



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NCRD'S STERLING COLLEGE OF ARTS, COMMERCE AND SCIENCE

**PLOT NO 93, SECTOR 19, NERUL (EAST), NAVI MUMBAI
400706**

www.sterlingcollegeofcommerce.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NCRD's Sterling college of Arts, Commerce & Science, Nerul is one of the few colleges of University of Mumbai under unaided section which got accredited from the NAAC in 2015. The college started in July 2001 with a single program at UG level with 76 students and over a period of two decades it has grown vertically and horizontally. It added two more programs at UG level and one program at PG level in the faculty of commerce and at the end of second cycle of NAAC it has 1287 students.

The college being permanently unaided college, it has appointed all 21 teachers including principal as full time and on regular basis. Around 24 per cent of these full time teachers are holding Ph. D degree and involved in research work. 80 per cent of the full time teachers are stable at least for more than 4 years.

Distinct feature of the college is, it has been making efforts to involve the students in different activities to develop certain skills. The student representatives are involved in decision making process which is related to students. They are also allowed to plan, execute and evaluate certain activities under the supervision of teachers. Those who were active in organising intercollegiate activities have become alumni of the college and supporting and guiding the present students. Skill development committee of the college has been organising training sessions for interested students to make them place able

Quality enhancement is an on-going and it is regular activity of the college and IQAC has been actively involved in planning the quality enhancement activities and getting implemented by institutionalising the activities. Taking into consideration the recommendations made by the peer team during first cycle of NAAC visit, IQAC has been forefront to bring the changes in that direction

Sterling college believes in innovative and research oriented activities and creating an environment for the teachers and students for their participation and involvement in it. Teachers have been adopting modern teaching methods like experiential and participating learning in which students are given certain tasks to complete under the observation of teachers

Vision

Vision-2030

The institute envisions to be a center of excellence providing quality education for commerce profession & career with a holistic concern for life, society & the environment.

Mission

Mission

1. Empowering students with requisite competencies to become successful in achieving life & career goals through learning by doing.

2. Developing social consciousness among students.
3. To carve niche for learners in the specialized field of commerce.
4. Quest for excellence in every aspect of educational process and human development.
5. Grooming youth to become a global citizen for the modern world & its challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- I Locational advantage, accessible easily by Mumbai local train and by road
- II Own campus with infrastructural facilities including play ground to fulfill the basic requirements
- III All full time, regular and stable faculty with 24% Ph. D holders
- IV Participative management culture
- V Increasing number of students by 50% during last 5 years and female students are more than male
- VI Focus on development of students in the areas of professional and in skills through MoUs with training organizations
- VII Involvement and participation of students in decision making process
- VIII Financial support for research work to teachers and students
- XI Registered and active alumni
- X classrooms with ICT facilities like LCD
- XI Active NSS unit in social and other activities

Institutional Weakness

- I Limited scope for academic flexibility
- II Students from English & vernacular medium together in the same class
- III Low percentage of marks at entry level for certain programs
- IV Low interaction with industry

Institutional Opportunity

- I Ample scope for research work
- II Starting research Centre in commerce & management
- III Collaborations with National & international organizations
- IV Converting the institution in to multi-faculty institute
- V More number of ad-on courses
- VI More projects on environment related
- VII High-tech class rooms
- VIII Optimum use of available resources

Institutional Challenge

- I Financing, being permanently unaided college & fee is regulated by the affiliating university
- II Being affiliated college, cannot make mandatory to students for experiential learning/ skill oriented courses
- III Motivating the students to visit library as a resource centre
- IV Participation of more number of students in development activities
- V Making stakeholders ready for IT enabled e-governance
- VI Making collaborations with national & international organizations
- VII Acceptance of NEP 2020

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic activities are documented through academic calendar, class time tables and teaching plans. Teachers take utmost care to complete the syllabus in time. During 5 years additional division has been introduced in three programs. Academic excellence is given prime importance both by College Development

Committee and IQAC.

Few faculty members are involved in the process of curriculum change and curriculum development of autonomous colleges. Teachers are involved in paper setting, paper assessment and moderators at the University level examinations. The Respective subject Faculty attends syllabus revision workshops conducted by various colleges in association with Board of Studies, University of Mumbai. Choice Based Credit and Grading Semester system (CBCGS) has been introduced by the university in all programs from 2016. University conveys all the necessary information through circulars. For fostering global competencies among students, Classroom teaching is supplemented with seminars, debate, quiz, and short films. Certificate courses including Tally + GST, personality development programs, digital marketing, are introduced during last five years for skill development to increase employability in the students.

There has been a systematic continuous evaluation system for evaluating the academic performance of the students. Academic results are analysed and remedial coaching was done for slow learners. Fast learners were given the task of PPT making, presentation, project work.

The college has been encouraging the students to undertake Internships, field trips, project work and industrial visit to enhance their practical knowledge. For inculcating a value system in students, the teachers conduct programs as part of syllabus to address the cross-cutting issues on gender, environment, human values, and professional ethics. The college committees organize and conduct co-curricular activities to strengthen the academic culture. Certain extra-curricular activities like role play, skit play, and street play are conducted to create social awareness on anti-drug. The College promotes use of technology by making available technological infrastructure as required by modern teaching methods

Feedback on syllabus is taken from various stakeholders including students, alumni, and faculty, and same is analyzed and action taken report is prepared. Academic feedback is taken from students and corrective measures are initiated.

Teaching-learning and Evaluation

The College has dedicated faculty members with sound educational background. All teachers are full-timers with an average teaching experience of 5 years, 24% of them are Ph.D. and 38% of them are NET/SET qualified.

The enrollment of students has gradually increased over a period of 5 years. During 2016-17 total 813 students were enrolled which has risen to 1287 in 2020-21, around 50% increase

Teachers ensure completion of curriculum of all courses in due time by following the academic calendar and teaching plans. Faculty members adopt innovative teaching methods and use technology-driven methods like ZOOM, Smart boards, PowerPoint presentations, Microsoft Excel, Google classrooms, Mastersoft Software (examination module), Wise Application etc. Student-centric methods such as experiential learning, participative learning, and problem solving methods are adopted.

The college ensures to identify advanced learners and slow learners at the beginning of academic year through screening test. Slow learners receive extra support in the form of intensive coaching, remedial teaching, assignments, Bridge courses, mentorship and counseling. Efforts are made for advanced learners to develop new age skills through various workshops, seminars and other activities.

To ensure overall personality development of students, they are given opportunities to organize collegiate festivals. Participation of students in NSS activities, Avishkar Research Events, Sports & Cultural Events is also encouraged.

To ensure successful evaluation, the College has implemented a comprehensive and transparent system. In the induction program, the principal briefs about the examination-evaluation system. The institution conducts tutorials, home assignments, tests, presentations, group discussions, etc. to assess the performance of learners. The exam committee plans and conducts internal exams for the institution. The College also takes a number of steps to ensure that examination-related complaints are resolved in a timely and effective way.

We have adopted outcome-based learning as per NAAC guidelines and have devised Programme Education Outcomes, Programme outcomes and Course outcome and have conveyed the same to the students and all stakeholders through induction programmes and College website.

The college evaluates the attainment of POs and COs by conventional method as well as non-conventional means.

Research, Innovations and Extension

There is a Research Committee consisting of qualified members which makes the planning on research and promotes Research work among the teachers and students. Students were able to participate in intercollegiate research competitions like Avishkar

The IQAC plays an active role in guiding and motivating the faculty members for research activities.

Few faculty members have got their minor research project sanctioned by the University of Mumbai and a grant of more than Rs. 70,000 is sanctioned by the university

The following initiatives have been conducted towards the endeavor of promoting research and innovation

- The College has organized 3 National level Conferences and conference proceeding books are published with ISSN
- 27 Research papers have been published in UGC recognized care listed journals. Many research articles are also published in conference proceeding books by the teachers
- Few teachers have involved in writing books on course curriculum of the university of Mumbai
- Entrepreneurship Cell of the college promotes and helps the interested students to start some enterprise
- Budding entrepreneurs are given the work of organizing educational tours for the college students and also the work of photography of college events
- Training program and seminars led by industry representatives and entrepreneurs were conducted
- Workshops on IPR and skill development were conducted
- The student led extension activities at the institution are aimed at holistic development of students through serving the society.
- There is an active NSS unit of 50 volunteers which has been involved in various social oriented activities in adopted area
- The college has built strong relationships with the neighbourhood community and organisations

Infrastructure and Learning Resources

Infrastructure of an institute of higher education plays a huge role in providing conducive teaching learning environment. The institution has a centrally located campus which provides easy accessibility for both Students and Faculties by Mumbai local train and by road

The Institute has 12 ICT enabled Classrooms (including 2 Smart Classrooms) out of total 18 classrooms. These accounts to 66.67% of the total classrooms are ICT enabled. Other Facilities include one Computer Centre with sufficient number of PCs, Common Room for girl students, Faculty Room, Examination Control Room, IQAC room, Administrative Office, Principals Office, Canteen etc. All these are spaces having proper ventilation, adequate lighting and are well equipped with required facilities.

A special facility for DIVYANGJAN includes Special washrooms, Ramp, And Lifts. Also special attention is given to the special students during admission and examination in addition to daily teaching

The institute has it's own well maintained Sports Ground with a total area of 4898 square meters giving ample opportunity for all outdoor activities like athletics, football, cricket etc. There is an indoor games room on the sixth floor of the campus.

One Multipurpose Auditorium with a sitting capacity of 400 audiences is available which is used for conducting various seminars and cultural activities. Orientation sessions for newly admitted students with their parents are conducted in the auditorium

Library is well-equipped with textbooks, reference books, General reading Books and other e-resources through NLIST (National Library and information Services infrastructure for Scholarly Content). It is located on 5th floor with Spacious reading room which can accommodate 120 students at a time. The library is partially automated and presently using MKCL's Library Management Software 'LIBRERIA' from 2017.

The campus has upgraded Lease line internet connectivity to 100 Mbps from TATA Teleservices.

The College has AMC (Annual Maintenance contract) for maintenance of all major infrastructural facilities such as CCTV, Water dispensers, Fire-fighting equipment, computer lab, elevators etc. Up keeping work like Housekeeping, and Security Guards of the campus is also outsourced through AMC

Student Support and Progression

The College aims to support learners to avail the benefits of various schemes like Scholarship and Freeship of various Governments. Local governments like Navi Mumbai Municipal Corporation (NMMC) and City and Industrial Development Corporation (CIDCO) have their schemes to give stipend to the children of project affected people and low income group people. Few registered trusts re-imbrues fee to the students of specific community. College works as mediator between students and these organizations to get financial support.

There is Earn and Learn Scheme at college under which needy students can work for few hours in the college after college hours and stipend is paid to such students for their study.

The skill enhancement activities are organised by skill development committee. The activities like soft skill, Life Skill, ICT computing and Language and communication are conducted by the committees. The soft skill training includes communication, manners, presentation etc. Life skills include career, sports, health, self-defence for girl students, are conducted in association with external organization. Life skills also included the activities on AIDS awareness, social distancing, anti-drug campaign, and so on. ICT skill enhancement initiatives include certificate courses like, tally course, seminar on GST, Microsoft seminar. Language and communication initiative includes essay writing, elocution competition and public speaking.

Students are motivated to participate in various curricular, co-curricular and extra-curricular activities. Some of these are student initiated activities like FORZA, YSFF (inter collegiate events) and few of these are proposed by the university and college level sports events.

The institute has constituted Grievance cell, anti-ragging cell and ICC (Sexual harassment) cell for timely redressal through transparent mechanism. In the orientation program the students are made aware of all anti-ragging and code of conduct. The Placement Committee organizes training activities for Final Year students on career planning, personality development, internship and campus placement.

Institute has registered and active alumni association. Alumni meets are held, alumni support the present students by interacting, involving in organizing activities like FORZA, YSFF. Student representatives are part of Student Council, College Development Committee, Anti-ragging and IQAC, NSS. These representatives become part of decision making process

Governance, Leadership and Management

Institute Leadership

- Institute has its organizational structure: Executive committee at trust level and College Development Committee (CDC) at college level. The IQAC follows decisions and actions of CDC with regards of policy decisions. The institution has a participative management system. The Principal is the decision-making authority who is supported by the Vice-Principal and Office superintendent. Programme Coordinators and different committees at college level
- The institution has been student's centric and various activities were deployed as per the academic plan. The institute has conducted few certificate courses for development some professional and job skills in students. College has been giving opportunity and motivating the students to plan and implement and evaluate certain events at intercollegiate level on their own under the guidance of teachers to learn skills like decision making, organizing, planning etc.

