



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

##### 1. Name of the Institution

**B. M. RUIA GIRLS' COLLEGE**

- Name of the Head of the institution **Dr. Santosh Kaul Kak**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **0919819762337**
- Mobile no **8422930956**
- Registered e-mail **023.bmrgirlscollege@gmail.com**
- Alternate e-mail **principal1958@gmail.com**
- Address **11, Krishna Kunj, Vachha Gandhi Road, Gamdevi, Grant Road West**
- City/Town **Mumbai**
- State/UT **Maharashtra**
- Pin Code **400007**

##### 2. Institutional status

- Affiliated /Constituent **Affiliated**
- Type of Institution **Women**
- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **SNDT Women's University, Mumbai**
- Name of the IQAC Coordinator **Dr. Nooruzia Qazi**
- Phone No. **9821401612**
- Alternate phone No. **02223808130**
- Mobile **9821401612**
- IQAC e-mail address **iqac@bmrirlscollege.com**
- Alternate Email address **nooruzia@yahoo.com**

### 3. Website address (Web link of the AQAR (Previous Academic Year)

### 4. Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.bmrirlscollege.com/images/pdf/Academic-Calendar-2021-22.pdf>

### 5. Accreditation Details

| Cycle          | Grade     | CGPA         | Year of Accreditation | Validity from     | Validity to       |
|----------------|-----------|--------------|-----------------------|-------------------|-------------------|
| <b>Cycle 1</b> | <b>B</b>  | <b>72.50</b> | <b>2004</b>           | <b>16/02/2004</b> | <b>15/02/2009</b> |
| <b>Cycle 2</b> | <b>B</b>  | <b>2.78</b>  | <b>2011</b>           | <b>08/01/2011</b> | <b>07/01/2016</b> |
| <b>Cycle 3</b> | <b>B+</b> | <b>2.62</b>  | <b>2019</b>           | <b>20/05/2019</b> | <b>19/05/2024</b> |

### 6. Date of Establishment of IQAC **05/04/2004**

### 7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

| Institutional/Department /Faculty | Scheme     | Funding Agency | Year of award with duration | Amount     |
|-----------------------------------|------------|----------------|-----------------------------|------------|
| <b>NIL</b>                        | <b>Nil</b> | <b>Nil</b>     | <b>Nil</b>                  | <b>Nil</b> |

### 8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

**9.No. of IQAC meetings held during the year** **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|----------------|-----------------------|
| <b>Nil</b>     | <b>Nil</b>            |

**13.Whether the AQAR was placed before statutory body?** **Yes**

- Name of the statutory body

| Name       | Date of meeting(s) |
|------------|--------------------|
| <b>CDC</b> | <b>Nil</b>         |

**14.Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

|  |   |
|--|---|
| <b>1.Name of the Institution</b>                     | <b>B. M. RUIA GIRLS' COLLEGE</b>                                      |
| • Name of the Head of the institution                | <b>Dr. Santosh Kaul Kak</b>   |
| • Designation  | <b>Principal</b>  |
| • Does the institution function from its own campus? | <b>Yes</b>  |
| • Phone no./Alternate phone no.                      | <b>0919819762337</b>  |
| • Mobile no  | <b>8422930956</b>   |
| • Registered e-mail                                  | <b>023.bmrgirlscollege@gmail.com</b>                                  |
| • Alternate e-mail                                   | <b>principal1958@gmail.com</b>  |
| • Address  | <b>11, Krishna Kunj, Vachha Gandhi Road, Gamdevi, Grant Road West</b> |
| • City/Town  | <b>Mumbai</b>   |
| • State/UT   | <b>Maharashtra</b>  |
| • Pin Code   | <b>400007</b>   |
| <b>2.Institutional status</b>                        |   |
| • Affiliated /Constituent                            | <b>Affiliated</b>   |
| • Type of Institution                                | <b>Women</b>  |
| • Location   | <b>Urban</b>  |
| • Financial Status                                   | <b>UGC 2f and 12(B)</b>   |
| • Name of the Affiliating University                 | <b>SNDT Women's University, Mumbai</b>                                |
| • Name of the IQAC Coordinator                       | <b>Dr. Nooruzia Qazi</b>  |

|  |   |                |                             |               |             |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No.  | 9821401612  |                |                             |               |             |
| • Alternate phone No.  | 02223808130   |                |                             |               |             |
| • Mobile   | 9821401612  |                |                             |               |             |
| • IQAC e-mail address  | iqac@bmrirlscollege.com   |                |                             |               |             |
| • Alternate Email address  | nooruzia@yahoo.com  |                |                             |               |             |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>  |   |                |                             |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>   | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:  | <a href="http://www.bmrirlscollege.com/images/pdf/Academic-Calendar-2021-22.pdf">http://www.bmrirlscollege.com/images/pdf/Academic-Calendar-2021-22.pdf</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>   |   |                |                             |               |             |
| Cycle  | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 1  | B   | 72.50          | 2004                        | 16/02/2004    | 15/02/2009  |
| Cycle 2  | B   | 2.78           | 2011                        | 08/01/2011    | 07/01/2016  |
| Cycle 3  | B+  | 2.62           | 2019                        | 20/05/2019    | 19/05/2024  |
| <b>6.Date of Establishment of IQAC</b>   |   |                | 05/04/2004                  |               |             |
| <b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b> |   |                |                             |               |             |
| Institutional/Department /Faculty  | Scheme  | Funding Agency | Year of award with duration | Amount        |             |
| NIL  | Nil   | Nil            | Nil                         | Nil           |             |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>   |   |                | Yes                         |               |             |
| • Upload latest notification of formation of IQAC  |   |                | <a href="#">View File</a>   |               |             |

|   |                       |  |
|---|-----------------------|--|
| <b>9.No. of IQAC meetings held during the year</b>  | <b>4</b>              |  |
| <ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>      | <b>Yes</b>            |  |
| <ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>  | No File Uploaded      |  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | <b>No</b>             |  |
| <ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>  |                       |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |                       |  |
| <b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b> |                       |  |
| Plan of Action  | Achievements/Outcomes |  |
| <b>Nil</b>  | <b>Nil</b>            |  |
| <b>13.Whether the AQAR was placed before statutory body?</b>  | <b>Yes</b>            |  |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |                       |  |
| Name  | Date of meeting(s)    |  |
| <b>CDC</b>  | <b>Nil</b>            |  |
| <b>14.Whether institutional data submitted to AISHE</b>   |                       |  |
| Year  | Date of Submission    |  |
| <b>2021</b>   | <b>03/01/2023</b>     |  |
| <b>15.Multidisciplinary / interdisciplinary</b>   |                       |  |
|   |                       |  |

|  |
|--|
| <b>16.Academic bank of credits (ABC):</b>  |
|  |
| <b>17.Skill development:</b>   |
|  |
| <b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b> |
|  |
| <b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>                                 |
|  |
| <b>20.Distance education/online education:</b>   |
|  |

### Extended Profile

|   |                  |
|---|------------------|
| <b>1.Programme</b>  |                  |
| 1.1<br>Number of courses offered by the institution across all programs during the year             | <b>212</b>       |
| File Description  | Documents        |
| Data Template   | No File Uploaded |
| <b>2.Student</b>  |                  |
| 2.1<br>Number of students during the year   | <b>472</b>       |
| File Description  | Documents        |
| Institutional Data in Prescribed Format   | No File Uploaded |
| 2.2<br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | <b>33</b>        |
|   |                  |

| File Description   | Documents        |
|--|------------------|
| Data Template  | No File Uploaded |
| 2.3<br>Number of outgoing/ final year students during the year           | 151              |
| File Description   | Documents        |
| Data Template  | No File Uploaded |
| <b>3.Academic</b>  |                  |
| 3.1<br>Number of full time teachers during the year                      | 16               |
| File Description   | Documents        |
| Data Template  | No File Uploaded |
| 3.2<br>Number of sanctioned posts during the year                        | 16               |
| File Description   | Documents        |
| Data Template  | No File Uploaded |
| <b>4.Institution</b>   |                  |
| 4.1<br>Total number of Classrooms and Seminar halls                      | 17               |
| 4.2<br>Total expenditure excluding salary during the year (INR in lakhs) | 14.84            |
| 4.3<br>Total number of computers on campus for academic purposes         | 47               |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation



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

The college is a minority institution, affiliated to the S.N.D.T. Women's University, and abides by the curriculum indicated in the syllabus developed by the Board of Studies in which our faculties have substantially contributed as members. The institution corroborates efficacious curriculum delivery through a meticulously planned and documented process focusing on employability, entrepreneurship, and multi-skill development of the learners to complement the vision and mission of the college.

The learners were facilitated with multiple online as well as digital learning tools including short films, documentaries, films and informative videos available on YouTube, websites, mobile apps, online dictionaries, PDFs of the prescribed books, online games, collaborative tools like jam board, the instructor made open educational resources- videos using screencast-o-matic, infographics using miro, conceptboard, quizzes using google forms and kahoot, audio podcasts, Google slides, virtual study tours, guest lectures, webinars, seminars, and symposiums to consolidate learning through online as well as offline mode.

The progress of the students was regularly informed to their parents through direct PTA meetings. Repeat internal examinations, vivas, and quizzes were conducted for the slow learners after scheduled learning. Effective implementation of the curriculum was periodically reviewed through departmental meetings and during faculty meetings with the Principal.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information     | Nil              |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Institute strictly adheres to the examination pattern and guidelines concerning the evaluation process of the affiliating university. The schedules of CIE are communicated to students and faculty at the beginning of the semester through an academic calendar based on the university academic calendar which is devised by integrating the plans of the departments and committees

transitioning into an effective accomplishment through lectures, webinars, workshops, competitions, discussions and field visits tuning with the emerging national, global trends appropriate to the local needs. The curriculum consists of POs, PSOs and COs, attained and measured through an assessment of students' performance in CIE.

