllabus and question paper pattern”, on 16th June, 2014, organized by CKT College, New Panvel.

Mr. Pratap Kadam

- Participated in seminar on “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011, organized by Sterling College of Arts, Commerce and Science.
- Participated in workshop on “Choice Based Credit System, Grading System & semester System” on 17th July, 2011, organized by CKT, College Panvel.
- Participated in workshop on “Gyanmanthan” on 27th December, 2012, organized by SIES College, Nerul.
- Participated in workshop on “Hands on training on accountancy software under revised syllabus” on 15th December, 2012, organized by CKT college, Panvel.
- Participated in seminar on “International Management Research Conference” on 28th December, 2012, organized by Sterling College of Arts, Commerce and Science.
- Participated in workshop on “Hands on training on accountancy software under revised syllabus” on 27th July, 2013, organized by CKT college, Panvel.

- Participated in workshop on “Choice Based Credit System, Grading System & Semester system” on 11th August, 2013, organized by CKT college, Panvel.
- Participated in workshop on “Inter collegiate Research Convention” on 3rd December, 2013, organized by Sterling College of Arts, Commerce and Science.
- Participated in workshop on “TYBCOM revised syllabus and question paper pattern” on 16th June, 2014, organized by CKT college, Panvel.
- Participated in workshop on “TYBCOM(A/F) revised paper pattern” on 13th October, 2014, organized by SIES college, Nerul.

Mrs. Mayuri Devdware

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- Participated in One day work shop on “Challenges in changing attitude-Women’s attitude conducted by WDC of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 10th -11th December 2011.

- Participated and presented a paper on “Environmental Management study of water Quality status” at a International conference organized by Sterling college and Eximus group on 28th December 2012.

Mrs. Manasi Killedar

- Participated in Extension training program (1st term) organized by Comprehensive B.Ed college on 24th August 2014.
- Participated in Extension training program (2nd term), organized by V. V. Bhavan Church Gate, B road Fort, Mumbai on 29th November 2014.
- Participated in Udaan Festival, organized by CKT, college on 4th February 2014.
- Workshop on “revise syllabus of T.Y Bcom sub- MHRM”, D. A. V. college Bhandup, on 30th June 2014

Mrs. Anamika Jain

DATE	TOPIC	VENUE	No. of hrs
14/02/2011	EXCEL AS AUDIT TOOL	HYDERABAD BRANCH OF SIRC	2
02/04/2011	Two Day Seminar on Banking and Insurance	SOUTHERN INDIA REGIONAL COUNCIL	12
14/05/2011	XBRL-FINANCIAL	HYDERABAD BRANCH	6

	REPORTING LANGUAGE	OF SIRC	
22/08/2011	AUDIT TOOL IN ERP 9	HYDERABAD BRANCH OF SIRC	3
09/08/2012	CPE Meeting on Issues involved in Audit u/s.44AB of the Income Tax Act,1961	Navi Mumbai Branch of WIRC of ICAI	2
01/12/2013	CPE Event on Direct Tax	Navi Mumbai Branch of WIRC of ICAI	2
23/01/2013	ICAI International Conference On Accountancy Profession: Enablers of Economic Growth	International Affairs Committee	14
03/09/2013	Analysis of Budget	Navi Mumbai Branch of WIRC of ICAI	3
24/03/2013	BANK BRANCH AUDIT	Navi Mumbai Branch of WIRC of ICAI	6
18/05/2013	Amnesty in Service Tax	Navi Mumbai Branch of WIRC of ICAI	2
27/05/2013	Orientation Programme for the DIRM Technical Examination Passed Members	Committee on Insurance & Pension	31
22/06/2013	ISSUES INVOLVED IN WITHHOLDING TAX ON PAYMENTS TO NON RESIDENTS U/S195 (INCLUDING AMENDMENTS MADE IN FINANCE BILL 2013)	Navi Mumbai Branch of WIRC of ICAI	2

13/11/2013	Companies Act, 2013	Navi Mumbai Branch of WIRC of ICAI	3
16/11/2013	Issues under Service Tax	Navi Mumbai Branch of WIRC of ICAI	4
15/03/2014	Prospects For Women CA	Navi Mumbai Branch of WIRC of ICAI	2
19/04/2014	Companies Act, 2013	Navi Mumbai Branch of WIRC of ICAI	6

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- A seminar on “Vocationalisation of Commerce” organized by Y.M college of commerce Bharati Vidyapeeth Deemd University Pune, on 13th February 2013.

Mr. Adarsh Verma

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.
- Participated in seminar “International conference organized” at a by Sterling college and Eximus group on 28th December 2012.

Mr. Mahesh Aute

- Participated in One day work shop on Inter collegiate research convention” AVISHKAR” conducted by Student’s welfare department of University of Mumbai & Sterling college of arts, commerce and science, Nerul on 3rd December 2013.

Faculty Enrolled for Ph.D.

Mrs. Mansi Killedar

Enrolled for Ph.D. on 13th October 2013, from Bharti Vidyapeeth Deemed University Pune

Mrs. K. Prasuna

Enrolled for Ph.D. on August 2014, from Symbiosis International University, Lavale, Pune.

3.1.6 Give details of workshops/ training programs/sensitization programs conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

- The college Organized two-day State level seminar, in collaboration with the University of Mumbai on 25th and 26th of

November 2011 on the theme “**MAHARASHTRA: A Glorious Past and Stepping towards Secure Future.**”

- Organized two-day workshop on the topic “**Women’s Adventures and Challenges in Changing Attitudes**” on 10th and 11th December, 2012 in association with Women Development Cell, University of Mumbai. This was university level workshop
- ‘**International Management Research Conference**’ was organized on 28th December, 2012 in collaboration with Eximus Management Group and Sunrise University, Rajasthan.
- One day intercollegiate workshop on **Intercollegiate Research Convention** ‘Avishkar’ was organized on 3rd Dec 2013 in association with the University of Mumbai for the students and staff of Mumbai and Navi Mumbai colleges
- Half day workshop on the topic ‘**Research Methodology**’ was conducted by Mrs. Amruta Deshmukh, who was an expert in research convention ‘Avishkar’. This workshop was for the students of our college, on 12th July 2014
- Half day workshop for all the staff of the college conducted on 8th Nov, 2014 from 10am to 2 pm

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

NIL

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institution has made sincere efforts to organize special programmes by inviting researchers to interact with the students and teachers:

- Dr. S.A. Suryavanshi, Ex-Vice Chancellor, Shree Ramanand Teerth University, Nanded on “Privatization of Education and Importance of Deemed University”, in “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011
- Dr. James Thomas, Vice Chancellor, Padamshree DR. D.Y. Patil University on “Importance of Research”, “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011.
- Dr. Gopal Kalkoti, vice-principal, Khandwala college of Commerce & economics, Malad, Mumbai, guided the students ‘**regarding innovation in commerce**’. This workshop was mainly for the students and the teachers who were involved in intercollegiate research convention, AVISHKAR, conducted on 3rd Dec. 2013
- Dr. Pradeep Kamthekar, chartered accountant from Potdar college Mumbai, and co-coordinator, intercollegiate research convention ‘Avishkar ‘University of Mumbai, guided the students and teachers on the topic “how to prepare a good research project’ on 3rd Dec. 2013



- Dr Kranti Jeurujker, chair person, Women Development Cell, University of Mumbai, guided the girl students and teachers on the topic ‘**Women Empowerment**’ on 10th Decembaer, 2012
- Mrs. Girija Godbole, a famous film artist, guided the girl students on the topic ‘**Acting as a profession**’ on 11th December, 2012.
- Mrs. Padmshree Oak, a leading social worker from Mumabi, educated the girls on Self Defense Techniques with the help of sword on 11th December, 2012
- Dr Bhumip, Director, of Special Project, Assumption University, Bangkok, Inaugurated the ‘International Management Research Conference, and delivered a lecture on ‘Scope of research in Management’, on 28th December, 2012
- Mr. Ram Rao, Ex-Police Commissioner on “Civil Services as Career Option” on 15 January 2013.
- Dr. Mrs. Pejaver Madhuri Kiran, Principal, B.N. Bandodkar College ofScience, Thane, on “Waste Management” in “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011.
- Mrs. Netra Ashish Shirke, Cooprporate- NMMC, on “Women Empowerment” “Maharashtra- A Glorious to past & Stepping Towards A Secured Future” on 25th November, 2011.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The teachers are granted duty leave for participating and presenting research papers in various types conferences/seminars organized by other colleges. All most all the faculty members have availed the leave for participating in the conferences and seminars as part of research

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The research findings of research topics completed by the teachers, like, quality of higher education, management of higher education, non-performing assets (NPA) of banks, securitization of asset and reconstruction of security interest in banking etc. are shared with the students during the academic interactions. The teachers even share some of their research findings during counseling the students and parents. Few teachers shared their research findings with the students of other colleges when they visited as guest lectures.

3.2. Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Each faculty is allotted with some research fund by management, they avail that money when they participate in any workshop and conferences, which is as follows:

S. NO	Academic Year	Utilized Grant. Rs
1	2011-12	5450
2	2013-14	6200
3	2014-15	6000
4	2014-15	4050

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No, the college has not made such provision of seed money for the research till date since no such proposal has come from research teacher.

3.2.3 What are the financial provisions made available to support student research projects by students?

The college provides full financial support to the students for research work and research projects undertaken by them

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The following are the examples of interdisciplinary research undertaken by the teachers:

- Dr. Ms Shikha Gaur, a teacher of Mathematics, published papers in International Journal in collaboration with Prof. Sandeep Kumar, Department of Mechanical Engineering, IIT (BHU).
- Dr. Mrs. Sumati Gopalan, a teacher of Business Law, has completed her Ph. D degree on the topic Non Performing Assets, (NPA) and its implications in Banks and Financial Institutions

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The college takes care that the computer laboratory and library facilities are used to the maximum extent by the teachers and the students who are involved in research activities.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

No, the college has not received any type of grant for research facility till date.

3.2.7. Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The college extends all possible administrative support to the teachers to apply and receive research funds from various agencies. The following are two minor research projects accepted by the University of Mumbai for year 2014-15.

Ongoing Minor Research Projects

Name of the project	Duratio n year from to	Title of the project	Name of the funding agency	Total grant sanction ed	Grant received	Total grant received till date
Minor Research Projects	One year	Critical analysis of buying behavior of consumers with DMART	University of Mumbai	Rs 25000	Nil	Nil
	One year	E:book Adoption usage in University library in Mumbai	University of Mumbai	Rs 20000		

Major projects	Nil	Nil	Nil	Nil	Nil	Nil
Interdisciplinary projects	Nil	Nil	Nil	Nil	Nil	Nil
Industry sponsored	Nil	Nil	Nil	Nil	Nil	Nil
Students' research projects	Nil	Nil	Nil	Nil	Nil	Nil
Any other	Nil	Nil	Nil	Nil	Nil	Nil

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college has well equipped computer laboratory with internet facility and the library facility containing with Journals, reference books etc. Computer and library facilities are made available on priority basis to the students and teachers who are involved in active research work. They are provided separate sitting facility in the computer lab and allowed to sit in the campus for more number of hours, if they wish.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college has realized that the research activity is an integral part of higher education, hence it is planning to start post graduate centre in the faculty of commerce and to establish a regular research centre in the college in coming few years. Separate budgetary provision will also be made for the purpose of making research as regular activity.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes' what are the instruments/ facilities created during the last four years.

The college has not received grants either from the industry or from other beneficiary agencies for developing research facilities

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The teachers and the students going out of the college for any type of research work are provided financial assistance and duty leave. Some time some references of research scholars of other institutes are made available, if required by the students. Any administrative support for the research work outside the college if required, like sending registration form, communication etc. is provided

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

Separate sitting arrangement is available in the library and in computer lab for the students and the teachers involved in research work. Reference books, journal, magazines, e-books etc. are available. Any additional information demanded by the teachers for the purpose of research is also provided. Few computers in computer lab are allotted for research work on priority basis on demand.

3.3.6 What are the collaborative researches facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

Yes, the college has recently made Memorandum of Understanding with Sterling Institute of Management Studies, Nerul, for collaborative research facilities. The sterling institute is a post graduate centre in Management education and the Memorandum of Understanding is in the area of library facilities, e-journals, outside references etc.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- **Patents obtained and filed (process and product)**

The college has not filed for any type of patent till today

- **Original research contributing to product improvement**

No such research is conducted so far

- **Research studies or surveys benefiting the community or improving the services**

The research studies conducted by the teachers and the surveys conducted for the purpose of research work are being used in improving the quality of inputs in the college. Outcome of the surveys have been useful for orientation of the parents, students' counseling etc. for the benefit of students

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

No, the college doesn't publish any type of journal. However, it is decided to make joint publication in association with the Management Institute (MBA) of the parent organization in coming two years.