E-Governance:

The institution has been gradually moving in the direction of digitization in all from admission to result preparation by making use of digital devices

Faculty Empowerment

- Workshops /FDP's are organized for Teaching and Non-teaching staff to keep them updated their skills. Teachers are encouraged to participate in research workshops/seminar/FDP by providing financial support. Faculty has full autonomy in planning and implementing their academic and other activities

- The institution takes welfare measures for its employees through various measures like PF, Medical insurance, Gratuity, Freeship for the children of class IV employees etc. Performance Appraisal of Faculty Members is done on annual basis through appraisal form

Financial Management and Resource Mobilization

- Institute conducts statutory audit of books of accounts as per required laws.
- The Annual Budget is prepared, got approved in CDC meeting and utilization of funds is done as per the budget. Daily accounts monitored by principal

IQAC

- IQAC is acts a think tank of the college and makes strategies for quality enhancement in teaching and learning
- It is constituted as per the NAAC guidelines and function accordingly
- It guides the teachers in preparing lesson plans, while preparing reports of activity conducted and involves in preparing annual reports
- Analysis on various aspects, result, activity, is done and suggestions are made for improvement in future

Institutional Values and Best Practices

- Gender issues related programs are highlighted with certain facilities like CCTV, Security, House-keeping etc. Gender audit is conducted and lady counsellor identified and MoU is made.
- Use of LED Bulbs are installed in the campus as a part of energy saving strategy
- The Institute manages solid waste with the help of Compost PIT, Liquid waste with the help of water drainage system and E-waste with the help of one outside agency for E-waste recycling and re-use.
- Under ground water tank is constructed as storage tanks wherein the water resources conservation is done for use during emergency situations.
- Under Green campus initiatives, the institute has framed guidelines for vehicle parking for staff and students. Ban on plastics and related programs/events are done to make the campus plastic free. The institute has conducted tree plantations as initiatives for green campus.
- The institute has undergone the Green Audit, Energy Audit and Environment Audit and the reports are attached with the SSR. Certain Beyond the campus activities in line to environment conservation are also conducted.
- The facilities are developed for disabled students/staff include, lift, ramps and special washrooms. The institute allows for scribe also as per university guidelines during the examinations.
- The institute conducts several programs for the students towards tolerance and harmony
- Several programs like creating awareness on voting rights, gender equity, human rights etc. are organised for making the students aware about constitutional obligations.
- The institute has framed clear code of conduct for students and staff and are monitored through monitoring committee
- National and International Days like independence day, republic day, international yoga day, international women's day are celebrated
- Two best practices, **“enhancing leadership skills and curriculum delivery for human values, professional ethics and environment sustainability”** are being followed by the college during last 5 years.
- The distinctiveness of the institute is **“developing core competencies for life and career”** and all the

activities related academic and extra-curricular are designed for achieving this distinctiveness

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NCRD'S STERLING COLLEGE OF ARTS, COMMERCE AND SCIENCE
Address	plot No 93, Sector 19, Nerul (East), Navi Mumbai
City	Nerul East Navi Mumbai
State	Maharashtra
Pin	400706
Website	www.sterlingcollegeofcommerce.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahadappa Gonda	022-27705535	9960471347	022-	senior_commerce @yahoo.co.in
IQAC / CIQA coordinator	Sumathi Gopal	022-27715308	9892622912	022-	adv.sumathigopal @gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	29-06-2001

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-10-2016	View Document
12B of UGC	27-10-2016	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	plot No 93, Sector 19, Nerul (East), Navi Mumbai	Urban	2.0733	3493.1

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce And Management	36	HSC	English	240	224
UG	BCom, Commerce And Management	36	HSC	English	144	134
UG	BMS, Commerce And Management	36	HSC	English	144	139
PG	MCom, Commerce And Management	24	Graduation	English	60	36

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				21			
Recruited	1	0	0	1	0	0	0	0	9	12	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	8	4	0	12
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	8	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4	4	0	8	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	229	26	0	0	255
	Female	215	27	0	0	242
	Others	0	0	0	0	0
PG	Male	12	2	0	0	14
	Female	20	2	0	0	22
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	62	51	30	37
	Female	67	48	44	34
	Others	0	0	0	0
ST	Male	14	2	0	2
	Female	6	6	1	4
	Others	0	0	0	0
OBC	Male	89	58	42	35
	Female	108	77	58	51
	Others	0	0	0	0
General	Male	423	345	319	329
	Female	427	395	365	330
	Others	0	0	0	0
Others	Male	42	32	20	20
	Female	49	31	28	22
	Others	0	0	0	0
Total		1287	1045	907	864

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Management of the institute is planning to develop the infrastructural facilities so as to accommodate multidisciplinary & Interdisciplinary programmes when the state universities accept and implement NEP. Training and orientation programmes on NEP for teaching & non-teaching staff will be organised to make them ready for multidisciplinary & Interdisciplinary programmes.
2. Academic bank of credits (ABC):	The Institute will develop the IT infrastructure and software facilities required for adopting Academic Bank of Credit(ABC) facility for the students, When guidelines in this regard will be received from the competent authority like affiliating university.

<p>3. Skill development:</p>	<p>The institute has already been conducting certain programmes on skill development like Tally & GST, Digital Marketing in association with private institutes. Vocational programmes on skill development will be made part of the curriculum of regular degree program.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>5. Some of the present courses like foundation course, Environmental studies are related with some social aspects of Indian society and these courses are integrated with the curriculum. However, the institute will make collaborations with some specialised institutes like Yoga centres, to teach Indian culture. Training sessions for staff will be scheduled at specialised training centres to train the teachers to integrate Indian Knowledge with the academic curriculum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome-based Education (OBE): The institute has transformed the existing curriculum on OBE platform as per the NAAC guidelines. The PEOs, POs and Course Outcomes are designed for all courses/programs being taught in the Institute. The institute has developed the teaching plan as per the OBE requirements. The CO/PO attainments are calculated as per the requirements on OBE philosophy.</p>
<p>6. Distance education/online education:</p>	<p>The Covid-19 Pandemic and series of lockdowns have made the institute to switch to online education and online examination. The institute will create more sophisticated IT facilities for online education and will undertake training programs for teachers to develop good curriculum for online education, once clear guidelines are received from the affiliating university.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
152	148	148	152	148
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1287	1045	907	865	813
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
297	264	264	264	264

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
383	221	256	214	184

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	18	18	18	16

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	19	18	18	17

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 18

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
90	107.76	95.65	86.88	83.6

4.3

Number of Computers

Response: 35

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The University periodically reframes the curriculum in accordance with the UGC norms. The University implemented the Choice Based Credit System (CBCS), with effect from 2016-17 prior to which Credit Based Semester and Grading System (CBSGS) was followed.

Program coordinators along with IQAC committee ensure that the syllabus must be completed as per teaching plan and sufficient time is given to students for their preparation of examination.

While implementing the curriculum the College has considered the needs of the students. The College operates the curriculum with the help of :

Planning, Teaching and Evaluation

1. The academic calendar is prepared by IQAC at the beginning of each academic year which captures the important dates like start and end of the academic sessions, internal examination, etc.
2. The faculty members are required to prepare a comprehensive course pack (teaching plan) consisting of lecture plan, tutorial if any.
3. The students are continuously assessed and evaluated through assignments, tutorial sheets, classroom performance and internal assessment exams. The tests and assignments are planned and implemented and it is observed that the students are able to perform in their tests and assignments.
4. The course level attainment and program outcome attainment are monitored for continuous improvement through internal assessment and term end exams
5. Feedback and monitoring on curriculum delivery is done through a wide-variety of mechanisms such as regular formal and informal meetings of teachers, learners & parents.
6. There is a defined mechanism to conduct remedial for slow learners and enrichment programs. While remedial classes are typically conducted after the regular college hours, for instance value-added courses, special projects, guidance and mentoring etc. are interweaved throughout the semester for students.
7. The institution constantly strives to upgrade the infrastructure and procure resources for effective delivery of the curriculum.

Besides, teachers provide a host of additional resources like moot court for Business Law course, asking

the students to demonstrate through role play and skit on social issues like anti-drug for the courses like foundation course, while taking students beyond the curriculum. The teachers plan and design 10 to 20 percent of additional content beyond the curriculum for each subject so as to expose students to latest needs of the employment mark

File Description	Document
Upload Additional information	View Document

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

Response:

1. The institution adheres to academic calendar provided by the affiliating University for Conduction of continuous internal evaluation system. The academic calendar includes the dates of commencement and completion of syllabus, schedules of internal exams etc.
2. The affiliating university specifies the dates of term end examination. Tentative dates for viva-voce of project are also conveyed by the university.
3. The time tables for curriculum implementation are prepared by the institution and implemented accordingly. The teachers prepare teaching plans according to the academic calendar of the institution and guidelines of the University.
4. The schedule of external (term end) examination is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are made in internal evaluation as well. These changes are communicated to the students well in advance. The Institution adhere to the academic calendar for continuous internal evaluation (CIE) of the students
5. The students who miss their internal examinations, tutorials or assignments due to genuine reasons and those who could perform very satisfactorily are permitted to re-appear for internal assessment. However, a decision is taken in a joint meeting of course teachers and principal on the basis of recommendation of course teachers such facility is given.

Along with continuous internal evaluation, academic Planning contains information regarding the following activities.

a) Working period: The academic calendar indicates working days per semester (term) period which includes number actual working days, teaching days, holidays, admission period, examination and valuation period as per the university guidelines. The total working days, as provided by the university are around 240 days in a year and out-of-them 180 days are reserved for teaching work and remaining days are used for co-curricular and extra-curricular activities, conduction of examinations etc.. Working days are strictly followed as per university guidelines.

b) Curriculum activities: The academic activities conducted by the teacher are recorded in a diary which

also includes the complete teaching plan.

c) Co-curriculum activities: The Various co-curriculum activities like unit tests, computer practical's, Viva-voice exam, assignment of project work, seminar, group discussion are conducted by the teachers in each semester depending upon the syllabus

d) Extra-curricular activities: The academic calendar gives particular period to conduct extracurricular and social activity such as, Celebration of birth anniversaries of the national icons. Celebration of various national and international days, Celebrating festivals like Ganesh Chaturthi, Navratri etc. The activities like tree plantation to keep campus areas green and to make the students aware about various environment related issues, blood donation camp and various other social activities are conducted by NSS volunteers with the help of other students in the campus of institution and in the village (Waklan village in Thane taluka) adopted by the NSS unit of the institution.

File Description	Document
Upload Additional information	View Document

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

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	1	1

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 10.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	205	121	58	21

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

1.3 Curriculum Enrichment

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

Response:

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

Name of programme and Code	Name of course and semester	Cross cutting issues related to topics in curriculum		
		Gender equality	Environmental Awareness and sustainability	Human values
B. Com 2C00146	Foundation Course- SEM I	Constitution of India and human rights		Overview of Indian society
	Business communication- Semester I			
	Environmental Studies Sem I and II		Entire course	
	Management functions and challenges- Semester -III			Dimensions of management and human relation
	marketing management- Semester-V			
	Humana resource management- Semester - VI			Human relation
BMS 2M00156	FC- Semester - I	Constitution of India and human rights		Overview of Indian society
	Foundations Of human skills- semester -I			Understanding of Human Nature
	Principles of Management Semester - II		Green management and CSR	

	strategic management -Semester - III			
	Business research methods Semester -IV			
	Ethics and governance -Semester - IV			
	O. D. Semester - V			Organizational development
BCOM Accounting and Finance 2C00456	Business environment -Semester -I			
M. COM 2C00534	Business Ethics and Corporate Social Responsibility			
	Research methodology- Semester -II			

Apart from curriculum other activities which integrate cross cultural issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability mentioned below.

Gender Equality:

Gender equality and equal opportunity for women are necessary for balanced development of the society. The institution has been taking initiative to conduct certain activities on the theme of gender equity. Women development cell and Anti ragging cell are active in this regard. Women development cell has been organizing seminars and workshops for the students and staff. They include teaching about personal hygiene, gender equality self-grooming, personality development, self defense

Environmental Awareness:

Environmental awareness is inculcated among the students through various activities. NSS volunteers along with the students of other college participate in tree plantation and cleanliness programs. Students organize and participate in processions like swacch Bharat Abhiyan. Institution organizes various activities like tree plantation, public awareness during festival season with the help of students. E.g., making eco-friendly Ganesh idol etc.

Professional ethics: -

Efforts are made by the institution to teach the students about Professional ethics through activities like

industrial visit, field visit and internship. Importance for group work and imbibing leadership is being taught by allowing and motivating the students to plan and organize certain activities independently under the guidance of teachers

Moral and ethical values:

Moral and ethical values are integral part of education of the students. Our teachers put their best efforts to groom students and make them responsible citizen through celebrating days of Nation importance like Independence Day, Republic day, Gandhi Jayanti, Teacher`s day, Voters Awareness Day, International Yoga Day, Matrubhasa Divas, World Environment Day, Youth D

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

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

Response: 8.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	13	15	11	11

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 54.39

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

Response: 700

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

1.4 Feedback System

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

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 90.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
476	496	450	402	402

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
540	480	480	480	480

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 49.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
187	165	128	100	97

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Step 1: Screening test:

1. A screening test is conducted for all the students of B.Com program at entry-level (admission) immediately after admissions are over. The basic purpose of the screening test is to assess and identify the learners who require additional coaching to bring academic improvement to them.
2. The Screening Test is made mandatory to the students B. Com program and the students of BMS and B. Com (accounting & Finance) who scored less than 60% marks in the higher secondary examination. The test is of 50 marks consisting of subjects like English, accounts, mathematics, and commerce.
3. The students who score less than 20 marks (40%) are considered slow learners and remedial coaching classes are arranged.

Step 2: Remedial coaching for slow learners:

Remedial coaching classes are conducted in the subjects of English, mathematics, commerce, and accounts.

The classes are conducted after regular lecture hours and some time on Sundays, and holidays. The classes are conducted in the institution.

A Separate timetable is prepared for remedial coaching and the existing teachers who are teaching the subjects only are taking responsibility for these classes. No fees are charged from the learners for these remedial classes. Remedial coaching classes are usually continued for three months in the first term.

Advance learners:

- Efforts are made for advanced learners to develop certain skills. Students of M.Com program are given the opportunity to take classes for the students of undergraduate programs for certain subjects.
- Advance learners of undergraduate are motivated to take part in various activities and competitions like research convention of the University of Mumbai 'Avishkar, Quiz competition, and elocution competition. Some of these learners take the initiatives to organize intercollegiate events so that they get the opportunity to develop leadership qualities.
- Some of the advanced learners are getting the opportunity to become their class as class representative (CR) in the student's council of the institution.

Table Indicating Sample of Activities Conducted For Slow and Advance Learners:

Sr. No.	Year	Activities for Advance learners	Activities for Slow learners	
1	2016-17	Workshop On Scope Of Business Analytics As Career Aspects	Screening Test	
2		Orientation programme Kohinoor Hospital & Group For Finance Marketing and HR.	Bridge Course	
3		Workshop Seminar On Advanced Excel	Remedial Coaching for	ATK
4	2017-18	Seminar on GST and Excel by Sandeep Malwar	Screening Test	
5		Campus interview by CAMS	Bridge Course	
6		Orientation Program by CET king Avaneet	Remedial Coaching for	ATK
7	2018-19	Personality Development session by Jeevan mantra	Screening Test	
8		Motivational speech on Digital Marketing by Mr.Pushpendra Rakshith of ITM Group of institutions	Bridge Course	
9		Workshop on aptitude exam preparation by Ms.Anitha of CET king	Remedial Coaching for	ATK
10	2019-20	Investment Opportunities in Share Market.	Screening Test	
11		Orientation session on digital marketing	Bridge Course	
12		Careers in Mutual Fund Distributor	Remedial Coaching for	ATK
13	2020-21	Placement For Vacancy In Banking & Insurance Sector		
14		RBL Placement & Training		
15		Atos Syntel Placement And Training Programme		

File Description	Document
Upload any additional information	View Document

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

Response: 61:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Learning through Extra-Curricular Activities: The Students participate in various extra-curricular activities

organized by the college like Cultural, Sports, research and NSS Activities. Like New Year celebrations with cultural programs, Teacher's Day, Farewell Party for final year students, etc. The students are encouraged to participate in Inter-Collegiate Cultural and Sports Competitions.