The institute has reformed the CIE system from faculty-centric to student-centric through formative assessments conducted to provide more learning opportunities to the students. They are conducted through written exams, online MCQ examinations, handwritten assignments, quizzes, group as well as individual projects, oral as well as PowePpoint presentations, students' seminars, mock interviews, group discussions, debates, internships, role plays, committee report writing, pre- and post-launch market surveys of innovative products, creative construction of advertisements, and dissertations.

The performance of the students in CIE helped the faculties to identify slow and advanced learners in their respective subjects.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information     | Nil              |

**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 year.**

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

**A. All of the above**

| File Description   | Documents        |
|--|------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | No File Uploaded |
| Any additional information   | No File Uploaded |

## 1.2 - Academic Flexibility

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

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

06

| File Description  | Documents        |
|---|------------------|
| Any additional information                              | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings      | No File Uploaded |
| Institutional data in prescribed format (Data Template) | No File Uploaded |

### 1.2.2 - Number of Add on /Certificate programs offered during the year

#### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

2

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template )                   | No File Uploaded |

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

386

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | No File Uploaded |

### 1.3 - Curriculum Enrichment

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

Holistic development of learners is accomplished through the integration of cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum.

Environmental Studies is offered at BCOM I as a four-credit course to create awareness and sensitize the students about various environmental challenges prevailing in the world today. Assignment topics: Disposal of E-waste, SMOG, Disaster Management of

Floods, Biodiversity of Mangroves.

Department of Sociology courses, in B.A. Semester I- Foundations of Sociology, III- Population and Society, IV- Women's issues in India, IV- Urban Society: Problems and Prospects, V- Environment and Society, VI- Social movements in India, offer the study of Ecology, Natural Resources, Disaster Management, Relation between Environment and Society.

CC English Course touches upon 'Gender' and 'Human Values' in the stories in B.A I, II, III, lessons 1 to 20 from Empowerment English in B.Com I and II, and stories from The Inner Courtyard: Stories by Indian Women in B.Com III. Professional ethics are taught through the etiquette of writing skills. Environment Awareness is spread through a story in BA I, Paragraph Writing and Guided Essays and PPTs in B.A I, II, III and B.Com I.

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | No File Uploaded |

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

02

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses  | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any                                  | No File Uploaded |
| Institutional Data in Prescribed Format  | No File Uploaded |

### 1.3.3 - Number of students undertaking project work/field work/ internships

35

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | No File Uploaded |

## 1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution **A. All of the above**

from the following stakeholders Students  
Teachers Employers Alumni

| File Description  | Documents        |
|---|------------------|
| URL for stakeholder feedback report   | Nil              |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | No File Uploaded |
| Any additional information  | No File Uploaded |

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

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| URL for feedback report           | Nil              |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment Number Number of students admitted during the year

##### 2.1.1.1 - Number of students admitted during the year

205

| File Description                        | Documents        |
|---|------------------|
| Any additional information              | No File Uploaded |
| Institutional data in prescribed format | No File Uploaded |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

##### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

33

| File Description  | Documents        |
|---|------------------|
| Any additional information                                    | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | No File Uploaded |

## 2.2 - Catering to Student Diversity

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

The faculty assess the students' learning levels during lectures as they interact during lectures and class discussions while conducting class tests, assignments, etc.; based on this, slow and advanced learners are identified.

Specific teaching-learning methodologies oriented to the needs of such students are discussed and implemented. Each department takes active measures to identify these students. Slow learners are provided opportunities within the lecture hours, and in some instances, additional time is spent by the faculty to help slow learners improve their learning skills, etc. Faculty from each department also devote time to solve students' queries, and they attempt to provide additional study and material and equip them for examinations. Personal, academic, and career-related counseling is also offered from time to time.

Provisions are also made for Advanced learners to enhance their aptitude and learning skills whereby each department identifies advanced learners and encourages them to optimize their potential through a combination of academic and co-curricular activities. Students are provided and encouraged to participate in various departmental and inter-college competitions. They are given opportunities to hone their team-building skills, communication skills, presentation skills, and organizing skills. They are encouraged to appear for various competitive exams

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

|                    |                    |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 472                | 16                 |

|                            |                  |
|----------------------------|------------------|
| File Description           | Documents        |
| Any additional information | No File Uploaded |

## 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

Student-centric methods are inculcated into the learning environment to nurture various skills and promote overall development.

Experiential learning: Students Participate in extra-curricular activities like NSS, NCC, Cultural, Sports, Fine arts, Music, Dance, Yoga, and other competitions.

Mock drills are held as part of the Disaster Management short course conducted for students, where students were made aware of the rescue measures to be adopted in the aftermath of a disaster.

Experts from industry are invited to share their experience with students as it gives them an idea of the actual job scenario. Internships are integrated into the and M Com and MA (Economics) programs. Field visits and industrial visits are organized to enable students to experience the working of professional organizations and Firms

Participatory learning: Participative learning is encouraged through group discussions, seminar presentations, and project presentations. Students are given projects and assignments on academically relevant topics, individually and in groups. The students are engaged in activity learning viz., tours and excursions, community surveys, field, and industrial visits.

Problem-solving: Few departments have case study analyses/problem solving questions to be answered by the students in their UG/PG programs. Role Play, analysis of budget, financial statements, auditors report, challenging assignments and projects also are a regular part of teaching to help students learn problem solving skills.



| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional information   | Nil              |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The Institute follows ICT-enabled teaching in addition to traditional Classroom Education. In addition to chalk and talk teaching methods, various efforts are taken to provide an e-learning atmosphere during teaching-learning. Few of our classrooms are enabled with ICT-enabled teaching tools like LCD Projectors. A fully functional Computer Lab with internet connectivity is also available. Broad-Band and Wi-Fi internet connections allow internet access to teaching and non-teaching staff and students. Students have access to e-books and e-journals subscribed by the college under N-List, provided by the Inflibnet.

All the departments regularly employ Online Teaching and Evaluation Platforms such as Google Meet, Microsoft Teams, and Zoom. Every faculty is provided access to Google Classroom through G-Suite for Education. During the year regular lectures were conducted through Google Meet Platform in an organized manner. Students are enrolled and collaborate in real-time with Docs, Sheets, Slides, Forms etc. Various assignments and Presentations are uploaded by the students using Google Classroom. The Institute has enabled students to communicate for attendance-related purposes via a separate email provided for that purpose.

Teachers have also equipped themselves for ICT-enabled teaching-learning by attending different Workshops, Short term courses. There has been a regular and continual exploration of these ICT tools to create engagement in online teaching-learning after COVID 19 Pandemic.

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

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

#### 2.3.3.1 - Number of mentors

16

| File Description   | Documents        |
|--|------------------|
| Upload, number of students enrolled and full time teachers on roll | No File Uploaded |
| Circulars pertaining to assigning mentors to mentees               | No File Uploaded |
| Mentor/mentee ratio  | No File Uploaded |

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

16

| File Description   | Documents        |
|--|------------------|
| Full time teachers and sanctioned posts for year (Data Template) | No File Uploaded |
| Any additional information                                       | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI     | No File Uploaded |

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

09

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | No File Uploaded |

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

#### 2.4.3.1 - Total experience of full-time teachers

224

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | No File Uploaded |

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college has adopted a transparent mechanism for internal assessment. It ensures that the teachers and students are aware of the Internal Assessment Evaluation Criteria set by the University. Internal Examination for UG Programs is for 25 marks, and for PG Programs it is 50 marks.

The institute follows a standardized way of evaluating students for 25 marks. There are two tests for 15 marks which is conducted every semester out of which the test with maximum marks is chosen. For the remaining 10 marks the institute employs a variety of techniques and methods such as MCQs, Case studies, Book Reports, Classroom presentations, Individual and Group projects Vivas, Home Assignments, Group Discussions, Survey Studies, Field Visits, to ensure that the students are evaluated in all aspects.

Internal Examinations are followed according to the academic calendar. Students feedback, and suggestions are incorporated. The students and parents are informed in advance about the syllabus

for their written tests.

Decision relating to the submission of Projects are also laid in the academic calendar. The topics are discussed with the students and communicated well in advance.

Internal Examination provides vast scope for students to use their creativity to learn new things. It gives them a platform to present their findings and discover their subjects of interest.

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

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

The semester-end final examination of each subject comprises 75% weightage of the overall assessment, and the remaining constitute 25% internal assessment marks.

The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Assignments, Projects, and Presentations.

Together, all of these constitute an integral part of the Internal Examination, carried out in a well-planned and systematic manner.

The institution has a well-defined system in place to deal with examination-related grievances. The Academic, Examination, and Attendance Committee collectively monitor the grievances related to internal examination to ensure transparency and objectivity

Each semester, the institute releases a list of defaulters who failed to secure the minimum marks required to clear the internal exams. Meeting with parents is held to discuss and inform their ward's performance. This meeting is conducted well before the external examination to give students enough opportunity to study and improve their internal exam grades. During the meeting, students are allowed to present their case before the faculty to understand their performance in the internal examination. Faculty monitor and students' progress and make efforts to guide and mentor these students to secure good grades in their internal exams.

The Departments finally review the final Internal Assessment marks before submission to the university.

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

## 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.

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with "SNDT Women's University" guidelines.

Course outcomes are the course objectives of each course, as approved by the academic council of the SNDT Womens' University. These are mentioned in the syllabus provided by the university.

Faculty members are also well communicated about the outcomes. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.

Faculty members actively participate in workshops on revision of syllabus organized by the university. Many faculty members are also the members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

All faculty members are made aware of these outcomes so that they can plan their teaching, learning and evaluation methods accordingly. The Internal Assessment conducted by the faculty are also in line with these outcomes. The departmental activities, workshops, seminars organized also underlines these learning outcomes in an emphatic manner.