3.4.3 Give details of publications by the faculty and students:

Publication per faculty

Name of faculty	Number of publication
Dr. M. G. Gonda	13
Dr. Sumathi Gopal	11
Dr. Shikha Gaur	8
Mrs. K. Prasuna	6

Number of papers published by faculty and students in peer reviewed journals

Name of Faculty	Number of Publication in National Journal	Number of Publication in International Journal
Dr. M. G. Gonda	8	5
Dr. Shikha Gaur	4	4
Dr. Sumathi Gopal	3	8

Mrs. K. Prasuna	1	5
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- **Number of publications listed in International Database (for e. g: Web of Science, Scopus, Humanities International Complete, Dare Database -International Social Sciences Directory, EBSCO host, etc.) : Nil**
- **Monographs: Nil**
- **Chapter in Books:**

Name of Faculty	Number of Books
Dr. Sumathi Gopal	11
Mr. Prasuna K.	1

- **Books Edited : Nil**
- **Books with ISBN/ISSN numbers with details of publishers**

Name of Faculty	Number of Books
Dr. Sumathi Gopal	11

- **Impact factor**

Name of Faculty	Journal Name	Impact Factor
Dr. Shikha Gaur	Applied Mathematics and Computation	1.672
	Applied Mathematical Modeling	2.195
	International Journal of Advancements in Research & Technology	0.4

3.4.4 Provide details (if any) of

- **Research awards received by the faculty**

Dr. M. G. Gonda has received best paper award presented in UGC sponsored national conference organized by CKT College in 2012, on the topic “Recent Crisis in Microfinance in Andhra Pradesh”

- **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally.**

Nil

- **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

The college has not given any such incentives to the teachers for receiving recognitions for research contributions. If any such proposal comes from the teachers in future definitely possible help will be provided to the concern teacher.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute- industry interface

An effort is being made to make Memorandum of Understanding (MOU) between the college and Zenith Business Solutions, an organization in logistic business to start a job oriented certificate course in logistics management.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

There is no specific policy of the college to promote consultancy. However, some of the teachers of the college are involved in consultancy work on their personal level. The college is helping such teachers by granting concessions in work by way of duty leave for consultancy work if when the teachers require

Honorary Consultancy

Dr. M. G. Gonda has been extending consultancy to the teachers of other colleges in respect of Career Advancement System (CAS), calculation of Academic Performance Indicator (API), on the request made by the teachers.

Dr. Sumati Gopal

- Has extended consultancy to S. K. Somaiya College Mumbai, in Career Advancement System (CAS) for the staff of that college
- Has been giving consultancy to Mr. Niladri Chauthari, one of her past students, in legal aspect to start and to develop his business. This is honorary consultancy

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The college encourages the teachers to utilize their expertise for consultancy by providing them duty leave, if consultancy is given outside the college. However such facility is provided to the teachers who approach to the college.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

College has not provided any type of consultancy during the past and hence no revenue has been generated

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The college has not made any policy as such for sharing the income generated through consultancy since no such income is generated by the teacher in the past

3.6. Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college has been actively involved in conducting extension activities as a part of holistic development of students through NSS unit and lifelong extension activities.

The NSS unit of college conducted has been conducting some valuable programmes in order to establish the college connectivity with the society and makes the students realize and understand the factual life:

- Organized blood donation camps in association with Blood line, Thane and Heeranandni Forties, Vashi.
- Tree plantation programs in the college campus and on the ground



- Organized rally on road traffic, plastic free campus, campaign on voting rights, anti-corruption, and anti-tobacco, depletion of ozone layer, AIDS awareness programs, Hepatitis-B etc.
- A workshop on cervical cancer camp was organized in association with Heeranandini Vashi
- The college has encouraged the students and the staff to generate funds towards relief funds relating to the victims of the Land sliding in Malingao in Pune district and other natural calamities.
- NSS unit has extended its service to motivate the villagers regarding civic sense. NSS volunteers take up a project of cleaning in public places
- The college has developed a gymnasium in the college premises for the benefit of the students and for others staying in the area of college. The gymnasium is equipped with all modern equipments, well trained instructors and is opened from morning 6 to evening 9 each day. One of our college students is doing a part time job in the gymnasium as instructor.
- College has started a library for the senior citizens of Nerul area under name **Omkar Sandhya Chhaya**. The library is housed at ground floor of the college premises considering the physical convenience of the senior citizens. The library is having 740 books on general reading in many languages. This library facility

is provided to the senior citizens on becoming member of the library by paying Rs. 100 as contribution. Free home delivery service of issue/return of books is proved by the NSS volunteers of the college to needy members. The library is opened in the evening after the college hours

- NSS unit of the college with the help of Stree Mukti Sanghatana, an NGO from Mumbai, started a project on e-waste management and construction of compost pit in the college campus

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The college has the following mechanism to track students' involvement in various social activities

- The students are motivated by the teacher to bring/suggest proposals/activities related to society
- Teachers are nominated as coordinator to plan and decide any social activity by the students
- Students are given autonomy to execute the activity under the supervision of the teacher

- Teacher coordinator of each program takes review of the activity/s, keeps control on students, guides them on students' involvement for effective implementation.
- In house teachers (female) conduct special sessions for the students on the topics anti-dowry, save girl child, and legal protection on female harassments
- The students of NSS unit a program on “Inspirational Speech” by young IPS officer, young artists, young educationists, to inspire the youth. This was organized on 19th Dec. 2014 in association with Dainik Sakal News Paper Mumbai. More than 500 students from different colleges of Mumbai attended the program

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The college makes efforts to understand stakeholders' perception on the performance and quality of the college by way of

- **Students' feedback**

Feedback /opinion of the students is taken once/twice a year about the quality of inputs, like teachers, library facilities, classrooms, extra and co-curricular activities like sport, cultural etc. provided by the college for the benefits of students.

- **Feedback from parents**

Parents, some time visit to the college on their own for knowing about the performance of their ward, some time college invites them to share poor performance of the students. Parents are also invited for orientation program. During these various occasions feedback is obtained from them.

- **Feedback from Alumni**

The college invites the past students basically to share their work/practical experiences with the present students and for seeking their suggestions for bringing quality improvements in the college.

- **Feedback from others**

College invites many experts for various purposes, like guest speaker, visiting faculty, guest for some function etc. in the college. Feedback from these guests is received during informal interaction.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students

The college has been in the following extension activities

- The NSS volunteers of the college have been providing free home service of issue/return of books to the senior citizens on their request under the scheme Sandhya Chhaya Library to the senior citizens

- Some cultural events were conducted in the college campus for senior citizens.
- NSS unit of the college has adopted an orphanage where some activities are conducted for the benefit of orphan children
- NSS volunteers prepared paper bags and distributed to the local shops to create an awareness of minimum use of plastic bags in daily life
- Parents' orientation program has become an important extension activity for the college. Parents are given feedback of poor performance of the students certain joint efforts are decided to bring improvements in the students in future

Impact of extension activity on the students

Extension activities which are being conducted by the college have some positive impact not only on the students who were involved in extension activity but also on other students. The students who actually involved realized the social problems and have become more responsible towards the society. Other students gradually started approaching the teachers/coordinators, wishing to participate in extension activities

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS?

The college promotes the students and faculty to participate in extension and NSS activities as under

- **Students**

Detailed information about extension activities and NSS activity is published in admission broacher. Class wise orientation sessions are conducted for the students to give more information and the benefits of extension activities. They are also informed about the concessions in attendance for participating in extension activities including NSS activities.

- **Teachers**

The college administration identifies the skills, ability and interest of teachers in different activities. Based on their ability and experience they are oriented and motivated to take some responsibility by involving them in various committees

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

A survey of the students of first year classes was conducted to find out economically underprivileged students who can't afford to pay full fees.

Such underprivileged students were helped by way of concession in fee, book bank facility in order to continue and complete their education

NSS unit of the college has identified some social organizations like orphanage house and children of the orphanage house are helped by donating educational items to continue their education

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The students who were involved in extension and community activities helped themselves in becoming better students as compared with the students in:

- Becoming more responsive and sincere as compared with other students
- Developed a sense of understanding the problems of others and to become more matured
- Participation in extension and community activities helped the students to understand the importance of time management and some of the students could do well in academic even after spending time for community activities

- The students learned human values, respect for the others and awareness of helping others.
- Helped in developing skills on interpersonal relations, presentation and communication skills, skills on planning the activities and enhancement of self confidence.
- The students also learned the concept of community-neighborhood network.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The college is roping in communities to actively participate in certain extension activities:

- Organization of Cervical cancer awareness workshop for working community
- Educational aids like distribution of long note books to the children of orphanage house, blood donation camp etc. has contributed towards community college networking.
- The college takes initiative to approach and contact the local people for the projects and their involvement in execution of the projects. NSS volunteers visited door to door in nearby locality,

created awareness about the extension activities and motivated them to participate in implementation of the projects.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- The college has developed relationship with **Stree Mukti Sanghatana**, NGO, from Mumbai, through which the projects like e-waste management, environmental protection are conducted
- Around 22 KG of e-waste was collected by the students and the staff of the college during months of October and November 2014. Various e-waste items were given to the NGO for the purpose of recycling.
- Construction of a composted pit in the college campus was a part of waste management and environmental protection
- Blood donation camp and cervical cancer workshop were conducted in collaboration with Blood line Thane, and Heeranandani fortis Hospital Vashi,
- Our college students collected unused papers from the used notebook and prepared 200 new long note books. These long note books were distributed long to the children orphanage of Vatsalya Orphanage in Sanpada.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The students of extension activity participated in Poster making competition in Udaan Festival organized by Extension Department of Mumbai University, and received Consolation prize.

3.7 Collaborations

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives—collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college has not made any collaboration for research activities till this date. However certain activities like student exchange program, staff exchange activities are done with other institutes managed by the parent institute

3.7.2 Provide details on the MOUs/Collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (entities) etc. and how they have contributed to the development of the institution.

The college has been making efforts to have a collaborative program with Zenith business Solutions to start job oriented Diploma Course in Logistic Management. This course will help in developing employability skills in the area of logistics and guarantees placement.

Entered Memorandum of Understanding (MoU) with Stree Mukti Sanghatana, an NGO, for the projects on environmental protection, like e-waste management & installation of compost pit in the college campus

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/new technology /placement services etc.

The college has created industry-institution-community interaction for the purpose of extension activities and for creating employability. This interaction has helped in contributing towards academic facilities and will contribute in future for placement services

There are few recruiters with whom interactions have been made for the purpose of placement and training. Help of management institute (MBA) is taken for conducting mock interviews and group discussions for developing employability skills in the students

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

The college has organized national and international conferences during the last four years and the following eminent participants participated in those conferences and the seminars, the details are as under:

Sr. No	Particulars	Resource person	Date & year
1	State level conference	Dr. James Thomos, Dr. S. A. Surywanshi, & Dr. R. S. Hande	2011
2	International conference	Dr. Sanjeev Ganesh Naik, Dr. Anup Pradhan, Dr. Bhoomipat Gilitwala, Mumbai	2012
3	WDC workshop	Dr. Kranti Jejurikar, MRs. Girija Godbole, Mrs. Padmashree Oak, Mrs. Netra Shirke, Mrs. Kamla Balsubramanyam, from Mumbai	2012
4	Avishkar	Dr. Gopal Kalkoti, Dr. Pradeep Kamtekar both from Mumbai	2013

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

- a) **Curriculum development/enrichment:** Linkage with Zenith Business Solutions resulted in deciding and finalizing the Diploma Course in Logistic Management to be commenced from the academic year 2015-16
- b) **Internship/on the job training:** Nil
- c) **Summer placement:** Nil
- d) **Faculty exchange and professional development:** Few teachers of the college visit the management institute (MBA) of the parent organization as visiting faculty for certain subjects of MBA courses.
- e) **Research: --- Nil**
- f) **Consultancy:-- -Nil**
- g) **Extension:--- Nil**
- h) **Publication: Nil**
- i) **Students' placement:** Collaborative activities with placement agencies and the recruiters helped the college to provide placement assistance to the needy and deserving candidates: **9 students placed in "Eureka Forbes" as management trainee.** Campus placement drive

is scheduled in the month of February 2015 in association with 'Aarambh Recruitment and Training Institute' Dombivali

j) Twinning programs: ---

k) Introduction of new courses: --- Planned to start a diploma course in Logistic Management from the academic year, in association with Zenith Business Solutions

l) Students exchange: Student exchange activities are done with Management Institute (MBA) of the parent organization

m) Any other

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

The College constantly endeavors on establishing linkages/ collaborations with renowned organizations.

- Initiative is taken to collaborate with Zenith Business Solutions to introduce job oriented diploma course in Logistic Management
- A certificate course in Tally was started
- A course in spoken English was started in the college
- Collaboration with NSDC a certificate course in Banking

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the institution for creation and enhancement of infrastructure that facilitated effective teaching and learning?