Samples of Learning Methods Used:

Experiential Learning	Participative Learning	Problem-Solving Method
<ul style="list-style-type: none"> • Internship Programme • Training Programmes • Project work • Guest Lecture • Practical Courses • Role Play • Outreach Programmes • Group Assignments and projects • College Festival. 	<ul style="list-style-type: none"> • Field visits like BSE to learn about stock exchange. • Industrial visits. • Presentation • Interactive sessions in the classrooms • Group Discussions • Debate competition • Assignments • Quiz • Team work • Newspaper reading and Book reviews. • Oral Presentation with Audio-visual aids • Magazines in Library 	<ul style="list-style-type: none"> • Expert lectures on share marketing, retail marketing • Participating in AVIS competition. • Case studies • Analysis and Reasoning • Discussion • Research Activities • Study of Current Affairs • Tutorials. • Home assignment • NSS Activities • Student's council

Samples of Courses wise Teaching Learning Methodologies used:

Accountancy and Financial Management	Lecture method, Improved Lecture Method, Problem solving method Chalk and Board
Cost Accounting	Lecture method, Improved Lecture Method, Problem solving method Chalk and Board
Maths & Stats	Lecture method, Improved Lecture Method, Problem solving method Chalk and Board
Business Law	Participatory Learning, Lecture Method, Self-Directed Project based learning
Information Technology in Business Management I & II	Lecture method, Improved Lecture Method, Assignment
Investment Analysis & Portfolio Management	Lecture method, Improved Lecture Method, Problem solving method
Taxation	Improved Lecture Method, Assignment
Auditing	Participative Learning, Lecture Method
Logistics & Supply Chain Management	Participatory Learning, Lecture Method, Self Directed Project based learning

Security Analysis & Portfolio Management	Lecture method, Improved Lecture Method, Problem solving method
Accounting for Managerial Decisions	Lecture method, Improved Lecture Method, Problem solving method
Strategic Financial Management	Participatory Learning, Lecture Method, Self Directed Project based learning
Economics	Lecture method, Project work, Team work, case and Board, Assignments, Interactive Methods
Auditing	Lecture method, Improved Lecture Method
Financial Analysis & Business Valuation	Lecture method, Improved Lecture Method, Problem solving method
Project Work	Experiential Learning
Corporate Finance	Participative Learning, Lecture Method
Recruitment & Selection	Participative Learning, Lecture Method
Motivation and Leadership	Participative Learning, Lecture Method
Financial Institutions and Markets	Participative Learning, Lecture Method
International Finance	Lecture method, Improved Lecture Method, Problem solving method

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

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

Response:

In this rapidly changing world and expanding technology, educators must learn new techniques to improve teaching and learning processes. To facilitate better teaching and learning, the College has introduced the use of technologies and learning techniques. Thus our teachers are trained to utilize ICT enabled tools.

The e- learning environment is created in the classrooms with the help of LCD projectors, audio-video facilities, and various ICT tools. In addition to chalk and talk methods of teaching, the faculty members are using IT-enabled teaching tools to make the teaching learning process more effective.

1. There are 10 classrooms well-equipped with LCD projectors and screens and 2 Smart Classrooms. Teachers, depending upon the subject, use LCD projectors to deliver lectures. Separate PCs are installed in the teacher's room with the printer so that they can prepare their lectures by using recent information related to their subjects.
2. As a means to ensure competence, faculties record lectures and share with the students to make the Teaching Learning process more effective.
3. Teachers also use multimedia for demonstrating videos related to their subjects/Topics.
4. The reading room has 6-computers which can be used by the staff and students for searching and downloading study material related to their program and course.
5. The campus has a secure Wi-Fi facility with a speed of 50 Mbps through the 3-WiFi access point

and 1-router. Staff and students are provided with Wi-Fi connections on their laptops, tablets, and smart phones.

6. The institute has a computer lab with 56 computers connected in LAN with an internet facility of 50 Mbps capacity. The lab is well equipped with ICT facilities and is regularly used by the students and the staff.
7. Staff members are well familiar with all the latest ICT tools related to teaching. Currently, all the teachers are conducting their lectures on online mode and internal tests are conducted through google classroom.
8. To keep our students and teachers in pace with the changing scenario, the library is regularly updated with online resources.
9. The institution encourages teachers to attend training programs, workshops, seminars, and conferences related to ICT use or innovation in teaching-learning. The library is regularly updated with online resources.
10. The institution has a subscription for e-resources like e-journals, e-ShodhSindhu, Shodhganga Membership, e-books, Databases, Remote access to e-resource.

Below table indicates Number of ICT tools & Soft Resources utilized:

Name of program	PPTs	YouTube	Excel	Word Files	Pdf Files
BCom	20	03	3	5	5
BCom(A & F)	15	01	12	10	4
BMS	30	05	0	5	10
MCom	6	00	0	1	0
Total	71	09	15	21	19

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

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

Response: 129:1

2.3.3.1 Number of mentors

Response: 10

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

2.4 Teacher Profile and Quality

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

Response: 95.27

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

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

Response: 20.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	4	3	3

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 2.48

2.4.3.1 Total experience of full-time teachers

Response: 52

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

2.5 Evaluation Process and Reforms

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

Response:

Evaluation of learners is an integral part of teaching-learning process. The institution with regular interactions of IQAC, program coordinators and examination committee plans and works out for reforms in evaluation system. A various methods of internal assessments are conducted by the institution to assess student performance.

The following are the initiatives taken by the institute for transparency and robust in terms of frequency and mode.

- The affiliating university has advised one internal test for BMS & B. Com (accounting & finance) in each semester. But the institution conducts two / three tests and the best of them was considered for result purposes.
- For B. Com program University has withdrawn internal tests, however, the institution conducting one/two internal tests in each semester.
- The institution prepares an academic calendar by including internal assessment, short-term courses, and the university examination.
- Class tests, assignments, and projects are supervised by faculty members after the completion of important topics.
- For university projects assigned to students, external examiners are invited to evaluate.
- For future reference, students retain a copy of the project that has been validated by their guiding teacher and external examiner.
- The institutional internal evaluation system is transparent and learners approach the teachers and examination committee for their issues.
- Apart from university prescribed methods like assignments and tutorials, the following tools are used for internal assessment:

1. Open book test,
2. Surprise test,
3. Multiple-choice questions,

4. Mid-term examinations,
5. Peer evaluation,
6. Project work etc.

- The college takes extra effort for slow and advanced learners where they are assessed by different methods.
- The examination committee monitors and conducts internal examinations in the college.
- All the teachers submit the question papers with model answers to the examination committee. Unit tests/tutorials are conducted periodically.
- Pre-semester examinations are arranged before university examinations.
- The assessment work is carried out by the concerned subject faculty in the institution.
- The timetables for internal examination are displayed on the notice board as per the academic calendar
- The evaluation reports are prepared within the stipulated time and communicated to the students in the classroom as well as displayed on the notice board.
- The answer books are shown on the demand of the students and guided them for their better performance in the forthcoming examination of the university.
- There is at least one internal test per semester.
- Compiled marks are displayed and communicated to the students.
- Sometimes we arrange parent-teacher meet in which their performance is discussed.
- The learners who are involved in the activities of NSS and participated in cultural and sports competitions of the university are eligible for 10 grace marks

File Description	Document
Link for additional information	View Document

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

Response:

IQAC consistently works on student-centric initiatives. It interacts with the exam committee and the students. The Academic Calendar is displayed on the college notice board and the college website for all stakeholders. In the induction program, the principal briefs about the examination-evaluation system. The institution conducts tutorials, home assignments, tests, presentations, group discussions, etc. to assess the performance of learners. The exam committee plans and conducts internal exams for the institution. However, home assignments, project work, presentations, etc. are planned and conducted by the teachers of concerned subjects as per the convenience of learners.

1. All the grievances related to internal and college-level examinations are addressed to the exam committee where the Principal is the chairperson.
2. The concerned learner having grievance needs to apply in writing to the exam committee.
3. At an initial level, the examination committee does analyses on the nature of the grievance, collects

relevant information related to the grievance, cross verifies the information by calling the complainant and findings are put in the meeting of the examination committee and a decision is taken in that meeting and communicated to the concerned learner.

4. All this process is completed within two weeks from the date of receiving the grievance from the learner.
5. If the complainant is not satisfied with the decision communicated by the exam committee, the complainant can apply to the principal and the principal will make a final decision based on the findings of an investigation committee constituted by the principal
6. If a learner is not satisfied with marks scored in the college-level examination, the mechanism is, a learner has to apply for a photocopy of the answer book of a subject in which he/she feels scored fewer marks.
7. A photocopy is provided and the complainant claims that the examiner has given fewer marks (under assessment) to certain answers, he/she is asked to apply for revaluation.
8. The answer book is reassessed by another teacher who is other than the first examiner.
9. The marks assigned on revaluation are conveyed to the complainant.
10. Even if the complainant is not satisfied, the second revaluation is done by the teacher of another institution and that result is the final result.

Grievances regarding university examinations are forwarded to the university with necessary supporting documents related to the grievance. And follow up is made by the institution and if a learner has an urgency to get resolved the grievance, he/she is advised to approach the exam section of the university and necessary documents and authority letters are given to the learner from the institute.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

We have adopted outcome-based learning as per NAAC guidelines and have devised course outcomes and program outcomes. A faculty development program was organized to train the faculties in OBE methodology under which all faculties have devised their respective subjects CO and the criteria co-ordinators along with the department members have devised their respective program outcomes. All the POs and COs have been displayed on the college website. The Programme Outcomes and a few sample Course Outcomes have been listed here.

BACHELOR OF COMMERCE-

Programme Outcomes:

1. Fundamental knowledge, skills & attitude in the domain of commerce.
2. Solve business and accounts problem by applying course knowledge.
3. Design and develop requisite business systems, procedures and formats/forms.
4. Demonstrate critical thinking & strong decision-making skills.
5. Use software in the business/commerce.
6. Effective oral, written communication skills.
7. Demonstrate skills in the area of soft skills, analytical, research, ethics in personal, social and professional life.
8. Be a member of a multidisciplinary team/lead the team.
9. Demonstrate decision making and problem-solving skills at all levels of life and career.

BACHELOR OF MANAGEMENT STUDIES-

Programme Outcomes:

1. Fundamental knowledge in organisational management & business leadership.
2. Apply critical & analytical thinking in problem solving and decision making.
3. Ability to apply knowledge of management to solve complex business problems.
4. Apply the knowledge for local, national & global management practices.
5. Ability to work as a member of a team, to plan & to integrate knowledge of management.
6. Demonstrate personal, social and professional ethics.
7. Effective communication skills; oral, written, presentation.

BACHELOR OF COMMERCE (Accounting & Finance)-

Programme Outcome

1. Fundamental knowledge, skills & attitude in the domain of accounting and finance.
2. Solve business and accounts problem by applying course knowledge.
3. Design and develop requisite business systems, procedures and formats/forms like financial accounting statements, cost accounting methods, financial management and audit.
4. Demonstrate critical thinking & strong decision-making skills.
5. Use software in the business/commerce.
6. Effective oral, written communication skills.
7. Demonstrate skills in the area of soft skills, analytical, research, ethics in personal, social and professional life.

MASTER OF COMMERCE-

Program Educational Outcome:

1. Graduates will have professional knowledge, skills and attitudes to work in the difference domains of commerce and business.
2. The graduate will work in the employment and self-employment activities.
3. The graduate will undertake higher education and he/she will be a life-long learner

Programme Outcome:

1. Apply fundamental knowledge and specialized knowledge in commerce discipline like finance, accounting, and taxation.
2. Design business systems and structure according to the nature & scope of business and business activities.
3. Solve complex business problems, accounting procedures with industry standards.
4. Demonstrate analytical and research application skills.
5. Demonstrate the managerial and leadership skills at work place.
6. Negotiate and interpret laws and legal procedures in business and commerce.
7. Demonstrate ethical leadership to an organization.

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

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

The college evaluates the attainment of POs and COs by conventional as well as non-conventional means. In the conventional or the direct system, the results of the university examinations are analyzed course-wise by the departments and then reported to vice principals and the principal. In addition, departments also try to assess them by some other means of their own though they may not be measurable as in the conventional or direct method. Attainment of program outcomes, program specific outcomes and course outcomes are duly evaluated by the institution.

- One of the methods that our college follows while doing so is by assessing the teaching-learning based on a feedback system, in which the students of the college are provided with feedback forms to be duly filled up by them providing inputs on teaching-learning drawbacks, limitations, constraints and also merits of the department, its faculty members, etc.
- Organizing class tests, student seminars as well as workshops, and guest lecturers, etc. are a part of this improvement scheme.
- Teachers maintain the yearly teaching plan and academic diary. The members of every department have to submit a syllabus completion report.

Sr. No.	Assessment Method	Type	Description
1	Internal Exam	Direct	The Internal Exam in a theory paper shall be based on tests generally conducted in the academic year (two tests semester). It is a metric used to continuously assess attainment of course outcomes with respect to course objectives. Average marks of two tests shall be the Internal Exam Marks for the relevant course of the semester.
2	Home Assignments	Direct	Home Assignment is a metric used to assess students' analytical and problem solving abilities. Every student is assigned with course related tasks & assessment will be done based on their performance.
3	Practical	Direct	Practical exam is a metric used to assess whether the course outcomes are attained or not, framed by the course charge. This assessment method is used specifically for Computer and Information Technology based courses.
4	Projects, Presentations & Viva-Voce	Direct	Presentation is the metric used to assess learners' communication and presentation skills along with depth of subject knowledge. Projects are given to the learners that cover topics of current interest or provide in-depth coverage of selected topics from the core courses.
5	End Semester Exam	Direct	End Semester Examination is focused on attainment of course outcomes and uses descriptive & objective questions to assess learner's in-depth understanding & practical application of the subject.
6	Personal Interaction with Students	Indirect	Faculty members interact with learners personally to determine whether learners are gaining the required knowledge or not.