Faculty members communicate to students about these attainable learning outcomes regularly. The Program outcomes and course outcomes are displayed on the college website for Teachers and students.

| File Description  | Documents        |
|---|------------------|
| Upload any additional information                       | No File Uploaded |
| Paste link for Additional information                   | Nil              |
| Upload COs for all Programmes (exemplars from Glossary) | No File Uploaded |

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, and Course Outcomes.

The Methods of measuring attainment:

#### 1. End Semester University Examination:

The affiliating University conducts semester examinations through which the institution measures Program outcomes based on the course attainment level fixed by the program. It is a direct evaluation process.

#### 2. Internal Assessment:

Internal assignments are given to the students which are mostly aligned with Course Outcomes of the respective subject . Throughout the year the faculty records the performance of each student on each Course Outcome. It is done through evaluation of Projects, Presentations, Group Discussions, Viva etc

#### 4. Feedback Evaluation:

The feedback system provides information from students pertaining to the relevance of the course, availability of the course material, and course's importance in terms of employability and so on which are pertinent questions, and which help in measuring its learning outcomes.

#### 5. Internships:

Students are encouraged to take up internships, projects, fieldwork, etc. As students apply classroom learning, and experiences to professional settings. It helps them to obtain

necessary skills and practical experience in their chosen discipline.

#### 6.Placements:

One of the most important attainments of Program Outcomes is the employability factor that can be determined from students placement in companies and institutions upon successful completion of their program.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for Additional information | Nil              |

#### 2.6.3 - Pass percentage of Students during the year

##### 2.6.3.1 - Total number of final year students who passed the university examination during the year

120

| File Description   | Documents        |
|--|------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Paste link for the annual report   | Nil              |

#### 2.7 - Student Satisfaction Survey

##### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.bmrgirlscollege.com/images/pdf/Student-Satisfaction-Survey-2020-21.pdf>

#### RESEARCH, INNOVATIONS AND EXTENSION

##### 3.1 - Resource Mobilization for Research

##### 3.1.1 - Grants received from Government and non-governmental agencies for research

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

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template)             | No File Uploaded |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)****3.1.2.1 - Number of teachers recognized as research guides****01**

| File Description                        | Documents        |
|---|------------------|
| Any additional information              | No File Uploaded |
| Institutional data in prescribed format | No File Uploaded |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year****3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year****0**

| File Description  | Documents        |
|---|------------------|
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information                                    | No File Uploaded |
| Supporting document from Funding Agency                       | No File Uploaded |
| Paste link to funding agency website                          | Nil              |



## 3.2 - Innovation Ecosystem

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

Trade Fair is organised Annually. Entrepreneurship Training was provided. A NATIONAL LEVEL PANEL DISCUSSION - Student Symposium and Panel Discussion titled "Social Entrepreneurship Among Youth: A Step Towards Sustainable Development." (25th September, 2021) The Student Symposium had six teams - Team Hunar, Passion Pavers, Ethical Unicorn, Maker's Backer's, Helping Hands and Educated Elites comprising of 28 participants. Each team made a presentation on a social cause. They presented a sustainable business model, which would be time line specific and would contribute towards social development of the society. The Jury and the Panelist were - Prof. Samapti Guha - Prof. School of Management and Labour Studies, Tata Institute of Social Sciences, Mumbai. Dr. Manjula Jagatramka - Dean- Textiles, Institute of Heritage Textiles, J J T University, Ms Dipali Mehta, Social Entrepreneur and Prof. Vibhuti Patel, Former Prof. TISS & SNDDT University, Mumbai. First Prize won by team 'Educated Elites', Second Prize Team 'Passion Pavers' and Third Prize was won by two teams - 'Helping Hands' and 'Ethical Unicorn

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

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

02

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Any additional information                                     | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | No File Uploaded |

### 3.3 - Research Publications and Awards

#### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

##### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

02

| File Description   | Documents        |
|--|------------------|
| URL to the research page on HEI website  | Nil              |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | No File Uploaded |
| Any additional information   | No File Uploaded |

#### 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

##### 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

05

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | No File Uploaded |

#### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

##### 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 year

02

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | No File Uploaded |

### 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 year

The College organizes various extension activities to sensitize the students for social needs and promote holistic development among them. The students of our college actively participate in social services with enthusiasm. The College organizes a number of extension activities in the neighbourhood community through NSS unit. Our College has adopted a village named "Umroli" at Palghar. N.S.S activities include beach cleaning activity, Covid 19 vaccination camp under "Mission Yuva Swasthya", Webinar on "Self Care and Mental Health", online Guest lecture on Menstrual Health and Nutrition , Covid 19 vaccination drive etc.

The NCC unit of the College organizes a number of extension activities with the aim of developing qualities of leadership, patriotism, character building, discipline, spirit of adventure which will result in their holistic development. Some of the activities organized by the NCC unit are beach cleaning Abhiyan, AIDS awareness programmme and Rally, Trekking, Skit on Swachh Bharat Abhiyan etc.

All these activities must have positive impact on the students' character building ,confidence and overall development which will surely make them to be good human beings and responsible citizen.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

0

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| e-copy of the award letters  | No File Uploaded |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

45

| File Description   | Documents        |
|--|------------------|
| Reports of the event organized   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | No File Uploaded |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**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 year**

215

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | No File Uploaded |

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

09

| File Description   | Documents        |
|--|------------------|
| e-copies of related Document   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | No File Uploaded |

#### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

01

| File Description   | Documents        |
|--|------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | No File Uploaded |

## 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.

The College Development Committee allocates an appropriate budget to support infrastructure maintenance. To ensure the seamless operation of critical equipment like computers, laptops, printers,

photocopy machines, multimedia projectors, lifts, air conditioners, surveillance cameras, televisions, gymnasium equipment, fire extinguishers, biometric attendance machines, and more, the college enters into annual maintenance contracts with agencies. Annual renewal of the college website contract is maintained. Library: The college has a well-equipped library, featuring an extensive collection of books, journals, and various educational resources. It offers access to electronic resources through N-List (Inflibnet). The library's operations are streamlined through automation, facilitated by the SLIM21 Library Management Software and Online Public Access Catalogue (OPAC). The college library maintains a dedicated website that provides links to numerous open-access resources. Borrowing books necessitates a library card, and free access to N-List resources, as well as online access to university resources are provided. The College Librarian oversees the provision of login IDs and passwords. Computer access, including free internet use on college computers, is available to all students and staff. Classrooms: The college has a number of classrooms for undergraduate and postgraduate classes equipped with adequate ventilation, fans, and lighting for an ideal learning environment.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

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

The academic calendar also earmarks dates for various institutional events and activities, such as the College Annual Day, departmental competitions, committee meetings and their respective activities, guest lectures, seminars, workshops, educational tours, field visits, inter-collegiate competitions, and events related to sports, cultural programmes, National Service Scheme (NSS), and National Cadet Corps (NCC), WDC, ICC, and other committees. The yearly academic calendar becomes a central source of information and a planning tool for students, faculty, staff, and other stakeholders within the institution. It serves as a reliable reference point for all scheduled events and activities throughout the academic year. It serves as a comprehensive roadmap that ensures the smooth conduct of examinations and facilitates the efficient organization of all

**institutional activities, developing a structured and well-coordinated academic environment.**

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

#### **4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

17

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Paste link for additional information   | Nil              |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | No File Uploaded |

#### **4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

##### **4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Upload audited utilization statements   | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | No File Uploaded |

## **4.2 - Library as a Learning Resource**

### **4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The library is automated and uses SLIM21 Software. The library has OPAC for checking the resources available in the library. The Library subscribes to N List and E resources. Additional E resources are also provided by SNTD Women's University. The Library provides password to students and Staff for remote access to N List and E resources.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for Additional Information | Nil              |

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | No File Uploaded |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

0.05

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Audited statements of accounts   | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | No File Uploaded |

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



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

146

| File Description                                  | Documents        |
|---|------------------|
| Any additional information                        | No File Uploaded |
| Details of library usage by teachers and students | No File Uploaded |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Wi-Fi Broadband by MTNL Connection is provided in the campus

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

**4.3.2 - Number of Computers**

47

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| List of Computers                 | No File Uploaded |

**4.3.3 - Bandwidth of internet connection in the Institution** C.10 - 30MBPS

| File Description   | Documents        |
|--|------------------|
| Upload any additional Information  | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | No File Uploaded |

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**

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

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Audited statements of accounts  | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | No File Uploaded |

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.

The Institution has adequate facilities for teaching - learning, etc. It fulfills all the specified minimum norms of the local inspection committees, (LIC's), duly appointed by the SNTD Women's University, to monitor teaching - learning among affiliated colleges.

Adequate number of classrooms with sufficient ventilation, fans and lights facilitate learning.

Laptops with Multimedia projectors are regularly used for teaching learning, Seminars, Workshops, Presentations. Guest Lectures, Movie and Documentary Screening.

Library has adequate books and has subscribed for E-books. Broad-Band and Wi-Fi internet connection facility is provided in college without any charges to students and teachers in computer rooms and in the college library. This enables access to E-resources subscribed by the college under N-List, provided by Inlibnet.

SNTD Women's University provides e-resources to the students on payment of Rs. 100/- per year per student subscribed by the college. The students have access to Shiv kumar Bhubalka Pustakalya and Mahatma Gandhi Missions Hindustani Prachar Sabha Library. CCTV Cameras are installed in Classrooms, corridors and on the Ground Floor in the College Premises.

Students can use computers in the computer rooms and in the library.