Infrastructure facilities have already been created by the college as per the norms and requirements of the affiliating university for the Programs run presently. The college got permanent affiliation from the affiliating university due to the available infrastructural facilities are as per the university norms. And present facilities are enough for effective teaching and learning for the programs presently run in the college. Some additional programs can be started with the existing infrastructure facilities

4.1.2 Details the facilities available for:

- a) **Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, animal house, specialized facilities and equipment for teaching, learning and research space etc.**

The college has a three storied building with 12 class rooms measuring an average area of 60.37 sq. meters and 105 sq. meters each, having capacity



to accommodate 60 and 120 students in each class. Class rooms are spacious and well ventilated with natural light and fitted with sufficient number of tube-lights and fans to make teaching learning comfortable. Every class room is provided with two sitted benches with sufficient leg place and storage compartments for the students. All class rooms are fitted with writing boards. Few classrooms are connected with LCD projector for presentation sessions.

Each class room is given number floor wise and each floor has a notice board fixed on the walls to display important information and notices related to the students. The college also has portable notice board at the main entrance for some important notices related to examinations. Proper cleanness is maintained in each class during all working days and working hours.

A seminar-cum-auditorium with mount ceiling LCD projector is available for conducting seminars, workshops, presentations etc. for the students and teachers. The auditorium is connected with mike system and a computer. It has a seating capacity of 150 audiences at a time and located on the first floor of the premises

A computer lab is housed at ground floor with 35 computers with broad internet connection. The lab is well established with comfortable furniture and with air conditioning sets for pleasant environment. This computer lab is used preferentially by the students having computer/IT as a subject in their curriculum. Other students are also allowed to make use of this lab for preparing their projects, presentations etc. Few computers are reserved for the faculty members for their research work, for finding references on net etc.

Examination cell

There is a separate examination section and examination room on first floor of the premises with one Xerox machine, 3 computers with internet facility and one printer and other furniture enough for smooth functioning of the section.

Staff Room

The college has a well ventilated staff room on 2nd floor, having area of 47.38 sq. meters attached with two wash rooms, gents and ladies separately. The staff room is spacious enough to accommodate comfortably all faculty members. It is equipped with basic amenities like air conditioning, lockers, cupboards, water purifier and computer with internet connection and notice board

- b) **Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.**

The college has a playground adjacent to the college premises spread in two plots plot no.42 and 42A. The area of ground is around 9300 sq. meters. The ground is enough big to conduct all types of outdoor games, like athletic, football, cricket etc. all out -door events of annual sports are conducted at the college ground. Some time, inter-collegiate out-door

sports competitions are also conducted on the ground. Indoor games are held in the classroom. A gymnasium with all modern equipments is established at ground floor measuring around 105 sq. meters. This gymnasium is managed by the professionals who are appointed exclusively to manage it. Well experienced trainers are appointed to train the members. This facility is made available to students and the staff of the college at concessional rate. General public can also become member to avail the gym facility. The gym is opened late evening up to 8 on each day. Some of the present students of the college work as in the gym.

NSS unit office is housed at ground floor near computer lab and the basic facilities like table/chair and cupboard is provided for the day to day smooth working of the unit. Meetings and discussions related to NSS activities are conducted in a classroom

Cultural activities of the college are conducted in the auditorium of the college. Big events like college annual social gathering and some fests are held on the college compound or on the college ground depending up on the size of the program. The activities on skills development, like public speaking, communication, group discussion etc. are also conducted in the auditorium, and sometime in the classrooms after the lecture hours. Yoga demo lectures were conducted in the college for the students and staff with the help of yoga centres.

4.1.3 How does the institution plan and ensure that the available infrastructure is in the line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master

Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any)

The college initially started with one course in commerce faculty, namely B.com and gradually the courses, Bachelors in Management Studies (BMS) and B. Com in Accounting & Finance were introduced in due course. Infrastructural facilities have been developed as per the courses introduced. The college is presently running three programs in the faculty commerce and the present infrastructure is quite sufficient to work smoothly all the three courses (programs). There was no development in the present infrastructure during last four years except furniture and fixture. Regular academic lectures are conducted from 7.30am till 1 pm and other activities, co-curricular and extra-curricular, are conducted after the lecture hours are over so as to make optimum use of available infrastructure. The parent body, NCRD has planned to reconstruct the existing building to make full utilization of authorized FSI of Navi Mumbai Municipal Corporation.

Master plan (original) is enclosed

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of the students with physical disabilities?

The college has constructed a ramp near the stare case at the main entrance of the college for physically challenged students. Classes of such physical disabled students are held at ground floor in room no G4. Library assistance is also made available, whenever required at ground floors in the classroom. College premises has just three floors hence there is no much problem for the students with physic disabilities

4.1.5 Give details on the residential facility and various provisions available with them:

- **Hostel facility- Accommodation available:** There is no hostel facility available for the students of the college, the number of teaching hours per day are four/ five, and more than 90 percent of the students belong to areas near to the college and the college is located at walkable distance from Nerul local train railway station (Harbar line). The college is also connected with Navi Mumbai Mahanagar Transport system. Thus majority students make use of public transport system to reach college. However the parent institute (trust) has been constructing a hostel for the female students of various courses run by the various institutes under the control of parent institute, NCRD
- **Recreational facilities, gymnasium, yoga centre, etc:** Not applicable
- **Computer facility including access to internet in hostel:** Not applicable
- **Facilities for medical emergencies:** Not applicable
- **Library facility:** Not applicable
- **Internet and Wi-Fi facility:** Not applicable
- **Recreational facility-common room with audio-visual equipments:** Not applicable

- Available residential facility for the staff and occupancy constant supply of safe drinking water: **Not applicable**
- **Security: Not applicable**

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college has made tie-up with Dr. Ashok Patil, from MGM hospital, Vashi, Navi Mumbai who visits the college campus on request and on calls and provides first aid services to the students and to the staff if required and advises for the further treatment if required. During emergency, the concerned is taken to the nearby hospital immediately, either with staff vehicle or hired vehicle.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium etc.

The facilities are available in the campus for various activities:

- **IQAC:** The college has a Quality Assurance and Research Cell instead of IQUAC, and space is available in a room, measuring 50 sq. ft. adjacent to the computer lab at ground floor. The room is free from all disturbances and connected with computer with internet and other facilities

- **Grievance Redressal Unit and Counseling and Career Guidance:** These two units work from the same office at ground floor adjacent to computer lab (near QARC).
- **Placement and Women's Cell:** In fact the college has two separate committees one for placement and career guidance and second women development cell (WDC). These two units work together from room at ground floor near grievance cell
- **Canteen facility:** Canteen facility is available at the backside of the college premises, away from the classrooms, doesn't disturb the academic activities. Normal and basic food items are served with reasonable rate. It is managed by an outsourced entrepreneur.
- **Health Centre:** A place is made available at ground, adjacent to computer lab, with a cot, table and chair, where a doctor can sit give medical service to the students
- **Drinking water:** Drinking water supply connection is provided by the CIDCO Navi Mumbai. Two water- cooling machines are installed one, at ground floor and the second on second floor with water purifier. Plain water for drinking is available on first floor. These two drinking water connections are found enough and sufficient for the present of number of students.

4.2. Library as Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, there is a committee known as library committee in the college consisting of librarian as a coordinator and a teacher as a member. The committee takes requisition from the teachers and the students about new books, journals, magazines, news papers etc. and purchase requisition is sent to the college. Purchase order is placed to the vendor after getting approval from the management of the college. News paper cuttings related to the benefit of students are displayed on the notice board on the basis of suggestions made by the faculty members. Book bank facility for the benefits of SC/ST students is available; book set of 4 books is issued to the students for the semester. There is scheme named as ‘books for exam’ in which the library issues 3 books on demand/availability of books to students for a period of two weeks. Spacious reading room is available with news papers, journals, magazines and it can accommodate 62 students and 20 teachers at a time. Books issue/return section is opened for the students from 10am to 3pm.

4.2.2 Provide details of the following:

- **Total area of the library:** 95 Sq. Mts.
- **Total seating capacity** 82
- **Working hours:**

On working days: 8 am to 4 pm

On holidays: Occasional, on demand of the students

During Exam period: 8 am to 6 pm

During vacation: 10 am 2 pm

- **Layout of the library:** Total area of the library is 95 Sq. Mts., of which 60 Sq. meters is common reading room for the students (relaxed reading) and lounge area for browsing is 10 Sq. meters. There is one computer with internet connection in the library. The library is housed on second floor of the premises

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The library collects requisition form the staff in writing about current titles, text book and references. Consolidated requisition is prepared and sent to the management committee for approval. Purchase order is placed after around 15 days of the approval of the management and within a month the books are made available to the teachers and students. Xerox of any article from journal, book, news paper is made available immediately on demand of the faculty/users.

Library holdings	2010-11		2011-12		2012-13		2013-14	
	Number	Cost	Number	Cost	Number	Cost	Number	Cost
New Text books	107	15,575/-	686	72,392/-	266	31,667/-	737	81,068/-
Reference books	-	-	136	33,184/-	209	48,373/-	34	9,340/-
Journals/ periodicals	3	2900	11	11534/-	16	14279/-	27	33,854/-
e-resources								
Any other								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- **OPAC:** Not Applicable
- **Electronic Resource Management package for e-journals:** Not applicable

- **Federated searching tools to search articles in multiple database:** Not applicable
- **Library website:** there is no separate website exclusively for the library, however there is separate link for library on college website
- **In-house/remote access to e-publications:** Publication of annual magazine
- **Library automation:** in process
- **Total number of computers for public access:** two computers, one computer with internet facility, installed in the library
- **Total printers for public access:** one printer
- **Internet bandwidth/speed:** 2mbps 10mbps 1 gb
- **Institutional Repository:** NIL
- **Content management system for e-learning:** Yes
- **Participation in Resource sharing networks/consortia (like Inflibnet):** Nil

4.2.5 Provide details on the following items:



- **Average number of walk-ins:** 25 students and 4 teachers per day
- **Average number of books issued/returned:** 12 books per day
- **Ratio of library books to students enrolled:** 12:1
- **Average number of books added during last three years:** 689 books per year
- **Average number of login to opac (OPAC):** N A
- **Average number of login to e-resources:** N A
- **Average number of e-resources down loaded/printed:** NA
- **Number of information literacy training programs organized:** N A
- **Detail of “weeding out” of books and other materials:** List available

Give details of the specialized services provided by the library

- **Manuscripts:** N A
- **Reference:** reference queries from patrons are attended,

reference books/material is made available on demand and request

- **Reprography:** reprography services for question paper, references are provided
- **ILL (Inter Library Loan Service):** inter library loan service available among three institutes
- **Information deployment and notification:** catalogues/pamphlets received from the publisher on new publications are circulated among the staff and displayed on the notice board for the students
(Information Deployment and Notification)
- **Download:** the research articles/research titles/research project etc. are downloaded and provided on demand
- **Printing:** N A
- **Reading list/ Bibliography compilation:** the library maintains list of title, author list, and subject bibliography
- **In-house/remote access to e-resources:**
- **User Orientation and awareness:** user orientation session is conducted for the students in the beginning of the academic year.
- **Assistance in searching Databases:** the college library is member American Central Library, Mumbai. The library issued 5 cards through which the students/teachers can access the of resources of the parent library
- **INFLIBNET / IUC facilities:** N. A

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The library staff assists the students and teachers in searching the references, text books and other related materials. Information about new arrivals, articles etc is provided to the users. Personalized service to the needy is also provided on demand and request by the users

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

The library services to the physically challenged persons are provided at ground floor of the college. Their needs and demands are taken and are provided at their place. The library staff helps personally to such persons even in the library. Books and study material is issued for longer period, for a semester and more number of books are issued as compared to other students.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes, the library gets feedback from the users, students and the teachers. The students are informed to give their complaints and suggestion through the suggestion which is kept in the library and a suggestion box which is displayed at the office. These suggestion boxes are opened once a fortnight by the library committee in the presence of principal. All the suggestions are analyzed by the committee and proactive measures taken to improve the library services considering the relevance of complaints and suggestions. Students' complains are also received through the teachers and the program coordinators.