After measuring attainment of POs, PEOs, and COs, it has been observed that the strength of the students, as well as the passing percentage of the students, is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently and rapidly in the last five years.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 79.26

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

last five years

2020-21	2019-20	2018-19	2017-18	2016-17
364	210	178	146	126

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

2020-21	2019-20	2018-19	2017-18	2016-17
383	221	256	214	184

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.4

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 121000

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

2020-21	2019-20	2018-19	2017-18	2016-17
70000	00	25000	00	26000

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

[View Document](#)

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

Response: 4.76

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	0	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

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

3.2 Innovation Ecosystem

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

Response:

Innovation Ecosystem - Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge.

Response:

Investing in scientific research and innovation are important ways to facilitate sustainable development. The Institution has created an ecosystem for innovation and transfer of knowledge through the activities of various committees/cells and departments.

The college has established an Incubation Centre, Entrepreneurship Development Cell and R&D committee comprising of faculty members and students. The purpose is to mentor students to develop their innovative skills.

a. Incubation centre: The college has an on-premises incubation center which has facilities like library, computer lab etc. This acts as a platform for students to develop their innovative ideas into small scale business and to facilitate research activities by faculty & students.

b. The IQAC has established an Entrepreneurship Development Cell comprising of faculty members and students. This cell has been instrumental in mentoring students to come up with innovative business ideas, translating them into executable business plan and actively seek industry support to bring the business plan into action. The EDC also actively uses the alumni network of the institute to connect budding entrepreneurs from the college with industry leaders who help the students to firm up their business plans using the industry specific knowledge of the alumni.

c. **Research and Development (R&D) Committee:** A committee has been created with mandate to instil research and creative thinking among the students

The R&D committee organizes conferences and faculty development programs.

The committee composition is as follows :

- Dr Sumathi Gopal , Chairperson
- Dr Mansi Killedar, Member
- Dr Naga Prasunna , Member
- Prof Ranjeet Thakur, Member
- Dr Madhuri Kamble

The committee has organised two national level conferences in the last 5 years .

Some of the committee's recommendations are :

- To encourage teachers to undertake research work
- To encourage teachers to undertake minor research projects
- To provide travel grants for research related activities
- To recognize and appreciate the research work of teachers
- To provide knowledge about the UGC guidelines to the faculty members

Over and above this to encourage faculty participating in research activities, the college has a comprehensive research policy comprising of the following elements:

Financial assistance: College helps the teachers by providing allowances like registration fees, travelling expenses for participation in conferences and seminars.

Research Grants: The Principal and Research committee encourage the faculty members to file the proposals to university of Mumbai for financial assistance for minor research projects.

Leave: The Institution provides a facility of duty leave to teachers to complete their research project. The institution also grants duty leave for participating in all types of workshops/ seminars and conferences from university level to national level.

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

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

Response: 36

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	10	8	6

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

3.3 Research Publications and Awards

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

Response: 0

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

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

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 1.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	8	12	3	1

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

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

Response: 2.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	09	4	20	15

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

3.4 Extension Activities

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

Response:

To create social awareness about the community, number of activities are run under different departments like Women development cell, NSS and Cultural committee. These committee members counsel the students to participate in social issues related activities.

The institution is committed towards development with quality education at the centre of every endeavour with an objective to make students aware about social issues and contributing to serving the community not the individuals.

The student led extension activities at the institution are aimed at holistic development through serving the society.

There is an active guidance and participation from faculties of all departments and various committees such as NSS, WDC etc. to make this a success.

As a result, we have built strong relationships with the neighbourhood community, organisations, academic institutions, local administration, and non-profit organizations.

These activities have had far reaching impact on the participating students, whether it being awakened towards human values like compassion and care or responding to call from people in need

Some of the extension activities undertaken by the College are:

i) Awareness

The institution has organised events like seminars, road shows, camps and drills covering the following topics which directly impact the welfare of surrounding community

- **Thalassimia awareness**

- **Road safety**
- **Blood Donation**
- **Book Donation Drive**

ii). Environment conservation

Programs targeting the following issues pertinent to addressing and conserving our natural resources are conducted by the institution

- **Waste Management**
- **Swachh Bharat Abhiyan**
- **Tree Plantation**

iii) Road safety measures

The institution along with local bodies like the Navi Mumbai police have taken initiatives for increasing awareness about traffic rules in the neighborhood.

iv.)Gender equality

The Womens Development Cell of our Institution focuses on sensitizing students towards gender equality through focussed programs on issues related to women such as, Women's Rights, Self Defence Workshop, Gender Sensitisation , etc.

v) Serving the elderly

We proactively organise visits to old age homes and conduct activities like celebration of festivals with senior citizens .

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 63**3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	16	18	11	14

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 45.49**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
175	537	558	390	454

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

3.5 Collaboration

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

Response: 26

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	8	4	3

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

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

Response: 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	3	0	3

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution is committed to provide and upgrade the basic and essential infrastructural facilities as per the norms of UGC and Mumbai University for imparting Quality education.

Classroom:The institution has 18 classrooms and a computer lab for teaching and learning activities.All the classrooms are provided with proper seating arrangement and are equipped with teaching aids like White Board, LCD Projector and Desktop.

The classrooms are designed with large size windows for better and efficient access to natural light and air for ventilation and are also provided with air-conditioners ,fans and tube lights.Other facilities for classroom use (available on request and advance booking) are the portable projectors, collar microphone, laptop, speakers and camera.

Computer Lab: A 150 square meter full-fledged Computer center with 35 computers and latest equipment's is established on the fourth floor of the institute. Internet connectivity: Leased line of 100 mbps plus 50 Mbps Broad band has been provided. Institute regularly upgraded the learning and IT facilities from time to time.

Language Lab:A well equipped with all kinds of Audio-Visual equipment's like Computers, TV screen, LCD Projector, Headphones and Orell Digital Language Lab Software has been provided to enhance reading, writing, listening and speaking skills of student.

Library: Library is equipped with both physical and digital Library. It has a spacious student reading hall with area 1000 sq. feet having seating capacity of 120 students at a time. The seating arrangement in reading room is in cubicles form . The reading room has 6-computers which can be used by the staff and students

Seminar Room:A seminar Hall (auditorium) with adequate seating arrangements is available for various conferences ,seminars,cultural and academic programs.LCD Projector along with Screen, White Board, Podium with Mike and Sound System are available .

Cafeteria:Cafeteria functions within the campus. It maintains high level of hygiene and provides quality catering facilities for the students and staff at moderate rates.

Wash Rooms: Separate Wash Rooms for Boys and Girls has been provided on each floor.

First Aid Room: First Aid Room has been provided within the campus. Medical Doctor has been appointed who is available in the campus to attend to emergency. The first aid kit and all necessary medicines are available.

Hostel Facility: Hostel facility available for working women.

Other Facilities:

- Girls common room is available in the campus.
- Separate rooms are provided to IQAC, NSS and for various clubs and cells.
- Examination room with reprographic facilities is available on the first floor of the campus.
- The management of the institute has installed 36-CCTV cameras in whole campus.
- The campus has a total of six notice boards for displaying various notices for student reference.
- Special facilities for DIVYANGJAN includes Special washrooms, Ramp, And Lifts.
- Sanitary Vending Machine in the first and fourth floor ladies washroom
- Fire Extinguishers on each floor.
- Two and Four wheeler parking space for staff and students.
- Four lifts ,for students and staff .
- Compost pit.

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

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

Response:

The institute has adequate facilities for cultural activities, sports (Indoor and Outdoor games). Gymnasium, yoga etc. as under:

For Cultural activities: The institute has an Auditorium with a seating capacity of 400 audiences on seventh floor of the premises. This auditorium is used for various activities including cultural activities. It is equipped with necessary facilities like stage, proper lighting, changing room etc. Intercollegiate Cultural competitions like short film festival, FORZA are conducted each year. Annual degree distribution program is held each in the auditorium. The cultural events of annual social gathering are practiced in it and annual social gathering is organized on the ground. However, the events like annual traditional day, rose day and celebration of days like teachers day, women's day etc. are organized in the auditorium.

In addition to cultural activities, other activities like orientation programs for students ,Parents meeting, Conferences are organized in the auditorium. Eminent personalities like Dr. Adsul, Ex-vice, chancellor, SavitribaiPhule Pune University, Mr. Amru Ban were invited to deliver speecho to the students and these programs were conducted in the auditorium. Common yoga practice sessions are conducted on the

occasion of international day in the auditorium.

Sports: (Indoor and Outdoor Games)

1. **Indoor Games:** The facility for indoor games is made on sixth floor. The indoor games like, chess, carom board, are practiced and played by the students during their free time

2. **Outdoor Games:** The institute has two well-developed playgrounds. One play ground with area of 1-acre is at main campus, Plot no 93 sector 19 where all academic activities are being conducted. This play ground is used basically for team events like kabaddi, kho-kho, volley ball, box cricket etc. Annual social gathering is celebrated, some time on this ground .

The second play ground which is bigger than the main campus and having with 2 acers area situated at plot No. 43 sector-19, at school campus which just 800meters away from the main campus. The outdoor games like cricket, football, athletics events like running, javelin throw, discus throw,are organized at ground no 2 at school campus.

Summary Table of Sport Facilities Available:

S.No	Facility	Details	Land available
1	Outdoor Games	Cricket, Football, Volleyball, Tug of War, Kabbadi, Athletics	4898 m ²
2	Gymnasium and Indoor games room	Gym Equipment, Carrom & chess	27 m ²
3	Yoga Center	Meditation , Yoga	170 m ²

Summary Table of Cultural Facilities Available:

S.No	Facility	Details	Land available
1	Cultural Events	Cultural activities	240.454 m ²

File Description	Document
Upload any additional information	View Document

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

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

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

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

Response: 1.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.07	1.5	1.82	2.28

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

4.2 Library as a Learning Resource

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

Response:

Key Indicator - 4.2 Library as a Learning Resource (20)

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

Library is partially automated with 'Libreria Software' Version 2.0.3715:28728, Developed and Powered by MKCL's (Maharashtra Knowledge Corporation Ltd.). MKCL, a public related company, was promoted by the department of Higher and Technical Education, Government of Maharashtra in the year 2001. It has various softwares and end to end training Program. Our Library has **MKCL's Libreria** Software It is integrated with all Modules and has a multi-user accessibility. It is extensively used for generating various reports.

Sr. Facilities Details

1. MKCL Libreria Software for automation from the year: **2017**

2. Version of Libreria software: **Version 2.0.3715:28728**

3. Status of automation: **Partially automated**

4. Library automation: **Yes**

5. Library OPAC: **Yes**

Name of ILMS Software	Nature of Automation (Fully or Partially)	Version	Years of Automa
MKCL's Libreria	Partially Automated	IE 7.0, Firefox 3.0	2016-17
MKCL's Libreria	Partially Automated	IE 7.0, Firefox 3.0	2017-18
MKCL's Libreria	Partially Automated	IE 7.0, Firefox 3.0	2018-19
MKCL's Libreria	Partially Automated	IE 7.0, Firefox 3.0	2019-20

Reports module generate various reports like

- Master reports,
- Accession Reports,
- Member Reports,
- Circulations Reports and
- Administrative Reports.

From this reports module we gets all Issue return records, Statistics, Accession register, attendance register, member attendance, reservation register, binding register, barcode printing etc. The accession register report generates the lists corresponding to category wise registers. Barcodes for books are automatically generated through accession register. In circulation reports the transaction module there is provision of book bank record, attendance of user, book title entry, book accessioning, etc. The library OPAC is searched by author, title, publisher, subject, and keyword.

Features/ Modules of Libreria

- Masters
- Book Management
- Accessioning
- Membership
- Circulation
- OPAC
- Book bank
- Report
- System Administration

Modules / Features of MKCL's Libreria:-

Interactive and Dynamic Dashboard:-

Current activities Such as Book pending for Return, Member Due for Renewal, Highest Running Books etc.

Masters:-

Publisher, Subject, Sub-Subject, Currency, Location, Language, Calendar and etc.

Book Management / Serial Control:-

Book entry, books Details editing and Scan front of book etc. **Accessioning :-**

Multiple accessioning, Library can follow its own system, Spine label with Barcode generate, Edit Accessioning etc.

Membership Management :-

Member entry, various parameters in member management, Edit member details, search member and renew membership.

Circulation :-

Mark book for circulation, Book Issue, Book Return, Book Reservation number of book to be issued, Book renew, Single Screen issue return renew facility.

OPAC (Online Public Access Catalogue):-

Field search, Boolean search, keyword search, truncation search, wildcard search.

Catalogue :-

List Author wise, Subject wise, Publication year wise, location wise, and Language wise.

Reports:- More than 50 reports available in standardize library formats.

System Administration:-

System user definition, unlimited user facility, Allocate role wise menus to user

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

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

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

Response: 0.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	0.93	1.16	1.22	0.53

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

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

Response: 3.06

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

Response: 40

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute has regularly upgraded its IT facilities as per the needs and requirements in the last five years. The Institute has updated its IT facilities with increased number of computers, internet connection, bandwidth, laptops, LCD projectors, Xerox machines, scanners, printers, licensed software, server online admission process, , UPS batteries, windows operating system, college website, etc.

All facilities including hardware, software, internet, network and website have been updated through processes of purchase and maintenance. The college has recently upgraded the internet connection bandwidth to 100 MBPS.

The teaching and learning process is enhanced using ICT tools. The students, teachers and nonteaching staff are encouraged to use academic and administrative software.

Details of IT facilities:

Sr. No.	Equipment	Number
1	Projectors	12
2	Scanners	3
3	Laptop	1
4	Printers	5
5	Switches	14
6	Smart Board	2
7	Online UPS System	1
8	Server	1
9	Firewall (Hardware)	1

Details of IT facilities:

Computer:-

Institute has total 35 computers.