Digital Camera and Card Readers facilitate learning and use of technology. They are used for documenting various events, field trips, workshops, etc

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

137

| File Description   | Documents        |
|--|------------------|
| Upload self attested letter with the list of students sanctioned scholarship   | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | No File Uploaded |

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

##### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

137

| File Description   | Documents        |
|--|------------------|
| Upload any additional information  | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | No File Uploaded |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description  | Documents        |
|---|------------------|
| Link to Institutional website   | Nil              |
| Any additional information  | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | No File Uploaded |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

234

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

234

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | No File Uploaded |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student**

**A. All of the above**

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

| File Description   | Documents        |
|--|------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases  | No File Uploaded |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

23

| File Description   | Documents        |
|--|------------------|
| Self-attested list of students placed                        | No File Uploaded |
| Upload any additional information                            | No File Uploaded |
| Details of student placement during the year (Data Template) | No File Uploaded |

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

36

| File Description                                   | Documents        |
|--|------------------|
| Upload supporting data for student/alumni          | No File Uploaded |
| Any additional information                         | No File Uploaded |
| Details of student progression to higher education | No File Uploaded |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

0

| File Description   | Documents        |
|--|------------------|
| Upload supporting data for the same  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | No File Uploaded |

**5.3 - Student Participation and Activities**

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

**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) during the year.**

0

| File Description   | Documents        |
|--|------------------|
| e-copies of award letters and certificates   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | No File Uploaded |

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

The Student Council actively participates in a diverse range of academic, co-curricular, and extracurricular activities, providing its members with valuable opportunities to develop essential skills such as planning, organizing, leading and execution. These experiences contribute significantly to the holistic growth and development of the students. Student Council members are included in academic committees to ensure student representation in matters related to academic policies, curriculum development and course feedback. Their insights contribute to an inclusive academic environment that aligns with student needs. Students are also represented on various administrative committees, including those dealing with development and student services, like College Development Committee, etc. Their participation ensures that administrative decisions consider the practical impact on students. Student Council actively supports and promotes student-led initiatives, such as organizing cultural events, academic seminars, and community service projects. This encourages leadership and develops a sense of responsibility among students. This dynamic Student Council operates under the guidance of faculty members, led by the college Principal. This committee plays a crucial role in coordinating several activities and events held throughout the academic year. The Student Council conducts regular meetings. The Council motivates students to participate in a wide range of academic pursuits, including research paper presentations, debates, elocutions, seminars, and workshops organized by the college.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

73

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | No File Uploaded |

### 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

Alumni contributes as resource persons at workshops conducted by the college. They participate in the Trade Fair organised by Alumni.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs



| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## 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

Perspective plan of the college is in tune with the broad vision and mission statements. To promote overall development of students, college works towards achieving academic excellence. College would like to emphasize on equipping students with employability skills, including training in self-employment, in coming years. In addition to continuing existing UG and PG courses, college would like to start following courses. Day to day decision making in college happens based on, communication between Principal, Academic and Cultural in-charge, Heads of Departments and the in-charge of the committees appointed. • Members of the department and committees discuss about details of the activities to be conducted and implement the plan as approved by the Principal. • College gives freedom to teachers to plan and implement any activity which is broadly in tune with the vision, mission and objectives of the college and is beneficial to students.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

NSS cell of the college adopted a semi-rural village, Umroli, located in Palghar District, adjoining the Greater Mumbai Metropolitan Region. Principal and IQAC coordinator were involved along with the NSS program officers during the process of adopting the village. Management trustees of the college approved the proposal and encouraged that in conducting the special camp, NSS POs should follow all the expected practices and rules. Program of the day-to-day activities of the special camp was developed and

finalized in association with the Villagers (village Sarpanch, Gramsevak, etc.), NSS POs, Principal, and IQAC Coordinator. Special Camp emphasised on the community outreach and extension activities by way of Shramadan twice a day for all NSS volunteers. NSS PO's organised activities with the intension to enable enhancement of following skills:

a. Time Management b. Leadership c. Co-operation d. Managing group behaviour e. Effective use of available resources f. Organisation of events g. Mannerisms in during appearance in a public place h. Experience in public speaking

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The academic and administrative responsibilities are shared by the Principal, Academic in charge and Cultural in charge, it endorses team work governed by the principles of participation and transparency. The college also functions through various committees such as Academic, Admission Examination Committee, Students Welfare Committee, Quality Assurance Cell, Cultural Committee, NSS, NCC, Sports, Career Guidance Placement, Black List Committee, Parent Teacher Association, Anti Ragging, Internal complaints Committee, Counselling Cell, Library Committee, Research, Hindi, English, Multi-Media Club, Environment Club, Women Development Cell, Disaster Management Cell. The Internal Quality Assurance Cell (IQAC) contributes towards quality enhancement. Academic activities and professional development programs are planned at the beginning of the academic year. IQAC carefully and meticulously assesses the timely submitted Examination questions papers, assessed answer papers, projects, assignments, lesson plans, departmental academic activities, seminars, workshops, programmes, etc. Faculty is encouraged to upgrade their professional competence and annual performance appraisal, API forms are submitted by them at the end of the academic year.

| File Description                                       | Documents        |
|--|------------------|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information                  | Nil              |
| Upload any additional information                      | No File Uploaded |

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

Departments and Committees plan and share documents, academic calendar, activities for the year, notices, circulars, programmes, competitions, etc. through email, OneDrive, google docs, google drive, Microsoft, email, Whatsapp, etc. Agenda, Minutes, documents, Quotations, etc. for CDC, LMC Meetings are sent by emails to Members. IQAC Collects Reports, Supporting documents, photos, etc. through email. Announcements and forthcoming events are uploaded on College Website. The Library Website informs about the book titles, E Resources, Previous Exam University Papers, etc.

| File Description                              | Documents        |
|---|------------------|
| Paste link for additional information         | Nil              |
| Link to Organogram of the institution webpage | Nil              |
| Upload any additional information             | No File Uploaded |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

| File Description   | Documents        |
|--|------------------|
| ERP (Enterprise Resource Planning) Document  | No File Uploaded |
| Screen shots of user inter faces   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | No File Uploaded |

### 6.3 - Faculty Empowerment Strategies

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

Management trust of the college facilitates award of the "Best Non Teaching Staff" every year. The Best Non Teaching Staff is felicitated at the Annual Day Programme with Prize money, rotating trophy and Memento.

Welfare Measures for Staff (assistance from Marwadi Sammelan, i.e., Managing Trust of the college) 1. Management trust of the college facilitates award of the "Best Teacher" every year. The Best Teacher is felicitated at the Annual Day Programme with Prize money, rotating trophy and Memento. Teaching and non-teaching staff members who have completed their 25 years

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

### **6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

#### **6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

12

| File Description   | Documents        |
|--|------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres).  | No File Uploaded |
| Reports of Academic Staff College or similar centers   | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | No File Uploaded |

### **6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

8

| File Description  | Documents        |
|---|------------------|
| IQAC report summary   | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers)              | No File Uploaded |
| Upload any additional information   | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | No File Uploaded |

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

The Internal Quality Assurance Cell (IQAC) contributes towards quality enhancement. Academic activities and professional development programs are planned at the beginning of the academic year. IQAC carefully and meticulously assesses the timely submitted Examination questions papers, assessed answer papers, projects, assignments, lesson plans, departmental academic activities, seminars, workshops, programmes, etc. Faculty is encouraged to upgrade their professional competence and annual performance appraisal, API forms are submitted by them at the end of the academic year.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institute conducts periodic internal and external audit to ensure appropriate financial management. Accounts are audited four times a year by certified Chartered Accountants appointed by the Management. Audit is presented to the certified Chartered Accountant. Books of accounts are verified and audited regularly. Financial Functions - Books of Accounts are Audited - Internal

Audit and Statutory Audit is conducted. The external Auditor scrutinizes and verifies the income and expenditure, Balance Sheet and other relevant documents and submits the report to the Management. Timely filing of Income Tax Returns Issue of Form 16 and details of Tax deducted At least three Tender Quotations are invited for contracts, purchase of software, assets, etc. which is discussed with the management in the meetings. Annually Publication of Financial Statements and Budgeted Statement of Accounts

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

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

0.84

| File Description  | Documents        |
|---|------------------|
| Annual statements of accounts   | No File Uploaded |
| Any additional information  | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | No File Uploaded |

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute conducts periodic internal and external audit to ensure appropriate financial management. Accounts are audited four times a year by certified Chartered Accountants appointed by the Management. Audit is presented to the certified Chartered Accountant. Books of accounts are verified and audited regularly. Financial Functions - Books of Accounts are Audited - Internal Audit and Statutory Audit is conducted. The external Auditor scrutinizes and verifies the income and expenditure, Balance Sheet and other relevant documents and submits the report to the Management. Timely filing of Income Tax Returns Issue of Form 16

and details of Tax deducted At least three Tender Quotations are invited for contracts, purchase of software, assets, etc. which is discussed with the management in the meetings. Annually Publication of Financial Statements and Budgeted Statement of Accounts

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

## 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

**IQAC has organized**

Guest Lecture (Online) by Dr. Savita Tayade (Assistant Professor, SNTD College, Mumbai) on the occasion of Baba Sahab Ambedkar Jayanti ,on the Topic "Dalit Chetna aur Dohra Abhishap

5 days Online Training Programme on Disaster Preparedness .

Panel Discussion on "CEDAW: Convention on the elimination of all forms of Discrimination Against Women"

Online National lecture series, started on the occasion of Tulsi Jayanti -Tulsi ke Hiya Heri

National Level Panel Discussion on the topic "Women and the Environment"

National Level Panel Discussion - Student Symposium and Panel Discussion titled "Social Entrepreneurship Among Youth: A Step Towards Sustainable Development."