4.3 I.T Infrastructure

4.3.1 Give the details on computing facility available (hardware and software) at the institution.

- **Number of computers with configuration (provide actual number with exact configuration of each available system):**

The total number of computers in I.T. lab is 47 installed in two separate labs with one server. One lab consists of 35 computers with a server and the second lab is with 12 computers. 15 computers are installed at various locations, like office, library, principal cabin, examination, staff room, and gymnasium. All the computers in the college campus are connected with internet facility. The main computer lab is fully air conditioned

COMPUTER DETAILS

Sr.	Configuration	Qty.
01	Server class machine Lenovo Tower form factor – Intel Core i5-3 rd GEN 347 _s processor. 16GB RAM, 500+500 GB HDD, PCI/PCIe Tower (3×3), intel HD Graphics, DVD recordable, Gigabit Ethernet , classic professional Keyboard, optical Mouse, built in speaker, 18.5 TFT	1
02	Fusion multimedia client * Model : citrus Fsb- 1600a * processor : AMD E-350D dual Core Processor, 4 gb RAM	35
03	Intel (r)i-5, 3.00 ghz, 4gb ram, 500 gb hdd , lcd monitor , keyboard, mouse , dvd writer	12

04 6 laser printers, 1 scanner, 5 LCD projectors, 1 Xerox machine,

- **Computer student ratio:** 1: 9 this ratio is calculated considering the program which has with computer as a subject in the curriculum, e.g. T. Y. and S. Y. B.Com
- **Stand alone facility:** N. A.

- **LAN facility:** LAN facility is available among all 47 computers in of the college campus
- **Wifi facility:** Not available
- **Licensed software:** Linux and Tally ERP 9
- **Number of nodes/computers with internet facility:** 47
computers connected with internet facility
- **Any other:**

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus

Considering the current trend and need of curriculum requirement, internet facility is made available to all students free of cost in the campus on all working days during working hours of the college. Students are allowed to use computer even beyond working hours, if they demand so. It helps students to prepare their projects and assignments and for P. P.T. presentations. Teaching and non-teaching staff, where-ever essential, the computers are provided with internet facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Computer lab will be upgraded with new type of software in the area of logistics and shipping management which the college has proposed to start a diploma course in logistic management in association with an outside

agency from the academic year 2015-16 depending up on the need and requirement for the proposed course

4.3.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institutions (year wise for last four years)

Sr. No.	Item /Year	2011-12 Rs.	2012-13 Rs.	2013-14 Rs.	2014-15 Rs.
1	Computers procurement and up gradation	NIL	60000	750000	NIL
2	Repair and maintenance	30000	35000	100000	75000

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?

The teachers are encouraged to make use of ICT related resources, like LCD projector, made mandatory to them to assign certain topics to the students as project work and arrange PPT presentations from the students. Some video clippings are shown to the students on certain issues. Teachers

are motivated to conduct session on presentation by the students at least once in a month.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching –learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The college considers, the students as most important stake-holder of higher education and all the activities, curriculum and extracurricular, are focused on the students. The students are given the topics on current events to make them think independently and jointly to prepare a presentation. Teachers become, in such cases as facilitator and facilitate the students to prepare their presentations. Students are helped by the teachers to find out the topics for research competitions and ICT resources are provided.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Nil

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last 3 year)

	Item \Year	2011-12 Rs.	2012-13 Rs.	2013-14 Rs.	2014-15 Rs.
a	Building	NIL	3500000	NIL	NIL
b	Furniture	NIL	400000	150000	150000
c	Equipment	NIL	70000	85000	150000
d	Computers	NIL	60000	750000	NIL
e	Repair and maintenance	30000	35000	100000	75000

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Upkeep of college premises is outsourced to an independent agency through whom all housekeeping work is got done daily. Minor and major repair work of the premises is done through the independent outside contractors. Maintenance work of equipments like computer is also

outsourced to an outside agency. Repair and maintenance work of electric items, furniture, plumbing etc is outsourced on need based. Security work of the college property is done by the security people hired through outsourcing

For the purpose of safety of the equipments, facilities, property and for the safety of girls' students the college has installed CCTV in the campus.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Being a commerce college, we do not have any precision instruments which require calibration. Regular checking and maintenance of electrical fittings and equipments like fire extinguisher, computers, and water pump and tap is carried out with the help of outside technicians and experts.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc)?

The college is centrally located and surrounded by residential housing complexes. It is well connected with road and harbor railway line. Water supply is connected with CIDO water supply Navi Mumbai and there is hardly any interruption of water supply occurs during the year. Electric trippers are installed at certain points on each floor due to which electric supply stops during power fluctuations and voltage fluctuation

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the college ensure its commitment and accountability?

Yes, the college publishes its updated prospectus cum admission brochure each year. The prospectus contains, admission process prescribed by the affiliating university, the rules and regulations regarding admission, program wise curriculum, basic eligibility for admission at entry level, college discipline, extra-curricular activities and other relevant information about the college. Digital display is made on the screen in the college campus during the period of admission for information of the candidates seeking admission. Digital display contains information about the activities and the projects undertaken by the college during the last year for the information of the students. The college ensures to execute the programs and projects given in the prospectus

5.1.2 Specify the type, number and amount of institutional scholarships/freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The college helps the needy and deserving students by giving certain concession in educational fee on the basis of applications made by the students. The amount of fee concession varies from case to case and student to student depending upon the financial condition of the applicant. The number of students benefitted from under this scheme is as under

Year	Type	No. of students	Amount
2011-12	Freeship	02	10785
2012-13	Freeship	05	46540
2013-14	Freeship	03	51536
2014-15	Freeship	03	58960

Installment facility is provided to the students who are unable to pay their full fee in one lot. Such students need to make a written request to the college

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

The following are the types of scholarships available to the students studying in the college during the last four/five years

- State government scholarship to the students of SC/ST/NT/OBC etc: around 02%
- CIDCO scholarship to the students of CIDCO project affected people: around 02%
- Scholarships sponsored by the trusts/communities etc.: around 01%
- (No. of students who have received Scholarships, free ships, insurance etc. in the last five years)

Year		S.C.	S.T.	O.B.C.	S.B.C.
2012-13	Freeship	Nil	Nil	01	nil
	Scholarship	04	Nil	01	nil
2011-12	Freeship	03	Nil	Nil	Nil
	Scholarship	02	Nil	03	Nil
2010-11	Freeship	07	Nil	05	nil
	Scholarship	08	Nil	Nil	05
2009-10	Freeship	05	01	Nil	Nil
	Scholarship	05	Nil	05	nil
2008-09	Freeship	07	Nil	Nil	Nil
	Scholarship	04	Nil	01	03

5.1.4 What are the specific support services/facilities available for :

- Students from SC/ST, OBC and economically weaker sections: State government scholarship is available to the students from SC/ST/NT and

OBC category those who fulfill certain conditions as per the government norms

- **Students with physical disabilities:** A ramp is made at the main entrance of the college near staircase for the convenience of the students with physical disabilities. Classroom for the class having physically disabled students is allotted on the ground floor and the library service is provided at the place of the student.
- **Overseas students:** No overseas students
- **Students to participate in various competitions/National and international:** The students have been participating in various types of competitions like sports, cultural, research etc. the college has been supporting such students by sponsoring them to participate in such type of competition. One student has been sponsored for participating in international swimming competition. Concession in attendance and fees concession is given to the students for participating in various types of competitions. External experts (coaches) are invited in the campus to guide and coach the students during the period of practice period
- **Medical assistance to students: health centre:** health centre facility, first aid, is made provided in the college where a doctor is called on need based for health problems/issues.
- **health insurance etc:** group insurance under the name YUA RAKSHA has been purchased from National Insurance company for all the students admitted in the college
- **Organizing coaching classes for competitive exams:** Not applicable

- **Skill development (spoken English, computer literacy etc):** Skills development programs like Mock Interview, Group discussion, are conducted for the students of the final year classes. Presentation on certain topics is conducted for the students of specific classes, mainly for BMS and BAF. Computer literacy programs are organized on need based
- **Support for “slow learners”:** Remedial coaching classes are conducted for the students who are weak in fundamentals in certain subjects like English, Accounts, Mathematics. Additional coaching is given to the students who failed in large percentage in some subjects, in earlier examination
- **Exposures of students to other institution of higher learning/corporate/business houses etc.:** Students exchange programs are conducted with MBA students for selected and interested students. Experts from the corporate sector are invited to share their practical experiences and skills required for the job. Industrial visits are organized to certain companies to introduce the students about corporate culture
- **Publication of students’ magazines:** College magazine under the title YOUVA is being published each year in which the students participate by way of member of editorial board, contributing articles. The magazine contains information about achievement of students, teachers, important events of the college etc.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Some sessions were conducted for the selected students in which entrepreneurs were invited to share with the students about entrepreneurship, issues and success stories. Visits of interested students are arranged with some enterprise for knowing more about entrepreneurship

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The college has made various committees for planning and execution of various activities on extra-curricular and co-curricular. The committees consist of teachers and students representatives. The committee conducts various levels of competitions, (intra-class, intercollegiate) on various activities, like debate competition, cultural competition etc. the students are motivated to participate in competitions.

- **Additional academic support, flexibility in examinations:**
Additional coaching to the students who are weak in academics and who lost their academic sessions due to participation in various activities. These classes are conducted after the regular lectures for the needy students. The college provides flexibility in examinations for the students who missed their exams due to justifiable reasons/events and students are allowed for additional examinations for semester end exam. The teachers also provide flexibility for their respective subjects in internal assessment.

- **Special dietary requirements, sports uniform and materials:**
The students representing the college for intercollegiate competitions are provided T-shirts, sports material, uniform depending up on the level competition.
- **Cultural activities:** the students are informed well in advance about the various types of cultural activities to be conducted. They are encouraged by the teacher to take part in it and help them during their practice. Outside expert is invited if required to guide them
- Any other

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/GMAT/ Central/State services, Defense, Civil Services etc.

Guidance sessions are conducted from outside experts for the students of final year classes in respect of entrance examinations for post graduate courses in management (MBA/MMS)

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

Every class is allotted a class teacher who functions as the counselor and mentor of the students of that class. Class teacher keeps attendance records of the students, understands different types of problems, academic, personal etc, of the students, makes recommendations to the college to help or give some concession, if any required by the students. There is a separate committee for personal counseling, career counseling. Care is taken that the students will be comfortable in the campus in all the activities.

Women Development Cell consisting of female teachers takes care of the problems of girl students. The committee does counseling on various issues such as health, hygiene and laws on women protection through regular lectures and seminars.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘Yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programs)

Yes, there is a separate committee for career guidance and placement. The committee consists of teachers and active students. The committee conducts sessions on placement with the help of placement agencies. External experts are invited to guide the students on types of jobs available and skills required for placement. Also certain activities like group discussion, mock interview are organized by the committee to help the interested students to make them placeable.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years

Yes, there is a committee, examination committee which takes care of the grievances/complains of the students. There were just minor complains/grievances of students in the past. The nature of grievances were like conflicts among the students, complains from girl students, complains about teaching, copy cases during the semester end examinations etc. such complains were resolved immediately by the discipline committee under the guidance of the principal

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

There is women development committee (cell) which takes care of cases of sexual harassment of girls if any. Since there is one-to-one relation between the teachers and the students, the college has not received any such case/complain from the girl students in the past.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Attendance / discipline committee of the college takes care of anti-ragging aspect of the students, if any. Since the college is day college and non-residential ranging is not an issue in the college during the past.

5.1.13 Enumerate the welfare schemes made available to students by the institution

The college helps the students from economically weak background families by extending concession in fees, installment facility payment fees. Concession in attendance, to certain percentage, is given to the students who are doing part time job to support themselves and to support their family. Book bank facility is available for the students belonging to backward community. The students participating in national/international level competitions in sports or cultural events, are sponsored fully/partially by the college.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, the college has an alumni association but it is unregistered. No membership contribution is charged from the pass out students. The college invites them once or twice a year for sharing their views on practical work experience/higher education, with the present students. They guide the present students on what skills they need to develop during their college years to become employable. Initiative is taken by the college to invite the past students.