Computers for students with the following configuration:

Computer (35):

Processor: AMD E-350D Dual core Processor, I/O Peripherals: 1VGA, 1 HDMI, 2 PS2, 1 Serial, 1 Parallel and 8 USB Port(rear 4 , front 2 and 2 header) and Gigabit LAN

Graphics : Built in AMD radeon graphics

Memory : 4GB DDR 3 RAM

Power : DC Power with 60w Ext. Adapter

Bandwidth of Lease line (Mbps):-

To adhere to the norms laid down by Mumbai university and UGC university has regularly updated the lease line bandwidth .To meet the increasing requirement the lease line bandwidth

has been updated from 50 Mbps and 100 Mbps

Following are the details of the same –

Year	Available speed
2020-21	100 Mbps
2019-20	50 Mbps

Online Lectures:The institute has subscribed WISE Leap Technologies Application for the online lectures and the exams are conducted through Master soft ERP solutions Pvt.Ltd and WISE Leap Technologies Application .

File Description	Document
Upload any additional information	View Document

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

Response: 37:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 33.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.6	46.2	34.3	26.3	23.4

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

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

Response:

The institute has well defined guidelines and procedure for repairing and maintenance. All the physical,

academic and support facilities are augmented and maintained through various college committees such as College Development Committee (CDC), IQAC, Library committee.

Policy regarding Utilization and Maintenance of Infrastructure

The institute has established a system and procedure for maintaining and utilization of physical, academic and support facilities. For maintenance of physical and other facilities, a systematic policy is adopted through making budgetary provision and subject to approval of College Development Committee (CDC) of the institute

Scope of the policy:

The policy on utilization and maintenance of infrastructure is applicable to the stakeholders of the institute working in and using the institute

Aims of policy:

- To assure optimal utilization of the infrastructural resources
- To determine the timely inspection and maintenance of the infrastructure
- To maintain working life of the infrastructural facilities through timely maintenance
- To assure smooth working of academic activities through proper maintenance policy
- To set rules on right use of equipment by the stakeholders and observe it's effective implementation

Maintenance of Infrastructure

- Physical infrastructure: Land, Building, Furniture and Equipments:
 - The institute ensures optimal utilization of the above infrastructure by proper planning of use for various activities, curricular, co-curricular, extra-curricular etc
 - Building of the institute is protected under property insurance cover including equipments, library, computers, furniture and other assets
 - Housekeeping work is outsourced to outside independent agency through annual contracts and the contracts are renewed based on the quality of services provided by the agency. The trust (NCRD) takes the responsibility of finding the house keeping agency and making contracts with it
 - Maintenance of infrastructural facilities is done through maintenance contractors. The trust (NCRD) takes the responsibility of finding maintenance contractors and making annual maintenance contracts and contracts are renewed based on the feedback on the quality of services given by the contractors. Annual maintenance contract is done for all the institutes run by the trust. Multiple contractors are decided for maintenance of various infrastructural facilities. Eg. Maintenance of elevators separate contractor, computer maintenance separate, electric al separate and so on . Trust has appointed an employee to look after all types of maintenance work. The institute reports to the employee of trust regarding maintenance problem and the work is done through that employee
 - Maintenance of equipments like Xerox machines, printers, CC cameras, intercoms is done by concern person/agency expert in that field. Some of these experts/agencies are appointed

by the trust as and when need arises.

Process details: There is centralized system of maintenance contract which is as under:

- Need analyses of the infrastructural requirements from the stakeholders is done by the trust
- Formal approval is sought from the governing council of trust for requirements
- Incorporated in annual budget for infrastructural expenses, capital and revenue expenses
- Quotations are invited by the trust for all the institutes run by the trust
- Comparative analysis, placing of purchase order and procurement of asset and quality checking is done by the trust and transferred to the respective institute
- Entries are made by the receiving institute in the stock register by the respective institute
- For repair and maintenance, institutes sends the requisition to the trust and the person is arranged by the trust
- Payment of bill of all such repairs is done from the respective institute
- Analysis of infrastructural facilities is done annually by the head office through each institute.

Purchase policy and Procedure

Purchasing of equipments, consumables, items etc is done centrally by the trust and the procedure is as under:

- The trust (NCRD) has constituted a purchase committee at trust level for taking decision on all purchases of all the institutes .
- The institutes have to send their requirements of equipment, consumable in writing to the chief administrative officer (CAO) of the trust .
- Chief Administrative officer compiles requisitions received from different institutions of the trust. Purchase committee evaluates these requisitions based on the need and budgetary provisions of respective institute. Such evaluated requisitions are got approved from the Executive Committee meeting of the trust.
- Chief administrative officer invites multiple quotations for the proposals approved by the executive committee and the quotations placed in the meeting of purchase committee. Purchase committee prepares comparative statements of quotations, goodwill of vendor, service given the past, rate, payment terms etc. comparative analysis statement is sent to the management for approval.
- Purchase order is placed by Chief administrative offer to the vendor approved by the management. Equipment purchased and received is authenticated by the receiving institute and final bill is settled by the trust .

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	40	50	10	18

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 3.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	85	78	03	06

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

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

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

Response: A. All of the above

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

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

Response: 8.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	109	110	118	28

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 1.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	02	13	00

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

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

Response: 28.46

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

Response: 109

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural**

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	01	00	00

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

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

Response:

The motto of the institution is to provide Quality Education'. So the institution has been giving considerable representation for student's involvement in various administrative co-curricular and extracurricular activities of the institution.

1.Student's representation and engagement in various administrative activities:

a) Student Council: The institution constitutes a student's council each year for their involvement in administration of the institution. The common issues of the students are being discussed in the meeting of students council and justifiable suggestions of the learners are considered while taking final decisions. Few selected learners are involved in the admission work during admission period, they guide the candidates and their parents regarding admission process.

b) College Development Committee: Institution has constituted a College Development Committee under the guidelines of Maharashtra public universities Act, 2016. Students are actively involved in participation and representation in extra and curricular activities.

c) Grievance Redressal Cell: The College has formed the College Grievance Redressal Cell (CGRC) as

per the guidelines issued by the University of Mumbai. Students are advised to register their complaints/grievances. Students are actively involved in participation and representation in extra and curricular activities.

d) Anti-Ragging Committee – Under the Maharashtra Prohibition of Ragging Act 1999, ragging within or outside the institute campus is strictly prohibited. Students are actively involved in participation and representation in this committee.

2. Student's representation and engagement in Co-curricular and Extracurricular Activity:

a) There are activities like FORZA, intercollegiate cultural competition, which are totally managed by the student's leaders under the guidance of a teacher.

b) The activities on community development are planned and executed by the students under the supervision of a teacher. Learners are also involved in resolving the academic issues like adding new optional subject, regarding certain concession in attendance due to personal problems.

c) The institution has constituted certain committees such as NSS, Cultural Activities, Sports, skill development etc. These committees are headed by the teacher as coordinator, but student representatives are also involved in these committees. It's an opportunity for them to involve in planning and decision making on certain co-curricular and extracurricular activities. Certain responsibilities are assigned to these students during implementation of activities, the responsibilities like, giving instructions to the audience, discipline work, coordination work etc. The student who are involved in NSS activities are able to plan and execute the activities independently, like a tree plantation, skit play on Anti drug Addiction lecture, Road safety workshop, social event. The students in skills development committee do the work of coordination in inviting the trainers from outside. The students in cultural committee, decide what cultural activities be organized, they plan, arranged the equipments, invite the trainers to train the students, conduct audition and organize the event under the guidance of concern teachers. The institution conducts some activities like Road Safety Awareness drive, E -waste management programme in association with NGOs UNITED WAY & INDIAN DEVELOPMENT FOUNDATION (IDF).

File Description	Document
Upload any additional information	View Document

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

Response: 7.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	10	08	13	03

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

5.4 Alumni Engagement

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

Response:

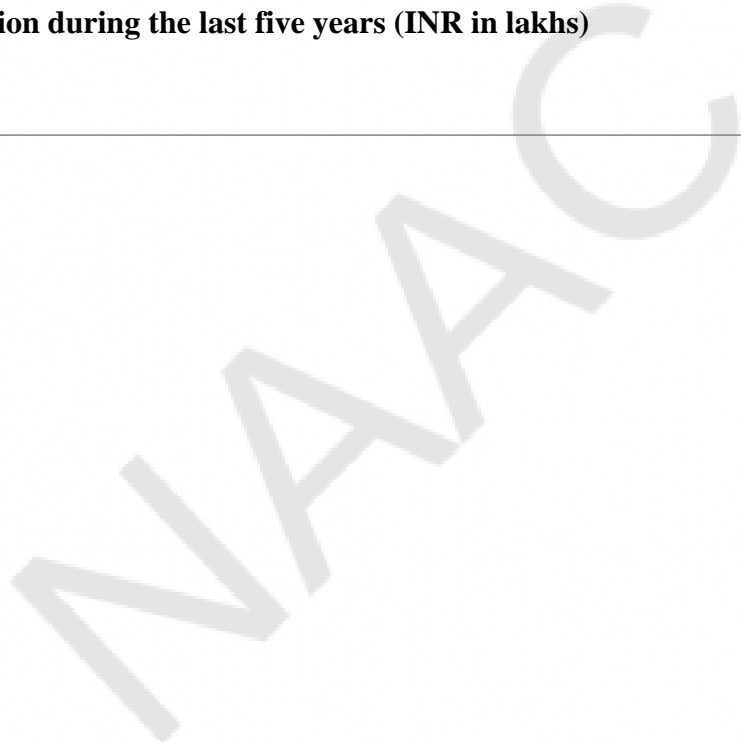
1. There is a registered Alumni Association of the institute and that has been contributing and helping to the institute in organizing various activities throughout the year for development of the students
2. **Registration of Alumni Association:** The institute has also constituted a committee during the year 2019-20 to initiate registration of alumni association. However, the process of registration is completed during the year 2021-22 and got registered with Assistant Registrar of Societies, Thane, (Registration No. MAH/413/2021. The delay in the process was mainly due to series of lockdowns
3. Alumni Association has been active in organizing intercollegiate cultural events like FORZA and Youth Short Film Festival (YSFF) each year. These events have been recognized by the institute as mega events and the students from different colleges of Navi Mumbai area have been taking part in these mega events and the participation level has been increasing year by year
4. Some of the alumnus take lead in identifying the leadership skills among the current students, they help in training them to plan and to organize the events in the institute which are useful to the students
5. Few members of the alumni association are fully dedicated towards organizing the activities and events of the institute and they encourage the current students of institute to take part in various activities.
6. The alumnus who are entrepreneurs are invited by the institution as guest speakers to give a talk on entrepreneurship to the present students
7. The institution has been organizing educational tours and one day trips in the form of industrial visits with the help of alumnus who are entrepreneurs
8. The members who are entrepreneurs take responsibility of organizing an event and contribute towards financial deficit of the event if any

9.A cultural program, SUNBURN was organized during the year 2018-19 for which outside professional artists were invited. A deficit of the event of around two lakhs rupees was contributed by the alumni.

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

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

Response: E. <1 Lakhs



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision – 2030

- The institute envisions to be a centre of excellence providing quality education for commerce profession & career with a holistic development for life, society & the environment.

Mission –

1. Empowering students with requisite competencies to become successful in achieving life & career goals through learning by doing.
2. Developing social consciousness among students.
3. To carve niche for learners in the specialized field of commerce.
4. Quest for excellence in every aspect of educational process and human development.
5. Grooming youth to become a global citizen for the modern world & its challenges

Goals :

1. Ensuring student's development and participation
2. Ensuring staff development & welfare
3. Engagement in Community Service and Activities
4. Increase in intake of UG programs by adding additional divisions
5. Starting PG program in the faculty of commerce
6. FDP on training programme

National Centre for Rural Development (NCRD), was established in the year 1991 in Pune, with a mission of Rural Development through education. Hence, the trust decided to establish educational institutes in rural areas in Manchar Taluka of Pune District in Maharashtra State. NCRD gradually expanded its horizon and entered in the field of higher education in the satellite city of Navi Mumbai, started with undergraduate courses in the faculty commerce & Pharmacy and post graduate courses in management, computer Applications & commerce.

Sterling college of Arts, Science & Commerce has completed 20 years and achieved great success in higher education during two decades. The institute started with 76 students and single course in Faculty of Commerce in July 2001 and it has four programme in the faculty of commerce with 1287 students during the year 2020-21 It has it's own building with well-equipped infrastructure facilities as per University guidelines.

The institution is governed through a college development committee (CDC) which is constituted as per the guidelines of the Maharashtra Public Universities Act 2016. The CDC is the intermediary between the institution and the parent (body) trust. Important decisions on academic and administrative aspects are taken in the meeting of CDC. Internal Quality Assurance Cell (IQAC) has been acting as think tank on quality enhancement and development of the institution.

IQAC has prepared a perspective plan of the institution for 10 years (2015-16 to 2024-25) and based on that perspective plan yearly activities are planned in each year before starting academic activities of the institution. Four teachers are assigned as Programme co-ordinators to take responsibility of coordinating each Programme, namely B.com, B.com (Accounting & Finance), BMS and M.com (Advance Accounting). They are empowered to execute the academic activities as per yearly plan. Various committees are constituted each year for planning and executing co-curricular and extra-curricular activities for the students and staff throughout the year.

The institute empowers students to become successful in achieving life and career goals by practically learning and doing day to day activities. The institute also grooms students to become a global citizen for the modern world by giving them the opportunity to do internships programs and training them for the knowledge required.

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

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

Response:

1. The institution has participative management. The institute provides opportunities to important stakeholders, staff, students and parents in the decision-making process. The Principal is the academic head, followed by Programme coordinators and class teachers (mentors). Programme coordinators are authorized to take decisions at their level on routine academic activities like adjustment of lectures, subject allotment to teachers etc.
2. Class teachers (mentors) are taking responsibility of attendance, defaulters, academic issues, personal issues of students of respective classes. Final decisions are taken on the basis of feedback/ recommendations from the class teachers, subject teachers, programme coordinators and student representatives.
3. Class Representatives (CR) are allowed to participate through meetings of the Student Council in the decision-making process on issues/ demands of students related to academic and Non-academic activities.
4. The various committees like the Attendance committee, student council, Exam committee, research committee, NSS committee, Student Grievance committee, cultural committee, of teachers are constituted at the beginning of each academic year for planning and implementing various activities. Each committee is headed by the coordinator for the purpose of coordinating and

reporting. The committees are given responsibility and authority to take decisions on the type of activities to be implemented considering the needs of the students.