National Level Panel Discussion - Poster Making Cum Caption Writing Competition and Panel Discussion titled "Economic Independence and Gender Equality"



| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

Teaching and learning evaluation feedback is collected from the students through anonymous and confidential Feedback Form in each Semester. Feedback on Curriculum is collected through well-designed questionnaires. The feedback also includes curriculum design and content. The Feedback collected are analysed and necessary action is taken. Regular feedback is obtained from students about each teaching faculty for each class and semester and the same is conveyed to the teacher, thus ensuring transparent communication. Feedback given by students about the teacher enables faculty development and a culture of continuous improvement by providing valuable insights to enhance the teaching and learning experience. The computed analysis as well as the Action Taken Report is shared with the departments and teachers. The departments, after due deliberations make necessary additions in the teaching plan for the current and subsequent academic year. The suggestions and responses are implemented in the action plan for the next academic year. Thus, by incorporating student feedback into the evaluation and improvement process it creates an environment that enables student success, engagement and overall satisfaction

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit**

**C. Any 2 of the above**

**recognized by state, national or international agencies (ISO Certification, NBA)**

| File Description   | Documents        |
|--|------------------|
| Paste web link of Annual reports of Institution                                    | Nil              |
| Upload e-copies of the accreditations and certifications                           | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | No File Uploaded |

**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 year

- Community welfare activities such as imparting income generating skills, Health awareness discussions, etc. in the adopted area i.e. Umroli village, Palghar.
- Visits to old age home, orphanage
- Medical camps - Eye check-up camp, General Health check -up, etc.
- Swachh Bharat Abhiyan- Cleanliness Drive Programme are conducted regularly in the College Campus and surrounding areas, Shramdaan, community service, in adopted village, Beach cleaning, etc.
- Health Awareness Programmes - Blood Donation Awareness, Diabetes Awareness Camp, etc.
- Environment awareness, Tree Plantation Programs
- Social Issues, Literacy, Gender discrimination, etc. in association with NGO's, Rotaract Club, etc.
- Community engagement, Awareness through Street Plays, etc.
- Guest Lectures by eminent personalities on Health Awareness, Right to Information, Career Guidance, Personality Development, etc

| File Description   | Documents |
|--|-----------|
| Annual gender sensitization action plan  | Nil       |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil       |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**D. Any 1 of the above**

| File Description               | Documents        |
|--------------------------------|------------------|
| Geo tagged Photographs         | No File Uploaded |
| Any other relevant information | No File Uploaded |

**7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management**

**E-Waste Bins are placed in the college premises and awareness campaigns are conducted for E-Waste management**

| File Description  | Documents        |
|---|------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities  | No File Uploaded |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**D. Any 1 of the above**

| File Description                                  | Documents        |
|---|------------------|
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Any other relevant information                    | No File Uploaded |

### 7.1.5 - Green campus initiatives include

#### 7.1.5.1 - The institutional initiatives for greening the campus are as follows:

C. Any 2 of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description   | Documents        |
|--|------------------|
| Geo tagged photos / videos of the facilities                       | No File Uploaded |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents                                       | No File Uploaded |

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

#### 7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

C. Any 2 of the above

| File Description  | Documents        |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency                                      | No File Uploaded |
| Certificates of the awards received                                       | No File Uploaded |
| Any other relevant information  | No File Uploaded |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms.**

**Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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**

**B. Any 3 of the above**

| File Description   | Documents        |
|--|------------------|
| Geo tagged photographs / videos of the facilities                        | No File Uploaded |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance            | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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 200 words).

**The institution is deeply committed to promote an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity. Through a variety of programs and initiatives, the college promotes tolerance, harmony, and respect for all.**

**Diversity and Inclusiveness:**

- Regular cultural festivals and events celebrate the rich diversity of students' backgrounds, encouraging mutual respect and understanding.
- Language clubs and workshops offer platforms for students to learn about and appreciate different linguistic heritages.

**Women Empowerment:**

- Dedicated women's forums and gender sensitization workshops address issues of gender inequality and promote female leadership.
- Scholarships and mentorship programs specifically support female students in their academic and professional pursuits.

**Communal Harmony:**

- Interfaith dialogues and seminars foster a spirit of unity and peaceful coexistence among students of different religious backgrounds.
- Community service initiatives encourage students to work together across different communities, promoting solidarity and collective responsibility.

**Cultural Values and Ethics:**

- Courses on ethics and values are integrated into the curriculum to instill moral principles and cultural awareness.
- Guest lectures and discussions on national heritage and cultural values help students appreciate and preserve their cultural identity.

**Respect and Nation Building:**

- Programs on national integration emphasize the importance of unity in diversity for the nation's progress.
- Activities promoting social justice and equity prepare students to contribute positively to society and uphold the values of democracy and citizenship.

| File Description   | Documents        |
|--|------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information   | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Each student has a faculty Mentor who interacts with the mentees regularly, taking into account the student's profile, family background, interests, strengths, career aspirations, academic performance, involvement in cocurricular, extra-curricular activities, attendance, skill development programmes, etc. ensuring students are focussed toward graduation and are also encouraged for further progression to pursue higher studies, competitive exams, etc.

Workshops, Guest Lectures, Programmes are conducted throughtout the year.

| File Description   | Documents |
|--|-----------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | Nil       |
| Any other relevant information   | Nil       |

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

| File Description   | Documents        |
|--|------------------|
| Code of ethics policy document   | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information   | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes various national and international commemorative days, events, and festivals, fostering a deep sense of cultural heritage and global awareness among students and staff. These celebrations serve as platforms to honor significant figures, promote cultural values, and encourage holistic development.

**Premchand Jayanti:** Literary events, such as essay competitions and storytelling sessions, celebrate the works and contributions of the renowned writer, Premchand, fostering an appreciation for Hindi literature.

**Tulsidas Jayanti:** Recitations and discussions on the works of Tulsidas, particularly the Ramcharitmanas, highlight his contributions to Indian literature and spirituality, promoting cultural and ethical values.

**Gandhi Jayanti:** Activities such as debates, peace marches, and community service projects honor Mahatma Gandhi's legacy, emphasizing the importance of non-violence, truth, and social justice.

**Swami Vivekananda Youth Day:** Inspirational talks, youth empowerment workshops, and seminars on Swami Vivekananda's teachings motivate students to embrace his ideals of strength, wisdom, and service.

**Vachan Prerna Day:** Celebrations focus on the importance of reading, with book fairs, reading marathons, and author interactions encouraging a love for literature and lifelong learning.



**Diwali:** Festivities include cultural performances, diya lighting ceremonies, and traditional food fairs, celebrating the festival of lights and fostering a sense of community and joy.

**International Days:** Observations of International Women's Day, World Environment Day, and International Yoga Day, among others, include relevant activities such as workshops, campaigns, and yoga sessions, promoting global awareness and holistic well-being.

| File Description  | Documents        |
|---|------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events  | No File Uploaded |
| Any other relevant information  | No File Uploaded |

## 7.2 - Best Practices

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

Mumbai Colleges In Association with FES India organised Panel Discussion and Competitions for Students on themes relating to, "Social Entrepreneurship Among Youth" & "Economic Independence and Gender Equality" The Genderlogue is a series introduced by the FES India office to provide a platform for India - wide deliberations on issues which matter to all. In this exploratory journey FES India announces a series of online Genderlogues titled "Moving Towards Gender Equality: Contemporary Challenges" in partnership with CLUSTER Colleges - St. Arnold's College, B.M. Ruia Girls College and Swami Vivekanand Night College.

| File Description                            | Documents |
|---|-----------|
| Best practices in the Institutional website | Nil       |
| Any other relevant information              | Nil       |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution has excelled in promoting the national language, Hindi, and supporting first-generation learners, reflecting its commitment to linguistic and educational inclusivity. Recognizing the importance of Hindi as a cultural and unifying force, the institution integrates it extensively into its curriculum, ensuring all students achieve proficiency. Various Hindi language programs, literary clubs, and cultural events such as Hindi Diwas and Kavi Sammelans are organized to foster a deep appreciation and command of the language among students and staff.

In parallel, the institution prioritizes the upliftment of first-generation learners by creating a supportive and nurturing environment. Tailored mentorship programs, bridge courses, and remedial classes are offered to address the unique challenges faced by these students. Financial assistance, scholarships, and counseling services further aid in their academic journey. The institution also encourages active parental involvement through regular interactions and community outreach programs, creating a robust support system for the students.

These combined efforts have yielded significant results: a notable increase in student proficiency in Hindi and a higher retention and success rate among first-generation learners. This dual focus not only preserves and promotes national heritage but also empowers a crucial segment of society, aligning with the institution's mission of inclusive education and cultural enrichment.

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

The college is a minority institution, affiliated to the S.N.D.T. Women's University, and abides by the curriculum indicated in the syllabus developed by the Board of Studies in which our faculties have substantially contributed as members. The institution corroborates efficacious curriculum delivery through a meticulously planned and documented process focusing on employability, entrepreneurship, and multi-skill development of the learners to complement the vision and mission of the college.

The learners were facilitated with multiple online as well as digital learning tools including short films, documentaries, films and informative videos available on YouTube, websites, mobile apps, online dictionaries, PDFs of the prescribed books, online games, collaborative tools like jam board, the instructor made open educational resources- videos using screencast-o-matic, infographics using miro, conceptboard, quizzes using google forms and kahoot, audio podcasts, Google slides, virtual study tours, guest lectures, webinars, seminars, and symposiums to consolidate learning through online as well as offline mode.

The progress of the students was regularly informed to their parents through direct PTA meetings. Repeat internal examinations, vivas, and quizzes were conducted for the slow learners after scheduled learning. Effective implementation of the curriculum was periodically reviewed through departmental meetings and during faculty meetings with the Principal.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information     | Nil              |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Institute strictly adheres to the examination pattern and guidelines concerning the evaluation process of the affiliating university. The schedules of CIE are communicated to students and faculty at the beginning of the semester through an academic calendar based on the university academic calendar which is devised by integrating the plans of the departments and committees transitioning into an effective accomplishment through lectures, webinars, workshops, competitions, discussions and field visits tuning with the emerging national, global trends appropriate to the local needs. The curriculum consists of POs, PSOs and COs, attained and measured through an assessment of students' performance in CIE.