5.2 Student Progression

5.2.1 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed

Student Progression	2010-11	2011-12	2012-13	2013-14
UG to P. G	55%	53%	50%	46%
PG to M. Phil	N. A	N. A	N. A	N. A
PG to Ph. D	N. A	N. A	N. A	N. A
Employed				
Campus selection	Nil	Nil	Nil	Nil
Other than campus recruitment	15%	12%	18%	16%

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the colleges of the affiliating university with the city/district

Average Institutional academic performance in relation to the university average

Course	2013-14		2012-13		2011-12		2010-11		2009-10	
	Coll.	Univ	Coll.	Univ.	Coll.	Univ.	Coll.	Univ.	Coll.	Univ.
T.Y. B.com	58.33 %	72%	79.69 %	81.13 %	83.82 %	81.53 %	61.66 %	62.96 %	68.89 %	63.67 %
T.Y. B.M.S.	55%	69%	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
T.Y. B.A.F.	66%	91%	54.72 %	66.14 %	73.17 %	68.46 %	65%	67.5%	65.00 %	81.5 %

5.2.3 How does the institution facilitate student progression to higher level of education and/ or towards employment?

The college organizes sessions on career guidance to give information about the courses after graduation. The students are also guided in respect of entrance examinations for various P. G. Courses like MBA/MMS. Certain activities like mock interview, group discussion are conducted for the selected and interested students to develop employability skills. These

activities are conducted under the guidance of career counseling and placement committee of the college

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The main reasons, as per our analysis, for failure and risk of drop out are:

- a) Weak in academics due to unsound in fundamentals of certain subjects, e.g. Accounts, Maths. At XIIth Standard
- b) Weak in English due to language problem
- c) Financial reason, unable to pay the course fee
- d) Family problems
- e) Personal problems, mainly girls

Support provided by the college:

- **Academic support:** The students who seem to be academically weak in certain subjects are identified and given additional coaching once/twice a week in order to improve their level of academic performance
- **Additional coaching:** The students who fail in large number in certain subjects in the earlier examinations during the academic year are given

additional coaching in the college just few days before the additional examination so that the chance of failure is reduced

- **Concession in fee/installment facility:** The needy students are given concession in the course fee and installment facility in payment of fees, based on the request made by the students. Concession in attendance, to certain extent, is also given to the students who are doing jobs for self support and to support their family
- **Family problems/personal problems:** The college has counseling cell of the teachers who help the students in resolving their personal problem through case to case basis

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The following extracurricular activities are available in the college for the students:

- **Sports activity:** The University of Mumbai organizes intercollegiate sports competitions at various levels like zonal and university. The students of the college participated in football, badminton, swimming, athletics, cricket, at zonal level. Few students were selected for inter-university team in athletics. One swimmer participated in interuniversity competition and broke previous record of international

level in swimming in the sea. The college also hosted intercollegiate chess competition in the year 2011-12. Annual sports intra-class competitions are conducted each year.

- **Cultural activities:** The students participated in intercollegiate cultural competition organized by the university. It is a regular competition organized each year to promote and develop skills in cultural activities. Students also represent the college in various cultural fests organized by other colleges. Two day cultural festival is celebrated in the college each year in which intra-class cultural competitions are conducted.
- The college hosted the university level event “Udaan” in the year 2012-13. It was intercollegiate skit competition at zonal level. The competition was on the theme ‘**protection of girl child**’. The colleges of Navi Mumbai area participated in the competition. This program was conducted under ‘Lifelong learning and Extension’ committee of the college.
- The college also hosted one day orientation program of the University on the topic **Research convention, ‘Avishkaar’**. The colleges from Navi Mumbai area participated in it. Our college students take part each year in intercollegiate research competition ‘Avishkar’
- The college also conducts college level competitions, like elocution, debate, quiz, nail art painting, mehendi, greeting card making, poster making etc. to motivate art among the students

- “Lokmat” a leading Marathi newspaper organised cultural/talent hunt competition for the students of the college named as “Lokmat Yuva Next”. Many students participated in this competition.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / international, etc. For the previous four years.

The students of our college participated in all types of activities at various levels:

Year	Competition	level	Achievements
2011-12	NA	NA	NA
2012-13	NA	NA	NA
2013-14	<ul style="list-style-type: none"> • Intercollegiate/ swimming competitions • Athletics, 800m run • Power Lifting 	<ul style="list-style-type: none"> • University level 200mt/400mt freestyle, interuniversity level and international level • State Level • State Level 	<ul style="list-style-type: none"> • Gold medal • Gold Medal • Gold Meal • Bronze Medal

2014-15	<ul style="list-style-type: none">• Swimming	<ul style="list-style-type: none">• International	<ul style="list-style-type: none">• Break the Asian Record
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In the year 2013-14, one of our students Mr. Shubam Vanamali won University level gold medal in swimming. He also participated in International level swimming competition by crossing English channel and Gibraltar strait and has break the Asian record

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

For improving the quality of teaching and learning, the college always makes efforts to get feedback and considers suggestions from:

- **Alumni (graduates):** The members of the alumni are invited in the college to interact with the students and to share their work life experiences and skills need to be developed to become employable. Suggestions made by them related to better quality inputs are considered and incorporated in operation.
- **From employer:** career guidance and placement committee of the college takes feedback from the employer/recruiter and recruiting agencies about the performance of the present graduates and necessary changes and additional efforts need to made for making the graduates placeable accordingly additional inputs are introduced and implemented in the college

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

To inculcate the habit of reading and writing, the college publishes a 'Magazine' titled YUVA every year. The students are motivated to write some literature in any one of the three languages, English, Marathi and Hindi. Literature is filtered by an editorial committee and selected literature is published in the magazine. This magazine also contains information about the achievements of students and teachers during the academic year.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, The college has a Students' Council consisting of students' representatives from each class and representatives from NSS, Sports and cultural activity. The students' council is constituted each year as per the guidelines of University Mumbai.

- **Selection of students' representative:** As per the university guidelines the Class Representatives (CRs) from each class are selected on the basis of academic merit in the previous year examination. One representative is selected from among the girls as Girl's representative on the basis of overall performance and behavior during the previous year. Once representative from reserved category is selected. The representatives from NSS, Sports, and Cultural activity are selected on the basis of

performance in respective activity in the previous year. Such students council elects one representative to represent the college in the university level students' council as University Representative (UR)

- **Constitution:** The constitution of the students' council is done by affiliated colleges as per the guidelines given the affiliating university. Constitution of students' council is done at a college by a committee of teachers and proper care is taken that representation is given to all category of students. The students' council is guided and managed by a committee of teachers.
- **Activities:** The council plays major role in the planning and execution of extracurricular and extra-curricular activities/ programs for the academic year. Suggestions and feedback is taken from students' council about academic and other issues of the students. Students related important decisions like, disciplinary actions, extracurricular activities, organization of competitions in the college, annual sports and annual social gathering etc are taken jointly by the college management and students council. Students related activities like fresher's party, farewell program, celebration of days and festivals etc are conducted by the students.
- **Funding:** No specific fund provision is made for the students' council. However expenditure on conduction of meetings of students' council, snacks etc. is done from the college from the regular fund. If any mega program/project is decided to implement special permission is taken from the trust and special budgetary provision made for such programs.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

**Academic and administrative bodies of the college in the year 2014-15
in which students' representatives represent**

Sr. No.	Name of the body	Members	Activity
1	Students' council	Dr. Shikha Gaur- Coordinator (teacher) Mrs. Mansi Killedar- Member (teacher) 20 student representatives	To plan and conduct curricular, extra- curricular and co-curricular activities in college, solutions for students problems, representing college to outside the college, coordinating the college for smooth functioning and for quality improvement activities
2	Women Development cell	Dr. Sumathi Gopal (coordinator) Mr. Mahes Auti (member) Mrs. Mansi Killedar (member) Ms. Afreen Parkar, student	To create awareness among girl students about their rights safety, to undertake health related issues, sexual harassment, to organise programmes for their empowerment
3	NSS Unit	Mr. Ranjeet Tahkur (coordinator)	To conduct activities for creating awareness about social issues like anti-dowry, anti-addiction, Thalesamia, AIDS, etc. To conduct

		Mr. Mahesh Auti, member Mr. Adarsh Varma, member Mrs, Mayuri Devdware, member	programmes like Disaster Management, Blood Donation Camp, Tree Plantation, Save Energy, etc. community related activities
4	Gymkhana committee	Mr. Kishor Bhadra, (coordinator) Mr. Pratab Kadam, member Mrs. Mansi Killedar, member Ravi Ra, Acharya, Student Ebrahim Abdul, Wahab Agha, Student	To plan and conduct all types indoor and outdoor games, college level, intercollegiate, and beyond that
5	Magzine committee	Dr. Sumathi Gopal (coordinator) Mrs. Anamika Jain, member Tajammul, Student	To help in publishing magazine and perform the work related to annual magazine
6	Career Guidance &	Mrs. K Prasuna (coordinator)	Planning, deciding & executing career guidance program, skill development activities, campus placement activity, preparing the students for

	Placement	Mr. Pratap Kadam, member Mrs. Mansi Killedar, member Mr. Vaibhav Pawar, student	campus placement, off campus placement, career counseling, and so on
7	Go Green	Mrs. Mayuri Devdware (coordinator) Mr. Adharsh Varma, member Nanzeen Kazi, Student	Programs on environment protection
8	Library	Dr. Mrs. Patnaik (coordinator) Mrs. K Prasuna, member Mr. Vikas Kawale, Student	All the activities related to library
9	Cultural Committee	Mrs. Mayuri Devdware (coordinator) Mrs. K. Prasuna, member Mrs. Anamika Jain, member	Planning, deciding, and organizing various various cultural activities at various levels

		Ms. Sunayana Salvi & Yugandhra, Students	
10	Alumni association	Dr. Sumathi Gopal (coordinator) Mr. Pratap Kadam, Member Mrs. K Prasuna, Member Mr. Kishor Bhadra, Member Ms Sailee Gharat, Student	All the activities regarding alumni
11	Examination & Grievance committee	Mr. Pratap Kadam, Coordinator Mr. Ranjeet Thakur, Member Mr. Kishor Bhadra Member Mr. Mahesh Auti, Member	All work related to examinations and students grievances, antiragging if any
12	Quality Assurance and Research	Dr. Sumathi Gopal, Coordinator Mrs. Mansi Killedar,	Research, Quality enhancement, Faculty development, areas of improvement

		Member Mr. Pratap Kadam Member Mrs. K. Prasuna Member Akshay & Sanjit Kaur, Student	
13	Lifelong extension	Mrs. Mansi Killedar, Coordinator Mr. Adarsh Varma, Member Mrs. Anamic Jain Member Vijay, Student	Conducting lifelong activities as per the university guidelines

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The college invites the past students (Alumni) for the function exclusively organized for them as 'Alumni Meet'. They are also invited for annual social gathering and annual prize distribution function of the college.



Invitations are sent through the faculty members and by the present students.

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc?

The vision and mission of the college are:

- **Vision**
 - To reach out the masses and enable them to reap the rich dividends of globalization and liberalization by elevating their lives by improving social and economic conditions through quality education.

- To aspire and strive for excellence in education by developing and sharpening the intellectual and human potential of learners for the good of our society and our stake holders.

- **Mission**

The following mission statements of the college aim at bringing transformation in the learners of higher education through introducing and implementing continuous improvement:

- To understand the learners, introduce and implement the strategies to make them valuable through development of faculty so as to bring transformation in the learners.
- To improve the effectiveness of the college through quality assessment process.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The role of various levels of management is designed as under:

- **Top Management**

Top management consists of the Chairman and trustees of the parent trust, National Centre for Rural Development (NCRD), and the Local Managing Committee of the college (LMC). The NCRD,

the parent trust makes broad policies for the various units/institutes run by it. It has constituted separate managing committees for managing the each unit/institute independently under the guidance of governing body of the NCRD. The college has managing committee consisting of the representatives of the parent trust and the staff. This committee is known as Local Managing Committee (LMC). The LMC of the college makes policies on quality enhancement and takes decisions on execution and implementation through the principal and the staff of the college as per the policies made by NCRD

- **Principal and Faculty**

Principal and faculty are also involved in decision making process, principal as a member secretary and the selected staff as members of the LMC. Their role is dual, policy makers and policy executors. Based on the policies and the decisions of the LMC, the principal with the help of the staff prepares an action plan for implementing and executes the policies.

6.1.3 What is the involvement of the leadership in ensuring?

- **The policy statements and action plans for fulfillment of the stated mission:** The top management has decentralized leadership in respect of policy making and policy implementation. Autonomy is given to the LMC of the college for making action plans execution to fulfill the stated mission statements.

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:** The local managing committee makes its own policies based on the policies of the parent trust. And strategic plans are made at college level for executing the policies.
- **Interaction with stakeholders:** Few members of the local managing committee are the representatives from the staff, hence they have direct interaction with the important stakeholders, like students, parents and recruiters. These representatives are important source of information for quality policy making decisions.
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:** The principal and the staff, take feedback from the stakeholders, i.e. from the students and the parents. Needs of the students and needs of the college are analyzed based on the feedback and suggestions are made to the local managing committee for policy making.
- **Reinforcing the culture of excellence:** The principal and the staff of the college are at operational level management. Strategic action plans made and implemented for creating a culture of excellence on the basis of the policies made by the local managing committee
- **Champion organizational change:** Operational level management, the principal and the staff, are the real source to

initiate the organizational change. They make suggestions to the management committee the type of change and by whom change is required

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The policies and the plans of the college are implemented by the staff under the guidance of the principal. The policies and plans so implemented are monitored by the principal and evaluated in the meeting of the local managing committee. Certain corrective decisions are taken to improve in future, if there is any gap

6.1.5 Give details of the academic leadership provided to the faculty by the top management

Top management of the college has given full autonomy to the teachers in order to plan and execute the academic activities during the year. Necessary resources are made available to the teachers to implement the plans effectively. The problems, issues, if any during implementation are resolved through the principal

6.1.6 How does the college groom at various levels?

At top management level: The top management, the parent trust, manages multiple institutes. It has a governing body at the trust level and takes continuous feedback from the managing committees of the various

institutes. Based on the feedback from the managing committees, necessary decisions are made new and policies are framed.