5. The necessary resources required to execute the planned activities are provided by the institution. Certain activities which are initiated by the students are planned and implemented by the students themselves under the guidance and supervision of teachers.
6. The top management (trust) has given the freedom to the institution to plan the activities, get sanctioned from CDC or chairman of the CDC and execute only those activities which are sanctioned by the CDC.

Case study: Participative Management: Students representatives are allowed to involve in decision making process as a part of participative management as under:

The student's representatives are allowed to plan the activities for students development and they prepare the proposal and prepare proposal with all details including budgeted cost of the activity under the guidance of the concerned committee of teachers. The proposal is forwarded to management with the recommendation of the principal, the students representatives are invited by the management for presentation of the activity and finally get sanctioned from the institution. With some financial support, students representatives form various committees of student volunteers to organize the activity. These committees of students get distributed work among themselves like, publicity work, fund raising, public relation etc. The students are given free hand to execute the activity under the guidance and supervision of the committee of teachers. After successful execution of the activity a review joint meeting of organizing committee, teachers committee and the principal and detailed report is presented with suggestions for improvement for the future. Thus such initiative help some of the students to develop leadership qualities through involvement in various aspects, right from planning, execution and review of each activity.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution has been students centric and various activities were deployed as per the strategic plan. In line with the strategic plan following activities has been implemented:

1. With reference to the strategic plan (2015-2025) Medium-term goal 2) (b), The institution has added one additional division of two undergraduate programs, namely B. com and B. Com (Accounting & Finance) during the year 2016-17 and one additional programs at postgraduate level, M. Com (Advance Accountancy) during the academic year 2016-17 by increasing the strength from 813 in 2016-17 to 1287 during the year 2020-21, around 58.67% percentage quantitative growth during five years

2. With reference to strategic plan (2015-2025) Medium-term goal 2) (a) Introduced and implemented certificate courses like, Tally, Advance Tally with GST, digital marketing, advanced excel during the assessment period. These certificate courses were introduced with the help of outside training agencies through MoUs for making the learners employable. This was part of students' development. Some of the learners who completed the above certificate courses could get jobs immediately after completion of their graduation.
3. With reference to the strategic plan (2015-2025) Short term goal 3) (c) ,As a part of experience-based learning the students are taken to various organizations to see their work culture and learn. Visits to BSE and SEBI were organized during their study period to understand the working of BSE and SEBI, Industrial visits were arranged to know the corporate culture. Such co-curricular activities helped the students get some onsite information
4. With reference to strategic plan (2015-2025) Short term goal 3) (b)The institution has been adopting ICT-based teaching methodology. Classrooms are installed with LCD projectors. Teachers started sharing educational videos clips with the students. A software was hired by the institution as a part of e-governance. It included admissions online, digital form of attendance of students for academic sessions, digital form of communication with the students, and so on. Digitization helped the institution to reduce paper use (go green) and transparency in administration
5. With reference to strategic plan (2015-2025) Short term goal 3,) (c) (e) Overall development of the students is the basic objective of the institutions of higher education. And as a part of learning by doing, the college has been implementing the events based on the inter-collegiate level. Students are given freedom to organize certain events like Youth Short Film Festival (YSFF) and FORZA. This helped them to learn to plan, execute the activities and boost their self-confidence.
6. With reference to strategic plan (2015-2025) Short term goal 3) (a), Few students based on their interest are motivated for research work and engaging lectures for additional coaching. The students are guided on how to write a research paper, how to prepare a poster on research and encouraged to participate in intercollegiate research competitions and the necessary help is extended for that. The students who were interested in teaching were allowed to take a few lectures during additional coaching for the students who failed in earlier exam.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

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

Response:

National Centre for Rural Development (NCRD) is the parent body (trust) of the institution. The institution is affiliated to the University of Mumbai and hence it follows all the guidelines of the affiliating university and department of higher education, the government of Maharashtra. There was Local Managing Committee (LMC) constituted as per the provision of the University of Mumbai and it was changed to College Development Committee (CDC) as per the provision of Maharashtra Public University Act 2016.

NCRD is the apex body of the institution and all important decisions are got approved from the chairman of the apex body before execution of any decision. The apex body has been running 9 schools, one affiliated college, one MBA & MCA institute, Diploma in Pharmacy and Degree in Pharmacy. There is a chief administrative officer, appointed by the apex body (NCRD) as it's representative to administer the day to day activities of these educational institutions and it has an executive body for decision making

College Development Committee (CDC): This committee is constituted as per clause no 97 of the Maharashtra Public University Act 2016, implemented from the year 2018. The decisions of the institution on academic and administrative aspects are taken in the meetings of the college development committee. Proposals and requisitions of the institution are sent by the principal to the chief administrative officer and are approved in the meeting if the representatives of the apex body are convinced.

Recruitment of staff: The number of staff, teaching and administrative, required by the institution is calculated by the principal as per the guidelines of the department of higher education, government of Maharashtra. Requisition of such staff is got approved from the chairman of the college development committee, applications are invited through newspaper advertisement, the applications received are scrutinized by the principal with senior teachers and selection is done by a committee constituted by the CDC. Service conditions are followed as per the guidelines of the government. In case of temporary appointments, the chairman of the CDC is authorized by the apex body to take a decision.

Principal , Vice-Principal & College Administrative Committee – The principal of the institute is authorized by the CDC to take decisions on the execution of policies. The principal is assisted by the vice-principal, program coordinators for effective implementation of academic and other activities for the students. The office superintendent and vice-principal are helping the principal in administration work.

Grievance Redressal Mechanism: The institution has a Grievance Redressal cell for resolving the grievances of the students. The students having certain issues discuss with their respective class teachers and if not resolved they come to a grievance redressal cell. The grievances of the staff are first discussed with the principal and with the chief administrative officer of the apex body if not resolved, the chairman of the college development committee is involved in resolving the issues of the staff.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution takes care for the welfare of its employees through various measures so as to promote them for better performance.

1. Job security: The institute follows a policy of job security to the teaching staff so that the staff is stable. There is no staff mobility due to the institution, it is there due to the personal problems of the individual staff.
2. Employer Contribution to PF: The institute contributes an equal amount to the provident fund of the employee.
3. Staff Insurance: The institute has a facility of health insurance policy for all the employees. 50 percent of the annual premium is contributed by the institute for health insurance.
4. Gratuity facility: The employee while either retiring or leaving a job due to personal reason gets the benefit of gratuity as per the management policy.
5. Special leave for research work: special leave facility is given to the staff for research work like doing a survey, course work etc.
6. Financial support: The institution extends financial support to the staff for participating in research conferences, for presenting research papers in conferences
7. Annual Increment: The institution considers annual increments to those staff who have acquired Phd / NET / SET as per the UGC norms.
8. Recognition for achievement: Any teaching staff acquires special achievement in an academic and extra-curricular activity, like completion Ph. D, received some awards, is recognized by the institute by way of facilitation in the programs like an annual social gathering of the institute.
9. Non-teaching staff: Non-teaching staff gets the facility of employer contribution towards employee's provident fund scheme, gratuity facility, health insurance, job security in addition to the above following facilities are given to non-teaching staff.
10. Earned Leave: Non-teaching staff is given a facility of 40 days earned leave in a year, in addition to casual and medical leave by the institution. There is a facility of encashment of earned leave if not availed the earned leave.
11. Freeship facility: class IV employees of the institution having children studying in the schools run by the parent body (NCRD) are given free ship facility in the school fees.
12. Annual Increment: Non-teaching staff who are appointed on regular basis are considered for annual increment in their salary as per the policy of the apex body.

File Description	Document
Upload any additional information	View Document

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

Response: 27.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	08	07	03	03

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

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

Response: 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	02	02	01

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

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

Response: 13.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	04	01	01	00

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

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

Response:

Performance appraisal of Teaching Staff: Annual appraisal of teaching staff is done through two methods:

- 1.First method is a formal method in which a self-appraisal form of 6 pages is prepared and mailed to each staff at the end of each year and staff are required to fill the details in that form.
- 2.The appraisal form contains 5 parameters with certain weightage of marks.
- 3.The parameters are academic involvement, student development, institutional development, professional development and competency mapping.
- 4.Each staff has to give certain marks based on self-assessment.
- 5.After receiving filled appraisal forms by the office, the principal verifies the marks given by the individual staff and the principal gives marks in a separate column based on his observation.
- 6.A consolidated report is prepared by the principal based on the filled-in appraisal forms and the report is submitted to the representative of management.
- 7.Sometimes, if required, the principal calls an individual staff having a very low score as per his appraisal and that staff is given some inputs by the principal for improvement

The second method of appraisal of the staff is based on the observations made by the principal on regular basis.

This observation is based on the feedback/complaints received from students, feedback received from colleague teachers and from non-teaching. Observation is made on the basis of punctuality of the staff, regularity, initiatives taken for new activities /projects, involvement of the staff in various activities of the

institution for students and for staff. Observation is also made on the basis of participation of staff in research activities, like the publication of research papers, attending conferences, involvement in social/community development activities. Such observations are verified with certain instances/facts and are used /considered while giving final score by the principal in the appraisal form

Appraisal of non-teaching staff: Non-teaching staff is also appraised by two methods as used for teaching staff, a self-appraisal form and observation method. However, the self-appraisal form for non-teaching staff is just two pages with general information about their leave, punctuality etc. The self-appraisal form is filled by the individual staff and submitted to the office and assessed by the principal. Based on the information given by the staff and own observation of the principal, a consolidated report is sent to the management

In the observation method, the principal observes various aspects of the employee, like punctuality, services given to the students and teaching staff, accuracy in work done, quickness in doing work, ability to minimize mistakes, number of leaves availed etc.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has a statutory mechanism for both internal and statutory audit. The parent body (NCRD) has appointed an internal auditor for the purpose of continuous audit of all institutions run by the trust and statutory audit is done by a separate audit firm

Internal Audit: There is a system of accounting in which continuous monitoring is done automatically. Petty cash expenses are spent at the institution level and at the end of each month all vouchers of petty cash expenses are audited by the internal auditor of the trust at head office and after that only next month petty cash is released from the head office.

Expenses beyond of Rs. 2000/ to be incurred are to be pre-sanctioned from the head office of the parent body

All other important and major expenses like payment of repairs and maintenance, salary, house-keeping, purchase of books etc. are paid from the head office based on completion of procedure like sending requisition to the head office, approval of requisition, placing of purchased order, certifying the bill and recommending to the head office for payment.

External (statutory) Audit: Statutory auditor is appointed by the head office for statutory audit of books of accounts of all the institutions run and managed by the trust. The Head office takes the responsibility of getting audited the books of accounts of the institution and the institution receives audited statements of

accounts from the head office. The internal auditor and the statutory auditor are two separate and independent firms.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

Resource Mobilization Policy: the institute has made policy to mobilize resources, as under:

- 1.To introduce certificate/diploma courses for skill development. These courses will be offered to candidates of other than students of our institution. The fee will be charged for these courses and some part of fee will retain with the institution
- 2.Allowing outside agencies/organizations to conduct some activities for the learner institution, outside agency will charge fees to the learners participating in the activity and some part of such fee will remain with the institution
- 3.Conduction of coaching classes for entrance exams like MBA, the candidates who register for the coaching will be charged some fee. Coaching will be done by in-house staff who will be paid some honorarium and the balance amount will retain with the institution
- 4.Training programs for the staff (FDP) other colleges, will be conducted and the participants will pay registration fees and some part of this fee will remain with the institution.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

As soon as the IQAC was established in the institution in the month of September, 2015, the process of quality enhancement and sustenance began through different strategies. The IQAC has been consistently working on to magnify the quality culture in its all spheres of the activities of the institution by channelized efforts towards promoting holistic research & academic, excellence. The IQAC monitors the implementation of vision and mission of the institution. IQAC prepares perspective plan of development for the institution and executes through various committees constituted by the institution. The quality assurance processes, with regard to academics, administrative, are the integral part of the institutional policy. And IQAC has been trying to institutionalize number of quality assurance strategies such as research work, enhancement of entrepreneurial qualities amongst the students, gender equality, strengthening extension activities etc. This is also to support different industries at various platforms like Industrial training (internship), arrangement of different Programs for enhancing the organising ability.

Two initiatives (practices) are as follow –

Initiative – 1 - Developing research culture among the students

Since first cycle of the NAAC was completed, IQAC has been taking initiatives to promote quality culture among the students through participation in research activities. Therefore, IQAC takes review of the status of the student research work at beginning of the academic year. And notices were circulated in the classes regarding participation of students in research work, teachers contact few students personally based on their performance in academics. Meetings of the interested students were conducted and detailed guidelines were given and benefits of research work were explained. This resulted in attracting the students to register for “Avishkar” an intercollege research convention, organised by the University of Mumbai for the institutions affiliated to it. Through this research convention the University selects best research projects for participating at inter-university research competition. Almost 10 students have been representing each year for this research convention. This motivated the students to participate in research competitions and conference organized by other institutions and 16 students participated in national level conference organized on the topic, “Digital India: Challenges Ahead and Remedies”

Initiative – 2 – Developing Business operation / project management skill among students

The second initiative of the institution was to develop leadership qualities and skills in organizing the events in the students. IQAC as a think tank of the institution decided to support the students to plan and

organize certain events at intercollegiate level. The students happily brought the proposal to organize intercollegiate cultural competition under the name FORZA. The proposal was discussed in a joint meeting of IQAC & students leaders, permission was granted to organize under the supervision of a teacher. This has become a regular activity of the students to organize such event each year. More than 100 students involve in it for planning, preparation, publicity, execution and evaluation of the activity. This has been helping the students to learn by doing and they are learning skills like leadership, communication, social contacting, resources mobilization, etc

File Description	Document
Upload any additional information	View Document

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

Response:

Teaching-learning process:

1. Demand Ratio: The demand ratio for various programmes during last 5 years has been continuously increasing.

The demand ratio :

Programme	2015-16	2019-20
B.COM	1:1	1:1.3
BMS	1:2	1: 5.5
BCOM (Accounting & Finance)	1: 1.5	1: 2
MCOM (Advance Accounting)	-	1 : 1

- 1. Additional Division & New Programme:** The institute has added additional division for B.COM and B.COM (Accounting & Finance) one each programme during the year 2016-17. A new programme at PG Level (MCOM-Advance Accounting) was introduced in the year 2016-17.
- 2. Teaching Pedagogy:** the IQAC of the college has been promoting modern techniques of pedagogy. Accordingly, teachers are adopting, power point presentation, you tube, video clips on curriculum, case study etc.
- 3. Bridging the academic gap:** Academic gap is identified through a screening test for first year students and through result of last year exams for second and final year students. Slow learners from first year classes are motivated to join remedial coaching for important subjects like accounts, mathematics & economics to make their comfortable in understanding basics of the subjects. Additional coaching is given to the failure students at least one month before their ATKT exam.