The institute has reformed the CIE system from faculty-centric to student-centric through formative assessments conducted to provide more learning opportunities to the students. They are conducted through written exams, online MCQ examinations, handwritten assignments, quizzes, group as well as individual projects, oral as well as PowePpoint presentations, students' seminars, mock interviews, group discussions, debates, internships, role plays, committee report writing, pre- and post-launch market surveys of innovative products, creative construction of advertisements, and dissertations.

The performance of the students in CIE helped the faculties to identify slow and advanced learners in their respective subjects.

| File Description                    | Documents        |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information     | Nil              |

**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 year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation**

**A. All of the above**

| <b>process of the affiliating University</b>  |                         |
|---|-------------------------|
| <b>File Description</b>   | <b>Documents</b>        |
| Details of participation of teachers in various bodies/activities provided as a response to the metric                              | <b>No File Uploaded</b> |
| Any additional information  | <b>No File Uploaded</b> |
| <b>1.2 - Academic Flexibility</b>   |                         |
| <b>1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>         |                         |
| <b>1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented</b>   |                         |
| <b>06</b>   |                         |
| <b>File Description</b>   | <b>Documents</b>        |
| Any additional information  | <b>No File Uploaded</b> |
| Minutes of relevant Academic Council/ BOS meetings  | <b>No File Uploaded</b> |
| Institutional data in prescribed format (Data Template)   | <b>No File Uploaded</b> |
| <b>1.2.2 - Number of Add on /Certificate programs offered during the year</b>   |                         |
| <b>1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</b> |                         |
| <b>2</b>  |                         |
| <b>File Description</b>   | <b>Documents</b>        |
| Any additional information  | <b>No File Uploaded</b> |
| Brochure or any other document relating to Add on /Certificate programs   | <b>No File Uploaded</b> |
| List of Add on /Certificate programs (Data Template )   | <b>No File Uploaded</b> |
| <b>1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</b>  |                         |
| <b>386</b>  |                         |

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | No File Uploaded |

### 1.3 - Curriculum Enrichment

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

Holistic development of learners is accomplished through the integration of cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum.

Environmental Studies is offered at BCOM I as a four-credit course to create awareness and sensitize the students about various environmental challenges prevailing in the world today. Assignment topics: Disposal of E-waste, SMOG, Disaster Management of

Floods, Biodiversity of Mangroves.

Department of Sociology courses, in B.A. Semester I- Foundations of Sociology, III- Population and Society, IV- Women's issues in India, IV- Urban Society: Problems and Prospects, V- Environment and Society, VI- Social movements in India, offer the study of Ecology, Natural Resources, Disaster Management, Relation between Environment and Society.

CC English Course touches upon 'Gender' and 'Human Values' in the stories in B.A I, II, III, lessons 1 to 20 from Empowerment English in B.Com I and II, and stories from The Inner Courtyard: Stories by Indian Women in B.Com III. Professional ethics are taught through the etiquette of writing skills. Environment Awareness is spread through a story in BA I, Paragraph Writing and Guided Essays and PPTs in B.A I, II, III and B.Com I.

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | No File Uploaded |

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

02

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses  | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any                                  | No File Uploaded |
| Institutional Data in Prescribed Format  | No File Uploaded |

### 1.3.3 - Number of students undertaking project work/field work/ internships

35

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | No File Uploaded |

## 1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the

A. All of the above

| <b>institution from the following stakeholders</b><br><b>Students Teachers Employers Alumni</b>  |   |
|--|---|
| File Description   | Documents   |
| URL for stakeholder feedback report  | Nil   |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management  | No File Uploaded  |
| Any additional information   | No File Uploaded  |
| <b>1.4.2 - Feedback process of the Institution may be classified as follows</b>  | <b>A. Feedback collected, analyzed and action taken and feedback available on website</b> |
| File Description   | Documents   |
| Upload any additional information  | No File Uploaded  |
| URL for feedback report  | Nil   |
| <b>TEACHING-LEARNING AND EVALUATION</b>  |   |
| <b>2.1 - Student Enrollment and Profile</b>  |   |
| <b>2.1.1 - Enrolment Number Number of students admitted during the year</b>  |   |
| <b>2.1.1.1 - Number of students admitted during the year</b>   |   |
| 205  |   |
| File Description   | Documents   |
| Any additional information   | No File Uploaded  |
| Institutional data in prescribed format  | No File Uploaded  |
| <b>2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</b> |   |
| <b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>   |   |
| 33   |   |



| File Description  | Documents        |
|---|------------------|
| Any additional information                                    | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | No File Uploaded |

## 2.2 - Catering to Student Diversity

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

The faculty assess the students' learning levels during lectures as they interact during lectures and class discussions while conducting class tests, assignments, etc.; based on this, slow and advanced learners are identified.

Specific teaching-learning methodologies oriented to the needs of such students are discussed and implemented. Each department takes active measures to identify these students. Slow learners are provided opportunities within the lecture hours, and in some instances, additional time is spent by the faculty to help slow learners improve their learning skills, etc. Faculty from each department also devote time to solve students' queries, and they attempt to provide additional study and material and equip them for examinations. Personal, academic, and career-related counseling is also offered from time to time.

Provisions are also made for Advanced learners to enhance their aptitude and learning skills whereby each department identifies advanced learners and encourages them to optimize their potential through a combination of academic and co-curricular activities. Students are provided and encouraged to participate in various departmental and inter-college competitions. They are given opportunities to hone their team-building skills, communication skills, presentation skills, and organizing skills. They are encouraged to appear for various competitive exams

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

|                    |                    |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 472                | 16                 |

|                            |                  |
|----------------------------|------------------|
| File Description           | Documents        |
| Any additional information | No File Uploaded |

### 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

Student-centric methods are inculcated into the learning environment to nurture various skills and promote overall development.

Experiential learning: Students Participate in extra-curricular activities like NSS, NCC, Cultural, Sports, Fine arts, Music, Dance, Yoga, and other competitions.

Mock drills are held as part of the Disaster Management short course conducted for students, where students were made aware of the rescue measures to be adopted in the aftermath of a disaster.

Experts from industry are invited to share their experience with students as it gives them an idea of the actual job scenario. Internships are integrated into the and M Com and MA (Economics) programs. Field visits and industrial visits are organized to enable students to experience the working of professional organizations and Firms

Participatory learning: Participative learning is encouraged through group discussions, seminar presentations, and project presentations. Students are given projects and assignments on academically relevant topics, individually and in groups. The students are engaged in activity learning viz., tours and excursions, community surveys, field, and industrial visits.

Problem-solving: Few departments have case study analyses/problem solving questions to be answered by the students in their UG/PG programs. Role Play, analysis of budget, financial statements, auditors report, challenging assignments and projects also are a regular part of teaching to help students learn problem solving skills.

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional information   | Nil              |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The Institute follows ICT-enabled teaching in addition to traditional Classroom Education. In addition to chalk and talk teaching methods, various efforts are taken to provide an e-learning atmosphere during teaching-learning. Few of our classrooms are enabled with ICT-enabled teaching tools like LCD Projectors. A fully functional Computer Lab with internet connectivity is also available. Broad-Band and Wi-Fi internet connections allow internet access to teaching and non-teaching staff and students. Students have access to e-books and e-journals subscribed by the college under N-List, provided by the Inplibnet.

All the departments regularly employ Online Teaching and Evaluation Platforms such as Google Meet, Microsoft Teams, and Zoom. Every faculty is provided access to Google Classroom through G-Suite for Education. During the year regular lectures were conducted through Google Meet Platform in an organized manner. Students are enrolled and collaborate in real-time with Docs, Sheets, Slides, Forms etc. Various assignments and Presentations are uploaded by the students using Google Classroom. The Institute has enabled students to communicate for attendance-related purposes via a separate email provided for that purpose.

Teachers have also equipped themselves for ICT-enabled teaching-learning by attending different Workshops, Short term courses. There has been a regular and continual exploration of these ICT tools to create engagement in online teaching-learning after COVID 19 Pandemic.

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | No File Uploaded |

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

#### 2.3.3.1 - Number of mentors

16

| File Description   | Documents        |
|--|------------------|
| Upload, number of students enrolled and full time teachers on roll | No File Uploaded |
| Circulars pertaining to assigning mentors to mentees               | No File Uploaded |
| Mentor/mentee ratio  | No File Uploaded |

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

16

| File Description   | Documents        |
|--|------------------|
| Full time teachers and sanctioned posts for year (Data Template) | No File Uploaded |
| Any additional information                                       | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI     | No File Uploaded |

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

09

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | No File Uploaded |

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

#### 2.4.3.1 - Total experience of full-time teachers

224

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | No File Uploaded |

### 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college has adopted a transparent mechanism for internal assessment. It ensures that the teachers and students are aware of the Internal Assessment Evaluation Criteria set by the University. Internal Examination for UG Programs is for 25 marks, and for PG Programs it is 50 marks.

The institute follows a standardized way of evaluating students for 25 marks. There are two tests for 15 marks which is conducted every semester out of which the test with maximum marks is chosen. For the remaining 10 marks the institute employs a variety of techniques and methods such as MCQs, Case studies, Book Reports, Classroom presentations, Individual and Group projects Vivas, Home Assignments, Group Discussions, Survey Studies, Field Visits, to ensure that the students are evaluated in all aspects.

Internal Examinations are followed according to the academic calendar. Students feedback, and suggestions are incorporated. The students and parents are informed in advance about the syllabus for their written tests.

Decision relating to the submission of Projects are also laid in the academic calendar. The topics are discussed with the students and communicated well in advance.