Local managing committee: The local managing committee of the college makes plans and policies and directed to the functional level management for implementation. Feedback is taken from the principal and the staff overall functioning and new policies are made, adapt the new changes, if any

Functional level management: The functional level management consists of the principal and the staff of the college. They take continuous feedback from the students and the parents. Necessary changes in action plans are made to help the needs of the students. Staff members are also trained and motivated to adapt the changing needs of the college

6.1.7 How does the college delegate authority and provide operational autonomy to the department / units of the institution and work towards decentralized governance system?

**The college has decentralized governance system as under:
Operational activities of the college are divided as;**

Academic: the academic activities of the college are re-divided on the basis of the programs run in the college and one coordinator is assigned to each program to coordinate

- a. Coordinator for Bachelor of Commerce (B. Com)

- b. Coordinator for Bachelor of Commerce in Accounting & Finance (B.Com A/F)
- c. Coordinator for Bachelor in Management Studies (BMS)

The coordinators are delegated authority to take decisions and execute the plans and policies made by the local managing committee. The activities to be coordinated are, academic routine activities, like assigning the subject among the teachers, preparing time table, adjustment of lectures, maintenance of attendance record, academic evaluation of the students, counseling the students, and coordinating in organising co-curricular and extra-curricular activities for the respective program and for other programs, coordinating with other programs, continuous reporting to the college and making proactive suggestions to the college

Administrative: Administrative activities are executed under the supervision of office superintendent (OS). The office superintendent is delegated authority look after the day to day activities.

The principal is the head of both academic and administrative activities and responsible for all the activities at operational level. Local managing committee has delegated authority to the principal regarding executing of plans and policies of the local managing committee.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management

Yes, the college is having a participative management by:

- **The staff:** The staff members do take part in management of the college. Various committees are formed at college level to plan and implement different activities, co-curricular and extra-curricular, for the development of the students. Each committee is having members from the staff and coordinated by one of them. Each committee takes decisions independently under the chairmanship of the principal and the decisions are implemented by them
- **By the students:** The college constitutes a students' council for each academic year. It consists members of the student's representatives from each class, (CR), one representative each from, NSS, sports, and cultural. The students' council functions under the guidance a teacher. Meetings are conducted at least twice a year to know and understand the problems, needs, suggestions of the students. The representatives do make suggestions any time to the program coordinators/principal, regarding issues of the students. The proactive suggestions are considered and implemented by the college

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the college has a formally stated quality policy for the teachers in respect of:

- **Recruitment:** The policy is to recruit the qualified candidates who are eligible and capable to teach to the degree college students.
- **Evaluation:** There is system to evaluate the teachers through formal and informal feedback from the students with the help of a structured questionnaire at the end of each semester. By analyzing the feedback and suggestions received from individual students and taking feedback from the program coordinators, the teachers are evaluated. And on the basis of involvement of the teachers in various activities and consistence in the performance of the teacher is also considered for evaluating the teachers and the concerned teachers are given specific suggestions for improving their performance
- **Retention:** Efforts are made to retain quality teachers. The policies like, fair salary, annual increment, freedom to make academic experiments, promoting research and self development, participative management etc are followed

The polices are defined in advance by the management, communicated to the teachers, implemented through execution and reviewed periodically and redefined.

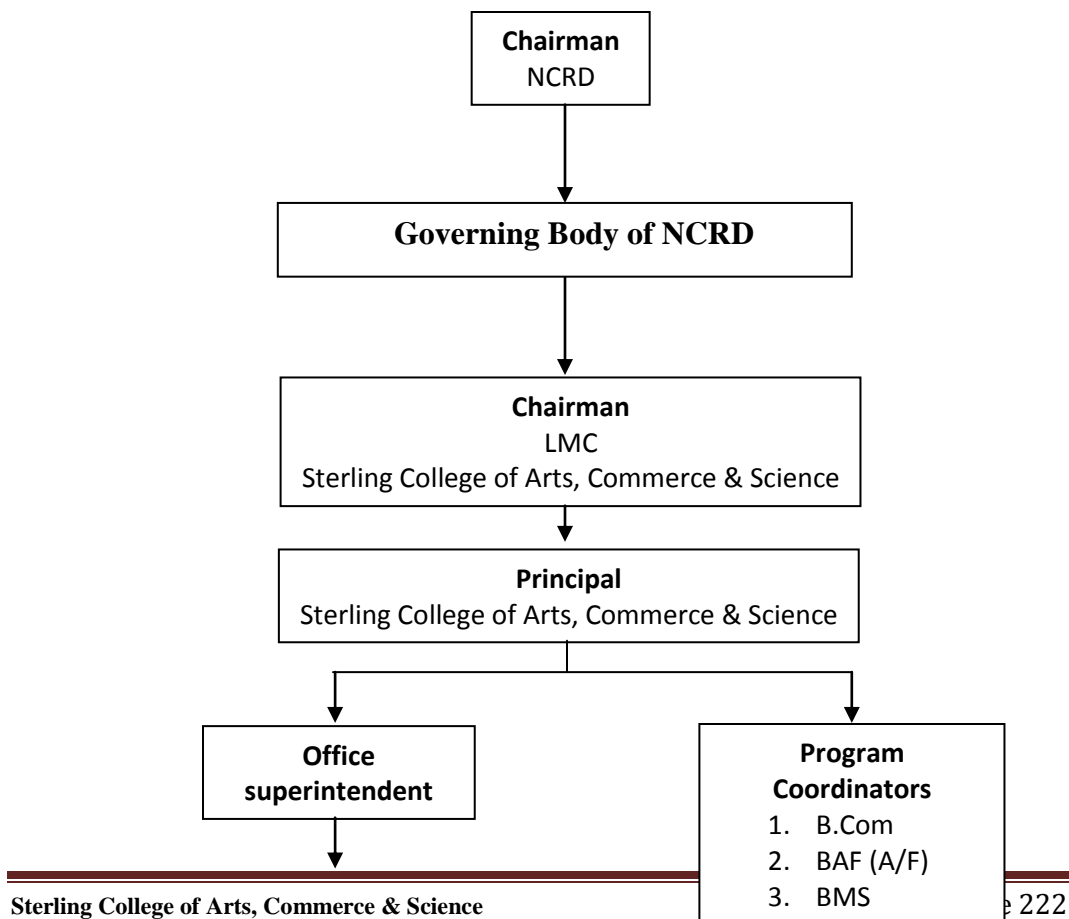
6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the college has perspective plan for its development:

- **Academic development plan:** The college has made plan to make academic development by enhancing the quality of inputs, by starting Post Graduation centre in the faculty of commerce in coming 2/3 years. It is also planned to introduce job-oriented certificate and diploma courses will be run simultaneously with graduation
- **Sports development plan:** It is planned to establish a coaching centre for tennis volleyball, coaching centre for athletics, a centre to conduct intercollegiate competitions
- **Research centre:** Over a period of time after getting started a post graduation in the faculty of commerce , it is planned to start a research centre in commerce and management education
- **Dual courses:** It is planned to introduce certain courses in the area of commerce and management of private universities or foreign universities simultaneously with Mumbai University graduation course

6.2.3 Describe the internal organizational structure and decision making process

Internal organization structure chart





Internal organization of the college is headed by the chairman of the local managing committee (LMC). Principal of the college is an administrative head and administers the works with the help of program coordinators and the office superintendent and office staff. The program coordinators coordinate the programs with the help of the teaching staff under the guidance of the principal. The decisions are taken through discussion in the meetings of the staff and the meetings of various committees. Some decisions, like finance are got approved from the chairman of the local managing committee. The decisions taken are based on democracy, however the discretionary power of the principal and the chairman of LMC is used, whenever necessary.

6.2.4 Give a broad description of the quality improvement strategies of the institutions for each of the following:

- **Teaching & Learning:** The College prepares semester wise activity plans and makes yearly planning. Based on college plans, the teachers prepare their individual teaching plan, the plans are

implemented, teaching activities and other activities are evaluated through monthly staff meetings, and semester end meetings. Feedback from the students is taken about the quality of teaching and other inputs and reports are received from the program coordinators about their respective programs and new strategies are made if required. Teachers are given freedom to use the method/s of teaching which is more useful for the benefit of the students. Use of innovative methods of teaching are encouraged from the college. Sessions are conducted to understand the level of academic standard of the students of First Year classes immediately after the admission process is over. Based on this session, certain strategies like remedial coaching are planned and implemented for the needy students

- **Research & Development:** The College has a research & faculty development committee and priority is being given for research activities for the teachers and the students. Teachers are encouraged to write research articles, to participate and present research papers in the conferences/seminars. They are also encouraged to write text/general books and to publish from reputed publisher. Teachers are granted duty leave and sponsorship for such activities. Concessions in work to some extent, is given to the teachers for research & development work, if they require. Students are also provided all the necessary facilities for research work, like concession in attendance, library and other facilities, sponsorship, freedom to choose the topics for research under the guidance of teachers

They are also allowed to make teaching experiments, case studies, organize industrial visits to learn and develop themselves. Students are also given opportunity to develop through participation in intercollegiate research competitions, participation in decision, giving opportunity to lead a program or activity, make suggestions to the college. These activities help them to learn and experience. The students and teachers are encouraged to participate in publication of college magazine by contributing articles, by working on editorial board etc.

- **Community engagement:** The college is involved in community engagement through various activities like NSS, Extension activity, celebration of certain festivals. It has made MOU with an NGO for e-waste management and for installing compost pit in the college campus. MOU is also made with CASI for participating in the activities under Social Responsibilities. A library facility is made available to the senior citizens of the nearby area under the name of Sandhya Chhaya.
- **Human Resource Management:** The college has certain strategies for human resource management. Recruitment of teaching and administrative posts are done by inviting applications by advertisement through state/national news papers. Selection of teaching is done by an expert committee constituted as per the norms of affiliating university. The staff, both teaching and administrative is given freedom in performing their routine work, their suggestions are considered, they are allowed through their representatives to participate in decision making process.

Satisfactory remuneration is paid on regular basis, job guarantee is given to the staff based on their performance, opportunities are given them for self development

- **Industry interaction:** Industrial visits are organized for the students to make them understand industry work culture, industry people/recruiters are invited in the campus for campus selection, feedback is sought from the industry experts for conducting activities on skills development for the students. Industry people are invited in the college for conducting sessions on career guidance, skills development etc.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc) is available for the top management and the stakeholders, to review the activities of the institutions?

The principal of the college communicates information on regular basis to the top management through sending reports to the Chief Administrative Officer, (CAO) appointed by the top management. Meetings of Local Management Committees (LMC) are conducted in which the all the necessary information is presented and shared in these meetings for the information of the top management. Top management also asks some information whenever they need on urgent basis.

Information of the college is made available to the stakeholders through the college magazines, admission brochures and college website. The

parents are informed in parents' meeting and orientation sessions of the parents. The students are given information through college notice boards, through the teachers and through program coordinators.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college has participative management system in which the decisions are made through staff meetings, discussions and taking suggestions from the staff. The staff members are encouraged to make proactive suggestions. Good & innovative suggestions made by the staff are considered and incorporated, if appropriate to improve the overall efficiency and performance of the college. They are given freedom in performing their daily work so as to make optimum use the college resources for the benefit of teachers and the students effectively. The constructive and creative suggestions made by the staff are recognized and appreciated by the management and encouragement is given to the staff for such participative management

6.2.7 Enumerate the resolutions made by the Management Council in the last year and status of implementation of such resolutions

The resolutions made by the Management Council of the college during the last year are routine resolutions about admissions, recruitment of the staff, accepting the income and expenditure of the college, making a proposal for continuation of affiliation of the college. All such resolutions

have been recorded in the Proceeding books/Resolution file of Local Management Committee (LMC) of the college is maintained. All the resolutions have been implemented.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Yes, the affiliating university has a provision to apply for the autonomy status of the college. However, the management of our college has not yet decided to go for autonomy status.

6.2.9 How does the institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

Yes, there is a mechanism to analyze the nature of grievances of the students and for resolving them effectively/promptly. The grievances of the students, any type, come to the principal through the teachers/course coordinators. They are reviewed in the joint meetings of principal, program coordinators and the students' representative. And they are resolved through consensus of the members in the meeting.

6.2.10 During the last four years, had there been any instance of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No, there has been no court case from either side during last four years

6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If, ‘ yes’, what was the outcome and response of the institution to such an effort?