Advance learners are given the tasks like participating in power point presentation, participation in intercollegiate events, involving in students decided events

4. **Experiential Learning:** The students are encouraged for experiential learning. Students of higher classes are given opportunity to interact with the students of lower class. Sometime senior students participate in additional coaching. Students are taken for visits to external organizations like SEBI, BSE, and industry to experience the corporate culture. They also meet the people regarding organization of events.
5. **Monitoring teaching-learning Process:** Teaching learning is monitored through term end meeting of the staff. Monthly meetings of program coordinators are conducted to assess the issues in teaching. Teaching plans are analysed periodically by the program coordinators and suggestions are made to implement the teaching plan effectively
6. **Feed-back from Student:** Feedback on academics and other activities is taken from students through a questionnaire at the end of term to understand their response. Analysis is done by the principal and program coordinators and necessary steps are taken based on the suggestions made by the students

Skill Development and certificate courses:

1. The institution has been using the methods such as projects, internship, to develop certain skills for employability. Need-based add-on courses are also introduced as a regular practice to bridge the gap between the university curricula and the market demands.
2. To provide quality education for skill development the institution has signed official MOUs with **training institutes** for certified courses. Amongst them, soft skill programs were conducted by Jeevan Mantra, ATOS-Syntel & RBL free of cost as their CSR activities for various period. The initiative in association with the Techno serve & Uricorp to provide training to students to make them placeable.
3. A certified course on **GST & Advanced Excel** in association with SA Institute of practical tax accountant Navi Mumbai, was a paid course. The fees charged for the GST & Tally was minimal as compared with fees in market & affordable by the students.
4. A certificate course in Digital **marketing**, was conducted in association with Eminent mind Ltd.
5. Banking recruitment **competitive exam** coaching was done with SSB institute.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution considers the importance of gender equity and sensitization programs were conducted in the campus and the initiatives were taken for upgrading the facilities for women. For the purpose of the same, such activities/programs are grouped as per three categories:-

A) Curriculum-

B) Co-curricular

C) Facilities

1. Curriculum-

1.The institution has system of assigning each teacher (mentor) as a class teacher for class. The learners of the respective class were informed and motivated to discuss with the class the class teacher about their issues and get resolved and if required the class teacher was asking the intervention of principal in resolving issues of learners.

1.Research and survey project on subject-Foundation course to study gender sensitization issues, environmental issues and others to find the solutions is assigned to the learners by respective course teacher.

1. Co-curricular-

1.Institution has constituted a committee, *Women Development Cell (WDC)*, of few teachers and learners representatives to suggest, plan and organise such events/programs within the campus, which will help to develop facilities for women protection and their interest.

1.The institution has been organizing certain activities such as ‘ Women Protection Rights *workshop*’, ‘ *Women safety workshop*’, in Adopted area and within the college premises.

1.The institution has Discipline committee to take necessary action on sensitive issues of the girl learners which helps to ensure their vibrant presence. The campus of institution is covered under CCTV cameras. The footage of the recording is often seen and necessary actions are taken, by the principal. if any suspicious activity is observed.

2.The institution organizes lectures of eminent personalities to create legal awareness, health and hygiene among the learners.

C) Facilities

1.The WDC plans for developing the facilities available in terms of –

- Safety and security
- Counseling
- Common Rooms
- Any other relevant information

1.As per need and the situations, the institution has called experts as counselors to guide on sensitive matters (personal hygiene) specially related to girl learners and on the issues of gender equity and sensitization. Various workshops and programs on use of sophisticated gadgets (self-defense) for girl learners are organized for their confidence building.

1.The institution gives equal opportunity to girl learners to take part and work with male learners in organization of activities in the institution. The female learners some time work till late evening in the campus on the day of activity and male learners take responsibility of taking care and dropping home the girl learners.

1.The institution has also put a web-link on its portal for reporting any issues in regard to gender equity or sensitization. The system analyst keeps records of the same and forward these issues to concerned faculty/committee/department for quick resolution.

1. **Common Room:** The institution has provided separate common room for boys and girls. The common rooms have essential amenities.

- **Counseling:**-MoU was made with Mrs. Rashmi Joshi- A consultant for Gender issues and other socio-economic causes and career counseling, preparing the learners for placement through training. The organization was also counseling the girl and boys regarding resolving their personal issues.

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

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

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

Response: D. 1 of the above

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

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

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

Response:

1. Solid Waste management

1. The institution has outsourced the work of collection and management of solid waste to M/s V. P facility services within the campus and cleaning the campus areas. The parent trust has made agreement with the agency for all the institutions, including sterling college, run by NCRD. The staff of outsourced agency looks after the work and report to the parent trust time to time. There is a centralized management system for solid waste management and house-keeping. The institution can keep a watch on the quality of work done by this agency towards solid waste management.

1. However the student's council and NSS committee has taken initiatives from time to time to involve cleaning the premises, class rooms and institute campus on occasional basis towards achieving the objectives of 'SWACHH BHARAT ABHIYAAN' of the Government of India initiatives.

1. The NSS committee has took initiative to set up one Solid Waste PIT in the premises in association with 'Stri Mukti Sanghatana' Mumbai, an NGO working on environmental issues. A project collection and recycle the solid waste in the form if either wet or dry to convert the same into green-fertilizer which used as manure for plants in the institution campus.

1. Liquid Waste management

The institute has developed better drainage system thereby all such liquid waste from wash rooms and terrace can be stored at a commonplace in a tank and connected with the drainage system installed by the Navi Mumbai Municipal corporation.

1. Biomedical waste management

The institute being a commerce college doesn't have any Bio-medical Research labs and so in absence of such waste, there is no question of Bio-medical waste management.

1. E-waste management.

1.The NSS unit of the institution has taken initiative along with some non-NSS learners to educate and create awareness among the learners within the campus towards effective management of e-waste.

1.The campus has multiple institutions and number of computers are considerable which create e-waste. A box was kept near the entrance gate of the campus and staff and learners were appealed to deposit e-waste and after collection certain quantity the NGO which is working for e-waste management collects the e-waste from the campus

1. Waste recycling system

The institute has developed a sense of waste recycling system among learners through following initiatives :-

1.The institute has set up one Solid waste PIT within the premises to effectively manage the recyclable waste like leaves of trees, food left over from college canteen was recycled and convert it into fertilizers to be used for institution plantation and greenery.

1.The institution collected un-used pages from the learners from their note books at the end of academic year the pages were converted in to note books which were further donated to the learners of orphanage and tribal schools at free of cost.

1. Hazardous chemical and radioactive waste management

The institution runs the programs of commerce faculty and no use of chemicals and no creation of radioactive waste

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

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

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

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

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

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

1. Green audit

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

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

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

Response:

Response:

Most of the learners of the institution are from local areas and come from economically middle class and lower class families. Around 10 percent of the learners are from slum areas and or local village. The admission policy in the institution is carried out as per government rules and the reservation quota norms.

The institution has been regularly organizing different activities for inculcating the values of tolerance, harmony towards cultural diversities. To promote healthcare and harmony amongst children, youngsters, adults and senior citizens the institution has been organizing MINITHON Race Competition in association with NMMC (Navi Mumbai Municipal Corporation) and Parent Body (NCRD) in Nerul, Navi Mumbai.

To inculcate tolerance and harmony about cultural regional, linguistic communal socio-economic and other diversities amongst learners, the institution organized experts lectures on the topics such as 'Human Rights', 'Hindi Divas', 'Joy of Giving(A workshop on 'Donating'), Cultural days and cultural functions celebration, celebrating traditional days. Learners participate in rally organized by the NSS cell in association with University of Mumbai on Gandhi Jayanti from CST Railway station to Gateway of India-Mumbai to understand Gandhian thoughts on peace and harmony.

The institution has workforce (staff) who are from diverse background as per cultural, regional, linguistic and socio-economic factors who work together with the equal rights and responsibilities as per the positions held and facilities offered by the institute.

The institution frequently arranges visits of learners to orphanage and old age homes, to make them understand the importance of family and to motivate them to do certain activities for needy people. Learners also participate in Grand-Maa program, tying of rakhies to senior citizens

The NSS volunteers perform various activities such as Socio-Economic survey at Camp Site in adopted village, conduct classes for school children of Camp site village during residential camp, and conduct Health check-up and Body check-up of villagers .

In spite of diversities due to language, culture, region, Dressing sense and Eating habits, the learners jointly organize, control and executes the events within and outside the institution such as skit play, Drama, Youth short film festival.

NOTE:- The activities mentioned above are the sample activities, however the detailed list is provided in the form of Annexure 7.1.8.1 in the SSR uploaded.

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

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

Response:

Response:

To promote the sense of duties and responsibilities towards the society, among the learners, various programs are being planned and executed. The programs were organized jointly by the learners and the staff through a series of meetings and discussions.

The institution celebrates each year various national days like Independence day, Republic day and Maharashtra day (State level). All the staff and learners participate in such celebrations. There is also celebrations of birth anniversaries of national leaders like Mahatma Gandhi and the activities like 'Swachhata Abhinyan' (Cleanliness Drive) and rallies on national integrity are organized by the learners.

To promote the sense of duties, a circular is made for the learners and staff to switch off fans, lights and air conditioning machines when not required. Certain group of learners are given responsibility to observe the same and promote this message among learners to understand the sense of responsibility towards the institution.

Few learners participate in road safety campaign organized by the Road traffic department where they learn and later on promote the sense of duties and responsibility towards road traffic rules and motivate the citizens in the nearby society to follow the same.

To teach the importance of constitutional values and rights, a workshop on 'Human rights' is being organized for the employees and learners of the institution. A legal expert was being invited on this occasion and at the end of the workshop, a session of question-answer being kept for answering certain queries/doubts of the participants.

The Institute organizes program on Investor Awareness and Consumer rights in association with consumer guidance society of India to explain the legal procedures to protect the constitutional rights given to consumers in the country. The learners and staff were called to participate in the workshop and feedback is taken by the invited agency.

To teach the importance of Democracy and constitutional practices followed in the country, the members of student's council every year are being selected based on voting by the college learners. As per the results of the voting, Class Representatives, Lady Representative, Sports representative, NSS representative, Secretary and President of the council are being elected. Thus, practices like this helps the learners to understand and believe in the constitution and its practices.

The Institution with the help of NSS cell organize and celebrate International peace day (21st September), International Yoga Day (21st June), NSS foundation day (24th September), Constitution Day, voter awareness program, whereby certain human values and constitutional obligations sense can be developed among learners.

NOTE:- The activities mentioned above are the sample activities, however the detailed list is provided in the form of Annexure 7.1.9.1 in the SSR uploaded.

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

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

1. The Code of Conduct is displayed on the website

2. There is a committee to monitor adherence to the Code of Conduct

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

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

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

Response:

Response:

Institution pays tribute to all the national heroes on their Birth and death anniversaries. The events like lectures of experts, rally were organized on those occasions.

The institute organizes festivals such as 'Guru Pournima', 'Dandiya celebration', 'Rakhi celebration' Janmastmi celebration, 'Ganesh chaturthi', etc. in which learners and staff take part. It organizes days/festivals like 'Independence Day', 'Republic Day', 'International Peace Day', 'Hindi Divash', 'Human Rights Day', 'Constitutional Day', 'NSS Foundation Day', by involving NSS and Non NSS learners. The concerned committee keeps the records of events conducted with sufficient evidences like photographs and videos.

The learners take initiatives for organizing intercollegiate Fest and Short Film festivals. The Institute organizes the program such as International Women's Day celebration and invites the college girl learners and lady faculties to be part of the same.

The institute celebrates International yoga day where staff and learners are invited to participate on this occasion.

Certain group of learners and staff plans and prepare the execution schedule according to the time limitations and activities to be performed. Institution Auditorium and sports ground are used for organizing such events. The learners themselves form a core group and decide the plan of actions during and after the event. Few learners are given responsibility for maintaining records of evidences and photographs.

The Institute also celebrate days such as Human Rights Day, International Peace Day, NSS Foundation Day by calling the guest speakers from outside agencies and conducting 2 hour session in which such speakers motivate the learners and tells the importance of celebrating such days.

On the occasion of Guru Purnima and Teacher's Day, all the teaching staff are felicitated by the learner's leaders (Class Representatives) and few learners perform cultural dance or song to celebrate the day. Skit play, drama competitions or videos are being shown to portray the importance of teachers in a learner's life.

Learners also celebrate language days such as 'Hindi Divas'. Few learners who are good in certain languages are motivated to speak on the importance of using that language in our day to day activities and life. Few competitions such as poster making, essay writing, debate were organized on certain language day celebration to create interest and respect for such language among learners.

NOTE:- The activities mentioned above are the sample activities, however the detailed list is provided in the form of Annexure 7.1.11.1 in the SSR uploaded.