Internal Examination provides vast scope for students to use their creativity to learn new things. It gives them a platform to present their findings and discover their subjects of interest.

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

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

The semester-end final examination of each subject comprises 75% weightage of the overall assessment, and the remaining constitute 25% internal assessment marks.

The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Assignments, Projects, and Presentations.

Together, all of these constitute an integral part of the Internal Examination, carried out in a well-planned and systematic manner.

The institution has a well-defined system in place to deal with examination-related grievances. The Academic, Examination, and Attendance Committee collectively monitor the grievances related to internal examination to ensure transparency and objectivity

Each semester, the institute releases a list of defaulters who failed to secure the minimum marks required to clear the internal exams. Meeting with parents is held to discuss and inform their ward's performance. This meeting is conducted well before the external examination to give students enough

opportunity to study and improve their internal exam grades. During the meeting, students are allowed to present their case before the faculty to understand their performance in the internal examination. Faculty monitor and students' progress and make efforts to guide and mentor these students to secure good grades in their internal exams.

The Departments finally review the final Internal Assessment marks before submission to the university.

| File Description                | Documents        |
|---------------------------------|------------------|
| Any additional information      | No File Uploaded |
| Link for additional information | Nil              |

## 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.

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with "SNDT Women's University" guidelines.

Course outcomes are the course objectives of each course, as approved by the academic council of the SNDT Womens' University. These are mentioned in the syllabus provided by the university.

Faculty members are also well communicated about the outcomes. The college deutes teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.

Faculty members actively participate in workshops on revision of syllabus organized by the university. Many faculty members are also the members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

All faculty members are made aware of these outcomes so that they can plan their teaching, learning and evaluation methods accordingly. The Internal Assessment conducted by the faculty are also in line with these outcomes. The departmental activities, workshops, seminars organized also underlines these

learning outcomes in an emphatic manner.

Faculty members communicate to students about these attainable learning outcomes regularly. The Program outcomes and course outcomes are displayed on the college website for Teachers and students.

| File Description  | Documents        |
|---|------------------|
| Upload any additional information                       | No File Uploaded |
| Paste link for Additional information                   | Nil              |
| Upload COs for all Programmes (exemplars from Glossary) | No File Uploaded |

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, and Course Outcomes.

The Methods of measuring attainment:

#### 1. End Semester University Examination:

The affiliating University conducts semester examinations through which the institution measures Program outcomes based on the course attainment level fixed by the program. It is a direct evaluation process.

#### 2. Internal Assessment:

Internal assignments are given to the students which are mostly aligned with Course Outcomes of the respective subject . Throughout the year the faculty records the performance of each student on each Course Outcome. It is done through evaluation of Projects, Presentations, Group Discussions, Viva etc

#### 4. Feedback Evaluation:

The feedback system provides information from students pertaining to the relevance of the course, availability of the course material, and course's importance in terms of



employability and so on which are pertinent questions, and which help in measuring its learning outcomes.

#### 5. Internships:

Students are encouraged to take up internships, projects, fieldwork, etc. As students apply classroom learning, and experiences to professional settings. It helps them to obtain necessary skills and practical experience in their chosen discipline.

#### 6. Placements:

One of the most important attainments of Program Outcomes is the employability factor that can be determined from students placement in companies and institutions upon successful completion of their program.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for Additional information | Nil              |

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

120

| File Description   | Documents        |
|--|------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Paste link for the annual report   | Nil              |

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.bmrgirlscollege.com/images/pdf/Student-Satisfaction-Survey-2020-21.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

##### 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

**NIL**

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template)             | No File Uploaded |

#### 3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

##### 3.1.2.1 - Number of teachers recognized as research guides

**01**

| File Description                        | Documents        |
|---|------------------|
| Any additional information              | No File Uploaded |
| Institutional data in prescribed format | No File Uploaded |

#### 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

##### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

**0**

| File Description  | Documents        |
|---|------------------|
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information                                    | No File Uploaded |
| Supporting document from Funding Agency                       | No File Uploaded |
| Paste link to funding agency website                          | Nil              |

### 3.2 - Innovation Ecosystem

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

Trade Fair is organised Annually. Entrepreneurship Training was provided. A NATIONAL LEVEL PANEL DISCUSSION - Student Symposium and Panel Discussion titled "Social Entrepreneurship Among Youth: A Step Towards Sustainable Development." (25th September, 2021) The Student Symposium had six teams - Team Hunar, Passion Pavers, Ethical Unicorn, Maker's Backer's, Helping Hands and Educated Elites comprising of 28 participants. Each team made a presentation on a social cause. They presented a sustainable business model, which would be time line specific and would contribute towards social development of the society. The Jury and the Panelist were - Prof. Samapti Guha - Prof. School of Management and Labour Studies, Tata Institute of Social Sciences, Mumbai. Dr. Manjula Jagatramka - Dean- Textiles, Institute of Heritage Textiles, J J T University, Ms Dipali Mehta, Social Entrepreneur and Prof. Vibhuti Patel, Former Prof. TISS & SNDT University, Mumbai. First Prize won by team 'Educated Elites', Second Prize Team 'Passion Pavers' and Third Prize was won by two teams - 'Helping Hands' and 'Ethical Unicorn

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

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

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

02

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Any additional information                                     | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | No File Uploaded |

**3.3 - Research Publications and Awards****3.3.1 - Number of Ph.Ds registered per eligible teacher during the year****3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

02

| File Description   | Documents        |
|--|------------------|
| URL to the research page on HEI website  | Nil              |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | No File Uploaded |
| Any additional information   | No File Uploaded |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year****3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

05

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | No File Uploaded |

### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

#### 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 year

02

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | No File Uploaded |

### 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 year

The College organizes various extension activities to sensitize the students for social needs and promote holistic development among them. The students of our college actively participate in social services with enthusiasm. The College organizes a number of extension activities in the neighbourhood community through NSS unit. Our College has adopted a village named "Umroli" at Palghar. N.S.S activities include beach cleaning activity, Covid 19 vaccination camp under "Mission Yuva Swasthya", Webinar on "Self Care and Mental Health", online Guest lecture on Menstrual Health and Nutrition , Covid 19 vaccination drive etc.

The NCC unit of the College organizes a number of extension activities with the aim of developing qualities of leadership, patriotism, character building, discipline, spirit of adventure which will result in their holistic development. Some of the activities organized by the NCC unit are beach cleaning Abhiyan, AIDS awareness programme and Rally, Trekking, Skit on Swachh Bharat Abhiyan etc.

All these activities must have positive impact on the students' character building ,confidence and overall development which will surely make them to be good human beings and responsible citizen.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

### 3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| e-copy of the award letters  | No File Uploaded |

### 3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year

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

45

| File Description   | Documents        |
|--|------------------|
| Reports of the event organized   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | No File Uploaded |

### 3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

#### 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 year**

215

| File Description   | Documents        |
|--|------------------|
| Report of the event  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | No File Uploaded |

### 3.5 - Collaboration

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

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

09

| File Description   | Documents        |
|--|------------------|
| e-copies of related Document   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | No File Uploaded |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

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

01

| File Description   | Documents        |
|--|------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | No File Uploaded |

## 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.

The College Development Committee allocates an appropriate budget to support infrastructure maintenance. To ensure the seamless operation of critical equipment like computers, laptops, printers, photocopy machines, multimedia projectors, lifts, air conditioners, surveillance cameras, televisions, gymnasium equipment, fire extinguishers, biometric attendance machines, and more, the college enters into annual maintenance contracts with agencies. Annual renewal of the college website contract is maintained. Library: The college has a well-equipped library, featuring an extensive collection of books, journals, and various educational resources. It offers access to electronic resources through N-List (Inflibnet). The library's operations are streamlined through automation, facilitated by the SLIM21 Library Management Software and Online Public Access Catalogue (OPAC). The college library maintains a dedicated website that provides links to numerous open-access resources. Borrowing books necessitates a library card, and free access to N-List resources, as well as online access to university resources are provided. The College Librarian oversees the provision of login IDs and passwords. Computer access, including free internet use on college computers, is available to all students and staff. Classrooms: The college has a number of classrooms for undergraduate and postgraduate classes equipped with adequate ventilation, fans, and lighting for an ideal learning environment.



| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

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

The academic calendar also earmarks dates for various institutional events and activities, such as the College Annual Day, departmental competitions, committee meetings and their respective activities, guest lectures, seminars, workshops, educational tours, field visits, inter-collegiate competitions, and events related to sports, cultural programmes, National Service Scheme (NSS), and National Cadet Corps (NCC), WDC, ICC, and other committees. The yearly academic calendar becomes a central source of information and a planning tool for students, faculty, staff, and other stakeholders within the institution. It serves as a reliable reference point for all scheduled events and activities throughout the academic year. It serves as a comprehensive roadmap that ensures the smooth conduct of examinations and facilitates the efficient organization of all institutional activities, developing a structured and well-coordinated academic environment.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

17

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Paste link for additional information   | Nil              |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | No File Uploaded |

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

##### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Upload audited utilization statements   | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | No File Uploaded |

#### 4.2 - Library as a Learning Resource

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

The library is automated and uses SLIM21 Software. The library has OPAC for checking the resources available in the library. The Library subscribes to N List and E resources. Additional E resources are also provided by SNTD Women's University. The Library provides password to students and Staff for remote access to N List and E resources.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for Additional Information | Nil              |

|  |                              |
|--|------------------------------|
| <b>4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources</b> | <b>B. Any 3 of the above</b> |
|--|------------------------------|

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | No File Uploaded |

#### **4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

##### **4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**0.05**

| File Description   | Documents        |
|--|------------------|
| Any additional information   | No File Uploaded |
| Audited statements of accounts   | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | No File Uploaded |

#### **4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

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

**146**

| File Description                                  | Documents        |
|---|------------------|
| Any additional information                        | No File Uploaded |
| Details of library usage by teachers and students | No File Uploaded |

#### **4.3 - IT Infrastructure**

## 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**Wi-Fi Broadband by MTNL Connection is provided in the campus**

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

## 4.3.2 - Number of Computers

**47**

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| List of Computers                 | No File Uploaded |

## 4.3.3 - Bandwidth of internet connection in the Institution

**C.10 - 30MBPS**

| File Description   | Documents        |
|--|------------------|
| Upload any additional Information  | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | No File Uploaded |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Audited statements of accounts  | No File Uploaded |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | No File Uploaded |

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.