Yes, the college has a mechanism for analyzing the college performance on the basis of student’s feedback. The college takes feedback from the selected students of all the classes of all the courses at the end of semester / each academic year. A structured questionnaire is got filled in from them. The questionnaires are analyzed by a committee consisting of the principal and the program coordinators, and the suggestions made by the students are evaluated. Efforts are made from the college side to implement valid suggestions made by the students

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

The college has been making efforts to enhance the professional development it its staff as:

- **Teaching:** Teachers’ orientation session is conducted in the beginning of each semester and the types and the way of conducting the programs/activities are discussed and decided.

Work assignment is done, role of each teacher is specified and certain rules are finalized during the orientation. The work is divided among various committees of the teachers, each committee consist of a coordinator and members. The committee is given freedom to plan and implement the activities. The activities so implemented are analyzed in a meeting with the principal and decisions are made to bring improvement in future, if necessary. And they are encouraged to participate in the programs/activities organized by other colleges.

- **Non-teaching:** Administrative work of the college is divided among the non-teaching staff based on gender, experience, skills and their interest. Work schedule is decided in the meeting and they are given freedom to plan and implement their work as per the schedule. The staff reports to the principal through office administrator. They are encouraged to make suggestions to bring efficiency and smoothness in daily working. They are also encouraged to take part in the workshops conducted by other colleges

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining, and motivating the employees for the roles and responsibilities they perform?

The faculty members of the college are empowered through assigning clear roles, giving them freedom, encouraging constructive suggestions, recognition and appreciation of good performance, job security,

participative management, support to take risks and initiatives, accepting the mistakes done while making experiments etc.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered to better appraisal

Performance appraisal of the staff is based on multiple activities. Academic performance is evaluated from the students through students' feedback sheets, from the program coordinators, academic results of the students and from informal feedback from the teacher colleagues. Academic performance is evaluated on the basis of number and type of presentations and publications of research articles, books etc during the year, involved in minor research projects etc. Performance evaluation of the teacher for other activities is done on the basis of self initiatives taken to suggest, plan, implement and evaluate the extra and co-curricular activities. The type of committees involved in, the way of resolving the issues of students, teachers etc.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Performance of the staff is done on the basis of the feedback received from the students and on the basis of the observation of the principal. Some forms for appraisal are also got filled in from the staff. If any abnormal outcomes are revealed by the principal of the college is reported to the management and the management takes the final decision

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The staff, teaching and non teaching, is provided certain facilities for their welfare. Sick leave is provided each year in addition to casual leave. Duty leave is provided to the staff, both teaching and non teaching, for their career advancement activities and for higher education. Class IV employees of the college is provided uniform annually. Advance against salary and advance salary is paid to the non teaching staff during festival and in case of emergency. Preference is given the children of the staff in getting admission in school. Administrative support is given for availing loan for construction/buying of house. Gymnasium facilities and services available in the campus are provided at concessional rate for the staff.

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The college knew, the quality faculty is most valuable asset hence some measures are being taken to attract and retain them in the college for the longer period. The measures are like, fair remuneration, voice in decision making, freedom in performing their duty, recognition and appreciation for good performance. Opportunities are provided to participate and involve in research and some other important activities of the college.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The following mechanism is being used to monitor effective and efficient use of available financial resources:

- For any type of cash receipt, receipt is issued immediately
- All cash receipts are deposited into the bank account, as and when received
- Payments, beyond certain amount (Rs 500 and above) are made through bank
- Petty cash expenses only are paid by cash
- Refunds if any, to the students are made only through bank
- Each payment passes through four different authority, person preparing payment voucher, verified by the office superintendent, approved by the principal and sanctioned by the management, by the Chief Administrative officer of the trust (internal control system)
- Each payment is prepared and approved on the basis of proper supporting documents
- For major expenses, require pre-sanction of the management is

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance

The books of accounts are maintained computerized and got audited annually. The last audit conducted was for the year ending on 31st March 2014. There was no audit objections raised by the statutory auditor. Internal audit is done by the management when it is required

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund /corpus available with institutions, if any

The college is unaided and no grant is received from any agency, private or government. Hence only source of receipts is from various types of fees from the students. The fee to be charged from the students is decided by the authority of affiliating university. The deficit if any is compensated by the parent trust, NCRD.

Audited statements for the last four years 2010-11, 2011-12, 2012-13 and 2013-14 are enclosed in the annexure

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)

No special / Additional efforts are made for securing funds.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

No. the college has not established an Internal Quality Assurance Cell (IQAC) since it is going for first time accreditation. However, the college has a committee for quality enhancement cell for improving the quality of internal activities in the college

- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**

Not applicable

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them**

Not applicable

- d. How do students and alumni contribute to the effective functioning of the IQAC?**

Not applicable

e. How does the IQAC communicate and engage staff from different constituents of the institution?

Not applicable

6.5.2 Does the institution have an integrated framework for quality assurance of the academic and administrative activities? If 'yes' give details on its operationalization

Yes, the college has an integrated framework for quality assurance of both academic and administrative activities. Local Managing Committee (LIC) is policy making and final decision making authority at the college level under the guidance of a chairman of the trust. The principal of the college is authorized by the local managing committee to execute the policies and decisions made by LIC as per the orders of the chairman. The principal with the help of committees executes the policies. For quality assurance in academic activities various committees, like quality assurance committee, students' council committee, attendance and time table, committee, discipline committee, career guidance and placement committee and examination and unfair means committee. Efforts are made through these committees to improve the quality of academic activities. Each committee has a teacher coordinator with teacher members. These committees conduct mainly joint meetings in the presence of the principal and decide the activities on quality improvement, make action plans, execute independently by each committee, they coordinate and evaluate the activities and a report is presented by the coordinator of each committee in joint meetings conducted under the chairmanship of the principal. Term end, joint meeting of teaching and non teaching staff is conducted to

review the activities of the term and make strategies for quality assurance for the next term. All the decisions are taken under the guidance of principal and within the policies of the local managing committee. Local managing committee is reported through LMC meetings by the principal on the various activities implemented.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact

Yes, the college provides some training to the staff for effective implementation of the quality assurance procedures. The training program in the form of workshop, arranged for teaching and nonteaching jointly in the beginning of the semester and guided by the principal and by the senior staff, on how to work together and how to integrate the activities for quality assurance and quality enhancement

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Yes, the college has undertook academic audit during last two years however the team of academic audit has not made any major suggestions for improvement

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Internal quality assurance mechanisms are aligned with the requirements of the external quality assurance agencies like NAAC and affiliating university. The activities for internal quality assurance are identified and divided among various committees of the staff for planning and execution them effectively. The activities so executed are evaluated and reported to the higher authority. The reports analyzed and re-planning is done, if there is any gap.

6.5.6 What institutional mechanisms are in place to continuously review the teaching process? Give details of its structure, methodologies of operations and outcome?

The college has a mechanism to review continuously the teaching learning process.

- The teachers prepare their teaching plan based on the academic calendar of the college
- Necessary information and guidance is provided to the teachers by the principal and the course coordinators while preparing teaching plan.
- Time table is prepared and the teaching plans are executed under the guidance of the coordinator and the principal

- Report from the teachers is received at the end of the semester by the principal completion of academic activities. The reports are signed by the teachers and countersigned by the coordinator
- Feedback is received from the students through feedback forms about the teachers at the end of the semester
- Analysis of the students' feedback is done and a report is prepared by the principal
- Reports of the teachers and analysis report of feedback of the students are analyzed by the principal and suggestions are made to the teachers, if required to improve their performance in future.
- Final reporting is made by the principal to the local managing committee of the college

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Communication of quality assurance policies and mechanisms to:

- **Students:** The students are communicated the policies on quality assurance and mechanism through the subject teachers and the coordinators in their regular academic activities. The policies are

communicated to the members of students' council through their meetings.

- **Staff:** The staff, teaching and non teaching is a part of decision making on quality assurance activities, they are communicated the policies and mechanisms for quality assurance through assigning responsibilities and conducting meetings
- **Parents:** The parents meeting are conducted mainly to orient them about the college activities on quality assurance, college discipline, expectations and cooperation from the parents and students to quality enhancement
- **Local Managing Committee:** The policies and mechanisms on quality assurance are communicated to the members of local managing committee by the principal from time to time and through the meetings
- **University:** Reports and information is sent to the affiliating university in which the information about quality assurance is communicated.

Any other relevant information regarding Governance, Leadership and Management which the college would like to include

CRITERIA-VII

INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes, the college conducts green audit with the help of committee constituted exclusively for 'Go Green'. This committee in association with the NSS unit of the college and with help of Stree Mukti Sanghatana (NGO) has been conducting certain activities/projects as a part of environment consciousness. The projects like construction of Composed Pit, e-waste management, celebration of environment friendly Ganesha festival, workshops on paper bag making etc have been implemented during last two years.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

The college has been keen on keeping the campus eco friendly. For this, all the staff, teaching and non-teaching is making efforts in this direction. The staff including principal use public transport service to commute the college to save fuel and protect the environment. Where ever possible consumption of electricity is used to minimum extent. E-waste is managed with the help of professional organization. All this has become a regular practice in the college to make the campus eco-friendly

Energy Conservation

The college campus is overly warm and overly cold. The class rooms are airy and well lighted with natural light that they hardly need any artificial lighting. This has helped a lot in conservation of energy. We orient the students and the staff to put off switches of light and fans when not required in the class with help of save energy stickers and through class room orientation

Use of renewable energy

The college is likely to initiate and to install solar system in forthcoming college redevelopment plan. This would help in saving the electricity to some extent.

Water harvesting

It is proposed in the new developmental plan to install water harvesting unit in the campus.

Efforts for Carbon neutrality

The college motivates the students and the staff to make use personal vehicles to minimum extent to reduce the carbon in the air. We also some time check PUC from the students and the staff who use their vehicles. College encourages the students staying close to the college to come by walk instead of using their vehicles. The staff and the students are guided and motivated to share their vehicles and to make use where ever possible to make use of public transport facility to save a fuel

Plantation

The NSS Unit of the college celebrates every year Tree plantation Day, and plantation is done in the college campus on that day.

Hazardous Waste Management

The college has conducted a seminar by a NGO, Stree Mukti Sanghatana for the students & staff in which the experts explained about Zero-waste project and e-waste management. Joint projects on e-waste management and construction of composted pit have been undertaken in association with the Stree Mukti Sanghatana, Mumbai.

E-waste Management

A workshop was conducted with the help of Stree Mukti Sanghatana, Mumbai, NGO for the students and the staff and they were guided how to manage the e-waste. Students and the staff collected e-waste from their residence and supplied the NGO for scientific disposal of e-waste

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The college has been scaling new heights ever since its inception. The college has made several innovations which have helped in smoothing out the functioning of the college. These innovations are in academics, administration and other levels of the college working. The innovations were as under:

Innovation in teaching:

Feedback about the teacher and teaching methodology is taken from the students of each program at the end of each semester. Besides, informal interaction between the students and the Class Teacher/H.O.D./Principal about issues pertaining to teaching and academic activities is also encouraged. Based on the feedback of students and analysis of information gathered through interaction, certain innovative ways were adopted by few faculty members in teaching methodology, like, reading of articles from news papers, research journals, and discussion on those articles by the students in the class, case study method, presentation by the students on certain current topics, group discussion etc which showed some positive improvement in confidence level of the students.

Computerization of Administrative Block

In the modern age of advancement and technological development, it is not appropriate to work with the orthodox system of working. The institute is presently using tally software for accounting purpose. Bio-matric system is used for recording the attendance of the staff (teaching & non-teaching). The administrative staff is given formal training to make use of computer technology in administrative work.

Computerization of Library

The college library is presently operated manually, however it is planned to make it fully computerized before the start of new academic year.

Zero-Balance Accounts

The college made tie-up with up with the Bank of Maharashtra and Bank of Baroda for zero balance Accounts for its staff as well as for the students. The students are oriented to open their bank accounts for crediting their scholarships directly to their personal accounts.

Academic Innovations

The college has introduced few new innovative practices to help the students in their pursuit of attaining quality education. The practices like Remedial coaching classes in the subjects of Accounts and Mathematics for the students of only first year classes. The main objective of the practice was to give additional inputs to the students who are weak in basics of some important subjects. This has helped to few students to reduce their academic gap to certain extent.

Additional coaching is given to the students in certain subjects in which more number of students failed, 20% and above failures, in the immediate past examination. This coaching is given just few days before the additional examination so that failure rate will come down and failure rate has come down to some extent

The college has also introduced a new practice of preparing question bank and keeping it in the library. The students visit the library in their free time to understand the nature and type of questions for a particular subject. Question paper files are moistened in the file containing the questions of last two examinations.