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

7.2 Best Practices

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

Response:

Best Practice – 1

1. Title of the Practice

"Learners' Leadership Enhancement Program"

2. Objectives of the Practice

The objectives can be stated as:-

To motivate the learners in bringing creative ideas for conducting certain events

To develop skills on planning, organizing and controlling the events. (developing Managerial & Leadership skills)

To create an environment in which the learners can have optimum use of institutional resources

To create branding of the institution through learners driven activities/fest

To identify learner's leadership and management qualities

To develop a sense of team work among learners

3. The Context

Following are the challenging issues in designing and implementing the practice:

Different groups of learners bring multiple proposals for the event. Selecting one out of them and convincing the other groups becomes a challenge.

The institution has limited budget for such practice, implementing the practice with limited budget and fund generation through sponsorship for deficit budget has been challenging

The learners in the organizing committee of the event expect academic leniency from institute

Learners involved in organizing the events often find it difficult to manage effectively, both academic and co - curricular activities.

Even though this practice aims at teaching the learners the importance of team work (group work culture), it is a challenge for the institution to create a culture of team work

4. The Practice

With respect to this practice of learners initiated events/programs, institution constituted a committee consisting of faculty members and a committee coordinator to guide and monitor events to be organized by the learners. This committee receives the proposals from learners, proposals are discussed a joint meeting of the committee and learners and suggestions are made to the learners, if required, to make changes in the proposals and the final proposal is submitted to the principal who forward with his recommendations to the higher authority (trust) for formal approval and financial support.

After approval of the proposal from the trust, various activities to be done to organize the event are listed and activity wise sub-committees of the learner leaders are made and specific task is assigned to each sub-committee.

While forming committees and sub-committees of learners, teacher coordinator of the committee conducts interviews of the learners who are willing to become members of committees and selection was made and such selected members are assigned specific task based the skills and ability of learner member

There is a core team of learners which makes a detailed plan, prepares event brochure and invitation letters to be sent to different colleges to invite their learners to register and actively participate in the events

The core team also invites the entries from in-house learners who are ready to perform during the event. Performances are categorized as Dance, Singing, and Stage Drama etc. The entries received from learners within the campus are shortlisted through audition by the teachers and outside experts. The events which are selected through audition are allowed to practice in the campus under the supervision of teacher/s, a final demo is conducted to allow them to perform on the day of event

Institution assigns responsibility to teachers based on their skill, to supervise and coordinate certain activity, like singing, dance, sports etc. and guide the learners group on the day of actual event for smooth conduction

After execution of the event, the core team of learners prepares a detailed report of the activities done and the statements of actual expenditure incurred for the event to the teacher coordinator. Also post-event analysis done in a joint meeting of core team, teacher coordinator and principal to understand the areas of improvement for the events in future

5. Evidence of Success

As evidence of success following points can be noted:-

After considering the objectives as set and mentioned above, it can be said as the objectives are achieved and the practice has set a benchmark for future events

There are several situations in which a good number of learners came forward in support of such practices and requested the top management of the institution to consider the same for future years of academic calendar. And therefore, the such practices are being followed from 2016-17 onwards.

Even such practices are being recognized and appreciated by the neighboring institution management too and few institutions have also taken initiatives to promoting their learners to organize such events

The management of the institution, based on the report and feed –back of the event of first year from principal and from the society, decided to increase the budgetary provision for such events. And the event has been organized each year consistently.

Few learner members of core team got an opportunity from nearby institutions to guide the learners of their institutions to guide during the time of organization of event

Few alumni who were part of such practices during their college days also appreciated and started their own event management firms in professional capacities.

6. Problems Encountered and Resources Required

While planning for such practice, following problems were being encountered and were tackled for effective utilization of the resources

While planning for such practices, few learners group were of opinion to have the practices in their own control. They were not of this opinion to have any faculty member to be guiding and controlling the entire practices. But with the permission of college higher authorities, few faculty members also being grouped in the name of a committee and being given responsibilities to effectively supervise the practices.

Due to space constraints and sharing the college premises with the other bodies of the same institute, sometimes problems being felt while planning and execution of the practices. Certain resources as required from the college were also not being available at the time of need as the same being shared by the learners of other bodies.

The problem encountered with respect to the funding and shortages in the financial budgets due to unavailability of source of fund as required to execute the practices. Under such circumstances, college management has taken initiatives to provide funding to some extent for effectively executing the events/programs.

7. Notes (Optional)

Best Practice – 2

1. Title of the Practice

Curriculum Delivery for Human values, professional ethics & environment sustainability initiatives

2. Objectives of the Practice

The objectives can be stated as:-

To support the Society on government's appeal for 'Environment Consciousness'

To develop a sense of transparency and bringing connectivity with the stake holders

To develop an environment in which learners should find easy to mark their presence in the society on different issues

To create branding of the college

To identify the situations where the certain information can be easily communicated to the Society and other stakeholders

To develop an environment friendly working system for teaching and non-teaching staff,

To create awareness on social and environmental issues among the learners.

3. The Context

It was challenging to create an involvement in the social and environmental issues.

Faced certain challenges by the staff during conduction of the programmes

Issues were unidentified and unnoticed by the major sections of the society,

Learners participation in such activities were being one of the concern

4. The Practice

Human values, professional ethics and sustainable values have been addressed to students through the curriculum. The institute has approached for certain activities of these values in line to the holistic development among the students. Once the approval for such activities received from college higher authorities and management team, one committee consisting of few faculty members and a committee coordinator being formed to look after the activities and Learners participation in that regard.

The college management also planned an educational session in the form of orientation program by calling a guest speaker every year. One representative from the group of learners is nominated as a leader who the team in all such outreach activities. A faculty staff is also being given the responsibility of giving guidance in all such activities. Right from planning till implementation and execution, the faculty staff and the learner leader is getting involved in all such steps. Certain group of learners being the core team members plans and give suggestions to faculty in-charge and college management on the activities which can be undertaken and executed on the theme of society connectivity and environmental issues.

The faculty in-charge keeps record of the students participating and either being the outreach committee member or non-committee member. Such learners are getting due credits while preparing college defaulter list and attendance reports. The students participating for such outreach programs are also getting appreciation certificates and awards during college annual days. Any learner falling short of minimum attendance requirements as per university guidelines are considered for credit in the attendance and eligibility for filling semester end exam forms.

The programs which are undertaken under the theme are festival of Lights, Raksha-Bandhan celebration, tree plantation, health awareness, anti-drug addiction awareness and Health Consciousness Drive. The NSS Unit of Institute has been undertaking pioneering extension and community outreach work as its engagements on regular need-based interventions such as those for promotion of health, TB, dengue malaria Thalassemia awareness, dental & eye check-up and Blood Donation camp in association with NMMC blood bank and education of gender sensitization initiatives in association with women development cell..

Cleanliness of polluted area of Belapur through "Big Mumbai clean up" program and anti-drug addiction, Road safety awareness, heads up campaign, anti-drug addiction street play which was published in the newspaper on next day and successful area level Gandhi Jayanti Rally with anti-plastic oath taking ceremony on the occasion of 150th birthday and 50 years of NSS was landmark achievement under which more than two hundred student volunteers of the Institute and other colleges actively participated in rally which was witnessed by residents of more than 100 societies of Nerul and Sea woods east area.

This entire working is done with the help of NSS committee and other learners initiated teams led to creating better image of the institute in the nearby areas. Thus, it is being proved to create an environment friendly working atmosphere within the institute premises for the learners.

5. Evidence of Success

As evidence of success following points can be noted:-

After considering the objectives as set and mentioned above, it can be said as the objectives are achieved and the practice has set a benchmark for future.

There are several situations in which learners came forward in support of such practices and requested college higher authorities to consider the same for future years too. And therefore, such practices are being followed from 2015-16 onwards.

Even such practices are being recognized and appreciated by the university (NSS & Extension Cell) during its evaluation process.

Such practices are being noticed by college development committee members and management representatives too. They have started giving financial support for adopted area outreach programs.

Few learners and parents too, came in support of such practices and gave suggestions for improving the same in future years.

Few alumni who were part of such practices during their college days also appreciated and shared their experiences during Alumni meet. (They were learners when introduced the system)

6. Problems Encountered and Resources Required

While planning for such practice, following problems being encountered and being resolved for effectively utilizing the resources required:-

While planning for such practices, few learners group were of opinion not to control such practices through any committee. They were of opinion that if such activities are learners initiated where planning, execution

and control will be in the hands of learners, the same will prove more effective.

Due to absence of interest and knowledge in case of few learners, the overall participation of such activities is comparatively less. Even after offering attendance credits and other academic benefits like scoring grace marks for learners who are committee members, the average participation for such outreach activities has not improved.

The another problem encountered with the permission and organizing the activities at remote locations where sufficient resources and arrangements are missing. In such situations, the quality and effectiveness of the such activities are getting affected. At certain locations, permissions from local administrators like corporator or village panchayat has become a challenge.

Notes:- The activities mentioned above are the sample activities, however the detailed list is provided in the form of Annexure 7.2.2.1 in the SSR

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Response:

“Developing the competencies for life & career”

Introduction

The institution had taken certain initiatives during last 5 years through which developing mental equilibrium could be possible. The initiatives and practices were like teaching-learning and conducting brain storming activities such as quiz competitions, Elocution competitions; problem solving techniques, Power point presentation competitions, Food stall (entrepreneurship skill) competitions etc., The institution felt that mental equilibrium is one of the key elements of success for a learner. The responsibility in this regard lies with the course teachers who are dealing with the learners on day to day basis and program coordinators who make proper plans and implement the same for developing sound minds of learners. On frequent intervals the same is required to be analyzed with respect to the expected outcome and in case of variances, controlling measures are required to be taken. This process will help to develop mental equilibrium among learners and the same will develop abilities to enjoy the life and achieve the goals set.

The institution with an intention of cultivating the feeling of positivity among learners which will help to boost sound mind, conducted certain mental and physical activities through learners initiated committees such as NSS, Skill Development, problem solving and Cultural.

For organizing the above activities and events, committees of learners were formed to make a detailed plan, distribution of tasks among the committee members, initiate the activity and make evaluation of the event after conduction. This helped the learners to think how to plan, from whom to get information, how to coordinate among the co-members, and so on. The outcome of such activities was, the learners who were involved in the whole process of organizing the events, were found more understandable and more responsible as compared with the learners who did not involve in these activities. Brain storming sessions on the issues of learners were found more useful to both, the learners and the institution. Eg. The issue of learners who were in defaulters (having less attendance for academic activities) was discussed in the joint meeting of the representatives of learners and program coordinators. The learners were asked in the meeting to suggest possible solutions how to minimize the issue of defaulter and what disciplinary action the institution can take against the learners in defaulters list. The representatives of learners suggested they will find out from absent learners the basic reasons for absenteeism for academic sessions and give report to the college. Based on their feed-back and the report, the institution was able to take proper decision for both the learners and the institution about defaulters in future. When the institution took a disciplinary action as per the university rules against defaulters during subsequent year there was very less complains (resistance) from defaulters. Counseling by the representatives of learners was one of the reasons for less complains from defaulters.

The events like inter collegiate Youth Short Film Festival (YSSF), cultural fest FORZA, were initiated, planned and conducted by the learners under the guidance of teacher. Decision making freedom was given to the leaders of learners regarding which activities will be conducted, who will look after that activity, who will participate, what will be estimated cost of that activity, from where the resources will be available, and so. This helped the learners to boost their self confidence that they can handle the events. This also helped them how to maintain interpersonal relations, how to handle the conflicts among the peer groups, they learned the manners how to contact outsiders for sponsorship.

The events initiated by the learners were mainly self-funded, the organizing committee of learners has to estimate the cost of event, they only have to raise funds, learner's leaders only spend the resources for the events. This helped them to understand how to eliminate irrelevant expenses during the event and if possible save some resources for the forthcoming events. Thus these practices helped the learners to boost their mental ability of taking decisions depending upon the circumstances

There were some other practices like allowing the deserving and interested learners of PG program to take

few classes (lectures) for learners of UG programs in specific courses. This practice helped the learners of both UG and PG programs in boosting their self-confidence. The learners who were involved in social activities through National Service Scheme (NSS) have been doing certain projects like teaching to the children of slum areas, visiting old age homes, organizing health camps in adopted villages etc. These projects were proposed by the learners based on their observations, they made surveys of certain areas and under the guidance of a teacher. The learners used their own skills during conducting the above activities which helped them to become more responsible learners.

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

5. CONCLUSION

Additional Information :

As per the recommendation of Peer Team visit dated 27th July to 29th July, 2015 following actions has been taken :

- The institute has made avenues for sufficient infrastructure since 2015
- The institute has initiated skill / Job oriented certified programmes to enhance the placement opportunity for learners.
- Feedback mechanism has been setup by institute
- The institute has built Working women / Girls Hostel facility at distance of 5 to 7 km.
- The institute has organised inter-collegiate events in sports ,Research, cultural etc
- The institute has setup language Lab for enhancement of communication skills.
- IQAC has taken initiative for quality enhancement in teaching Learning and student development

Concluding Remarks :

Sterling college has been active in quality enhancement activities from first cycle of accreditation. It has introduced one PG program, added one division each at UG program and increased number of students by 50% during the second cycle audit period. It has been preparing the changes in New Education Policy 2020. The college has planned become multi-faculty and interdisciplinary college and has a vision to become one of the best colleges in educational hub of Navi Mumbai area of Maharashtra. The parent trust has been managing the institutes of technology & pharmacy education and it has sufficient space and infrastructure hence it may go for a private or cluster or deemed university in near future. The parent trust is planning to promote sports education since it has its own big ground where outdoor sports can be conducted.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 18 Answer after DVV Verification: 10</p> <p>Remark : DVV has excluded temporary teachers and who has left the college.</p>
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 104 Answer after DVV Verification: 52</p> <p>Remark : DVV has excluded temporary teachers experience and who has left the college.</p>
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 141 Answer after DVV Verification: 40</p> <p>Remark : DVV has given the input as per supporting documents library usage per day.</p>
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has considered B. 3 of the above as per shared report by HEI.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered B. 3 of the above as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>364</td> <td>210</td> <td>178</td> <td>146</td> <td>126</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>383</td> <td>221</td> <td>256</td> <td>214</td> <td>184</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	364	210	178	146	126	2020-21	2019-20	2018-19	2017-18	2016-17	383	221	256	214	184
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