7.3 **Best Practices**

7.3.1 **Elaborate on any two best practices as per the annexed format (see page 98) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college**

The college has internalized best practices in order to improve the functioning of the academic performance. The insistence on student's participation in academic and administrative matters has improved the quality of the education and administration of the college. The students come forward to participate in and to maintain the best practices evolved through academic and administrative systems. The administration in the college is maintained by the involvement of the staff at every level. The teachers have been quite supportive to the academic needs of the students by offering them reading materials, tutorials, individual counseling and extending other related support

(A) Remedial Coaching for Spoken English:- The need was felt for remedial coaching in English for selected students of first year B.Com class. The coaching helps the students to improve ability to communicate in English, thus it will be easy for them to understand the concepts curriculum taught during the lectures. Presently the coaching started for the students of one class only and gradually it will be extended to the needy students of other classes also.

(B) Remedial Coaching for selected subjects:- Result of each semester is analyzed subject wise. A list of students who failed in certain subjects in large number, is prepared from F. Y. B. Com class. Remedial coaching is planned and these students are made mandatory to attend remedial coaching in these subjects. This remedial coaching is free of cost and no extra fees being charged from such students. The classes are conducted after the regular lectures on few days a week by the subject teacher. In certain cases teacher for such coaching is hired from outside.

Best Practices-1

1. Title of the practice

Coaching in Spoken English

2. Goal

While taking the regular lectures in the class, we the teachers experienced and realized that the students of First Year classes are very poor in English. Many of them were unable to speak/answer the questions in the class due to language problem. Teaching of commerce curriculum of University of Mumbai is purely in English hence it is very much necessary for them to learn spoken English. Hence it was decided to arrange remedial coaching in spoken English for the needy and deserving students of first year classes with the following goals

- To improve their communication skills
- To enhance level of confidence
- To make them comfortable to understand the academics

- To improve their ability to face challenges in working environment with relate to spoken English once they will be out of the college.
- To improve their writing skills in English specially during exams

3. The context

While planning for spoken English program, the major challenging issue was related to **identifying the students for this coaching**. In this regard, a notice was circulated in all three classes of first year, B. Com, BAF & BMS to register the names for remedial coaching in English. Option was given to the students those who are interested can register their names for the class. There was no response from the students on their won. A committee of teachers was formed to know the reasons for not registering the names for the class. It was analyzed in the teachers meeting that the message was not conveyed properly to the students due to casual approach of the students. Hence it was decided to focus on one class First Year B. Com class only and further decided that the teachers teaching to that class will identify the students who are very weak in English and they require additional coaching.

It was planned to give additional coaching to such students one hour daily at least twice a week after their regular lectures get over, after 11.10 am to 12.10pm. No additional fees to charged from the students for the class and was also decided to hire an outside teacher to teach spoken English. The committee felt the students would join if other than their regular teacher takes the class

4. The practice:

When there was no response from the students for the notice circulated in the class it was decided to identify the students who really need such class. It was decided to focus on the students of first year B. Com class due to two reasons. One, the size of the class is quite big with 136 students and the second, more number of students were weak in English from this class and there is ample scope for improvement. These students will remain with the college form coming two more years to complete their graduation.

Teachers teaching to F. Y. B.Com class took the responsibility to get the students for the class, they adopted different methods during their regular lectures to know the students who are weak in English and each teacher submitted the list and final list prepared with the columns of dates. These students were oriented to attend the class and made them mandatory. A time table was given to them on what dates & days the class will be conducted. The classes started from 22nd of Dec. 2014 by a teacher and regular attendance of the students for the class was maintained.

It was decided to give more weightage on the practice and practicals (getting practiced from the students) as compared with theoretical part. The syllabus was very flexible based on the needs and demands of the students and such autonomy was given to the concerned teacher. The content of the class was totally unstructured. However it was decided to cover basic grammar, construction of simple sentences, conversation, story telling, passage reading and explanation etc was to be covered. The class was planned for a duration of 2.5 months during the months of Dec. 2014 and January & February 2015. It was also decided to observe by the

concerned students the changes and improvements in them in due course of time after one of the starting of such class.

There were certain constraints and limitations while planning, starting and during implementation, were lack of response from the students, communication gap between the students and the college. Second problem was about the finance, students were not ready to pay additional cost of such class and they wanted an outside teacher for the class which included the cost. Since college is self financing and the fees charged for the B. Com course is fixed by the university and college can't charge fees beyond the limit of university. From where to pay the remuneration to the teacher for spoken English.? The constraint was about getting a good teacher on clock hour basis for the course. Since honorarium per lecture was less and only two lectures a week did not attract the outside teacher. However the college could get a lady who was retired and did not have much family responsibilities agreed to give time and accepted the responsibility. The teacher was told very clearly what our students require to be taught in English and concentrate on those aspects only

Another constraint for starting this remedial coaching was time constraint. Students did not want spend extra one hour for the class after the college hours. They were not ready to come on Sundays and holidays for remedial class. Justifiable reasons from the students were, they have already joined their private coaching classes for academic subjects and paid heavy fees for that and the timing of the class is immediately after the colleges hours.

5. Evidence of Success:-

This is the first batch and first time experiment in this college by the present principal. The program will get over by the end of February 2015, hence it is difficult to find out the success rate at an early stage. However it is the experience of the present principal, the success rate was around 10 percent in the earlier college the principal was working. The earlier college where such experiment was made by the principal located in Navi Mumbai area only. Hence is no much difference in profile of the students of sterling college and that college. Hence it can be concluded the around 10 percent of the students who join this class and complete successfully will improve their communication and the evidences can be revealed in the subsequent years of their course.

6. Problems Encountered and Resources Required:-

Problems encountered were many, as mentioned in earlier paragraph, important problem was attitude of the students. This is our reading that students were not ready to give extra time for this additional work. It was also realized by us that the students did not realized they need and importance to learn better English for the future career. Their attitude was it is not in the syllabus no questions will be asked on this, why to do extra work?

Second problem was about the teacher who is committed for this extra work. All the in house full time teachers have their full time work load and very less time was available for such additional work to be done during working hours. Calling them after working hours was very difficult due to certain reasons.

Following were the resources required for the same:-

- a) **Human Resources:-** Human resource for identifying the needy and deserving students and a teacher to conduct remedial coaching. If wrong student are identified and made them to attend the class will fail. Hence proper care needs to be taken while selecting the students for which teachers of that attitude are required. Identification of students is not sufficient but those students must be motivated for such coaching. And a committed good teacher is required to make the needy students to speak in English. And there should be a separate teacher exclusively for such activity.
- b) **Financial Resources:-** As mentioned earlier the students who were identified for remedial coaching were not ready to pay any cost for that. A teacher working for the class needs to be paid remuneration. It is not mandatory on the part of the management to spend money such program. The college running on self finance basis find difficult to pay salary to the regular teachers as per the scale. The parents and students only need to support financially for such activities.
- c) **Any other resources:-** the University and the government should give discretion to the college management to implement such activities by charging some reasonable fees from the students. Without the support of regulatory authority college can't insists the students to join for such activities though it is really needed by the students. If it is made mandatory then only the students the other stakeholders will realize the importance of such remedial coaching.

7. Notes (optional):- Based on the analysis of experiment made at our college it can be suggested that the college needs to understand the academic needs of the students, problems they face in their academic performance. This requires some time to be invested by the teachers to teaching to their students. Average colleges get mixed group of students, few are good in their studies, few are below average and majority are average in their academics. And this group needs some additional support and coaching to improve their academic performance and that should be mandatory as part of the regular curriculum. Additional and remedial coaching should go parallel with their regular academic activities

8. Contact Details

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Best Practices- 2

Title of the practice

Remedial Coaching in Selected Subjects

Goal

While going through the results of Semester-I of the academic year 2014-15, it was observed that on an average half of the students were failed in one or more than one subjects. When overall result of all the classes was analyzed it was revealed that maximum failures were from first year B. Com class. After discussing with the teachers about the result and academic performance of the students efforts were made to identify the probable causes behind the failures. It was revealed certain reasons, one, basic fundamentals of certain subjects are not very clear for the students, language problem, lack of concentration in the class, absenteeism for the lectures and most important was casual approach of the students. Thus, a need was felt for organizing remedial coaching in selected subjects of first year B.Com class. The idea of remedial coaching was shared with the students with their parents. Some of the students and most of the parents supported the idea.

It is decided to start remedial coaching in the subjects of Accounts, Mathematics & commerce from first week of January 2015. The following were the goals for starting remedial coaching

- To improve the academic performance of the students
- To make them understand the basic concepts of the subjects
- To improve quantitative result of university examinations

- To enhance the confidence level of the students

The Context

The challenging issues regarding remedial class was about how to motivate the concerned students to join remedial coaching. Though the students have failed in certain subjects they take it very casual and feel that they can clear those subjects in additional examination. But they don't understand that they are weak in their basics and they need to improve their basics first. Their reaction when we approach them that, sir we have joined private coaching class and we can manage it. But the fact is otherwise. It is found that 90 percent of the students of F. Y. B. Com have joined a private coaching class for this year but since their XIth Standard still 50 percent of them are poor in their subjects. When we made mandatory for the failure students to join remedial coaching there was resistance from the student, how can a college do like this?

Second challenge was timing of remedial coaching. Many students were weak in more one subject and for such each subject they require remedial coaching and such remedial coaching is in addition to the regular lectures of average 4 lectures a day. And students due many reasons did not want to spend additional one hour daily after the college hours.

The practice

In-order to identify the students who really need remedial coaching class certain strategy was done. The results of semester-I examination held in the month of October 2014 was declared in the second week of December 2014. After a detailed analysis made for the results, it was observed that almost half of the class is failed in most of the subjects from F. Y B.Com

class. There were some students who failed in more than five subjects out total seven subjects. After detailed analysis it was realized that there are multiple reasons for such mass failures. We decided to help the students in resolving some of the basic reasons. One of them was making them understand clearly about the basic concepts of certain subjects. Explain the subjects by giving live examples and case studies. Getting more work done from the students in the class itself. For this purpose the following practice was followed.

- A list of subject wise failure students was prepared
- A meeting of the parents with their parents was called and the concept of remedial coaching was explained to both the students and the parents
- Their grade cards of the first semester examination was issued to the students in front of their parents so that the parents will understand the real grade of their ward
- A list of students who need to join the class was prepared and communicated to them in the class
- Timing of the class and the teacher taking remedial coaching was given to them
- And it was instructed them not to allow for additional examination if they don't join and don't attend the remedial class
- A teacher who did not the subject to that class was allotted the task and that teacher was from the college itself
- Attendance sheet was provided to the concerned subject teacher to keep the record of attendance
- And regular coaching would start from 5th of January 2015 due to holidays as per the university norms

- It is planned for the subjects of Accounts, Mathematics and the Commerce
- The number of students vary from subject to subject and two days of a week were allotted to each subject
- The timing was after 11.10 am, after their 4th lecture by adjusting their tutorial lecture
- It will continue for two months, January and February, 2015, since their semester examinations will be in the month of March 2015

Evidence of Success

The success of the remedial coaching in the subjects of Accounts, Mathematics and commerce can't be ascertained at this stage since first time such experiment is being made in this college. Success of evidence can be identified only after Feb-2015 when the classes for the first batch get over.

All this is planned on the basis of experiments made by the present principal in earlier colleges.

Problems Encountered and Resources Required:-

There are certain problems which we encountered even before commencing the remedial coaching. Identifying the students and making them to join the class. Second problem was about the timing convenient for the students and for the teachers. Third problem was about motivating the needy students to join the classes

The resources required as follows:-

- A) Human Resources:- All the teaching staff of the college was asked to take remedial coaching as additional work after completion of their regular activities in the college. In fact for such remedial coaching there should be a separate teacher which will benefit to both the students and the teachers.
- B) Financial Resources: In fact the teaching who is involved in such remedial coaching should be paid some additional remuneration as incentive. And the students also should be charged some additional fees for such coaching so that they will realize the importance. Thus there is need of financial resources.
- C) Other Resources:- Other resources like support from the parents to motivate their failure wards to join such coaching. Some financial support to compensate the staff involved in it. Support from the management to the staff for taking such extra efforts.

Notes (optional):

It is premature to give any type of notes on this class from this college. However, based on the experiments made by the present principal in other colleges it can be said it is need in specific college for such remedial coaching where the number of failures is more. It should be made and practiced as regular activity for students of first year class for those subjects in which results less than 50 percent.



Contact Details

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Name of the institution: NCRD's Sterling college of Arts, Commerce &
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NATIONAL CENTRE FOR RURAL DEVELOPMENTS

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Certificate of compliance

(Affiliated College and Recognized Institution)

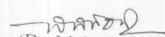
This is to certify that NCRD's Sterling College of Arts, Commerce & Science, fulfill all norms.

1. Stipulated by the affiliating University.
2. Regulatory Council / Body - (UGC)
3. The affiliation and recognition is valid as on date : 30 June, 2014

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or recognition by the regulatory council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.


(Dr. M.G. Gonda)
Principal