The Institution has adequate facilities for teaching - learning, etc. It fulfills all the specified minimum norms of the local inspection committees, (LIC's), duly appointed by the SNDT Women's University, to monitor teaching - learning among affiliated colleges.

Adequate number of classrooms with sufficient ventilation, fans and lights facilitate learning.

Laptops with Multimedia projectors are regularly used for teaching learning, Seminars, Workshops, Presentations. Guest Lectures, Movie and Documentary Screening.

Library has adequate books and has subscribed for E-books. Broad-Band and Wi-Fi internet connection facility is provided in college without any charges to students and teachers in computer rooms and in the college library. This enables access to E-resources subscribed by the college under N-List, provided by Inlibnet.

SNDT Women's University provides e-resources to the students on payment of Rs. 100/- per year per student subscribed by the college. The students have access to Shiv kumar Bhubalka Pustakalya and Mahatma Gandhi Missions Hindustani Prachar Sabha Library. CCTV Cameras are installed in Classrooms, corridors and on the Ground Floor in the College Premises.

Students can use computers in the computer rooms and in the library.

Digital Camera and Card Readers facilitate learning and use of technology. They are used for documenting various events, field

trips, workshops, etc

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Upload any additional information     | No File Uploaded |
| Paste link for additional information | Nil              |

**STUDENT SUPPORT AND PROGRESSION****5.1 - Student Support****5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year****5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

137

| File Description   | Documents        |
|--|------------------|
| Upload self attested letter with the list of students sanctioned scholarship   | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | No File Uploaded |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year****5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

137

| File Description   | Documents        |
|--|------------------|
| Upload any additional information  | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | No File Uploaded |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**A. All of the above**

| File Description  | Documents        |
|---|------------------|
| Link to Institutional website   | Nil              |
| Any additional information  | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | No File Uploaded |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

234

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

234

| File Description  | Documents        |
|---|------------------|
| Any additional information  | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | No File Uploaded |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student**

**A. All of the above**

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

| File Description   | Documents        |
|--|------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases  | No File Uploaded |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

23

| File Description   | Documents        |
|--|------------------|
| Self-attested list of students placed                        | No File Uploaded |
| Upload any additional information                            | No File Uploaded |
| Details of student placement during the year (Data Template) | No File Uploaded |

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

36



| File Description                                   | Documents        |
|--|------------------|
| Upload supporting data for student/alumni          | No File Uploaded |
| Any additional information                         | No File Uploaded |
| Details of student progression to higher education | No File Uploaded |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

0

| File Description   | Documents        |
|--|------------------|
| Upload supporting data for the same  | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | No File Uploaded |

**5.3 - Student Participation and Activities**

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

**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) during the year.**

0

| File Description   | Documents        |
|--|------------------|
| e-copies of award letters and certificates   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | No File Uploaded |

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

The Student Council actively participates in a diverse range of academic, co-curricular, and extracurricular activities, providing its members with valuable opportunities to develop essential skills such as planning, organizing, leading and execution. These experiences contribute significantly to the holistic growth and development of the students. Student Council members are included in academic committees to ensure student representation in matters related to academic policies, curriculum development and course feedback. Their insights contribute to an inclusive academic environment that aligns with student needs. Students are also represented on various administrative committees, including those dealing with development and student services, like College Development Committee, etc. Their participation ensures that administrative decisions consider the practical impact on students. Student Council actively supports and promotes student-led initiatives, such as organizing cultural events, academic seminars, and community service projects. This encourages leadership and develops a sense of responsibility among students. This dynamic Student Council operates under the guidance of faculty members, led by the college Principal. This committee plays a crucial role in coordinating several activities and events held throughout the academic year. The Student Council conducts regular meetings. The Council motivates students to participate in a wide range of academic pursuits, including research paper presentations, debates, elocutions, seminars, and workshops organized by the college.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

73

| File Description  | Documents        |
|---|------------------|
| Report of the event   | No File Uploaded |
| Upload any additional information   | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | No File Uploaded |

### 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

Alumni contributes as resource persons at workshops conducted by the college. They participate in the Trade Fair organised by Alumni.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## 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

Perspective plan of the college is in tune with the broad vision and mission statements. To promote overall development of students, college works towards achieving academic excellence. College would like to emphasize on equipping students with employability skills, including training in self-employment, in coming years. In addition to continuing existing UG and PG courses, college would like to start following courses. Day to day decision making in college happens based on, communication between Principal, Academic and Cultural in-charge, Heads of Departments and the in-charge of the committees appointed. · Members of the department and committees discuss about details of the activities to be conducted and implement the plan as approved by the Principal. · College gives freedom to teachers to plan and implement any activity which is broadly in tune with the vision, mission and objectives of the college and is beneficial to students.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

NSS cell of the college adopted a semi-rural village, Umroli, located in Palghar District, adjoining the Greater Mumbai Metropolitan Region. Principal and IQAC coordinator were involved along with the NSS program officers during the process of adopting the village. Management trustees of the college approved the proposal and encouraged that in conducting the special camp, NSS POs should follow all the expected practices and rules. Program of the day-to-day activities of the special

camp was developed and finalized in association with the Villagers (village Sarpanch, Gramsevak, etc.), NSS POs, Principal, and IQAC Coordinator. Special Camp emphasised on the community outreach and extension activities by way of Shramadan twice a day for all NSS volunteers. NSS PO's organised activities with the intension to enable enhancement of following skills:

a. Time Management b. Leadership c. Co-operation d. Managing group behaviour e. Effective use of available resources f. Organisation of events g. Mannerisms in during appearance in a public place h. Experience in public speaking

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The academic and administrative responsibilities are shared by the Principal, Academic in charge and Cultural in charge, it endorses team work governed by the principles of participation and transparency. The college also functions through various committees such as Academic, Admission Examination Committee, Students Welfare Committee, Quality Assurance Cell, Cultural Committee, NSS, NCC, Sports, Career Guidance Placement, Black List Committee, Parent Teacher Association, Anti Ragging, Internal complaints Committee, Counselling Cell, Library Committee, Research, Hindi, English, Multi-Media Club, Environment Club, Women Development Cell, Disaster Management Cell. The Internal Quality Assurance Cell (IQAC) contributes towards quality enhancement. Academic activities and professional development programs are planned at the beginning of the academic year. IQAC carefully and meticulously assesses the timely submitted Examination questions papers, assessed answer papers, projects, assignments, lesson plans, departmental academic activities, seminars, workshops, programmes, etc. Faculty is encouraged to upgrade their professional competence and annual performance appraisal, API forms are submitted by them at the end of the academic year.

| File Description                                       | Documents        |
|--|------------------|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information                  | Nil              |
| Upload any additional information                      | No File Uploaded |

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

Departments and Committees plan and share documents, academic calendar, activities for the year, notices, circulars, programmes, competitions, etc. through email, OneDrive, google docs, google drive, Microsoft, email, Whatsapp, etc. Agenda, Minutes, documents, Quotations, etc. for CDC, LMC Meetings are sent by emails to Members. IQAC Collects Reports, Supporting documents, photos, etc. through email. Announcements and forthcoming events are uploaded on College Website. The Library Website informs about the book titles, E Resources, Previous Exam University Papers, etc.

| File Description                              | Documents        |
|---|------------------|
| Paste link for additional information         | Nil              |
| Link to Organogram of the institution webpage | Nil              |
| Upload any additional information             | No File Uploaded |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

| File Description   | Documents        |
|--|------------------|
| ERP (Enterprise Resource Planning) Document  | No File Uploaded |
| Screen shots of user inter faces   | No File Uploaded |
| Any additional information   | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | No File Uploaded |

### 6.3 - Faculty Empowerment Strategies

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

Management trust of the college facilitates award of the "Best Non Teaching Staff" every year. The Best Non Teaching Staff is felicitated at the Annual Day Programme with Prize money, rotating trophy and Memento.

Welfare Measures for Staff (assistance from Marwadi Sammelan, i.e., Managing Trust of the college) 1.Management trust of the college facilitates award of the "Best Teacher" every year. The Best Teacher is felicitated at the Annual Day Programme with Prize money, rotating trophy and Memento. Teaching and non-teaching staff members who have completed their 25 years

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

4

| File Description  | Documents        |
|---|------------------|
| Upload any additional information   | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

12

| File Description   | Documents        |
|--|------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres).  | No File Uploaded |
| Reports of Academic Staff College or similar centers   | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | No File Uploaded |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

8



| File Description  | Documents        |
|---|------------------|
| IQAC report summary   | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers)              | No File Uploaded |
| Upload any additional information   | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | No File Uploaded |

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

The Internal Quality Assurance Cell (IQAC) contributes towards quality enhancement. Academic activities and professional development programs are planned at the beginning of the academic year. IQAC carefully and meticulously assesses the timely submitted Examination questions papers, assessed answer papers, projects, assignments, lesson plans, departmental academic activities, seminars, workshops, programmes, etc. Faculty is encouraged to upgrade their professional competence and annual performance appraisal, API forms are submitted by them at the end of the academic year.

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institute conducts periodic internal and external audit to ensure appropriate financial management. Accounts are audited four times a year by certified Chartered Accountants appointed by the Management. Audit is presented to the certified Chartered Accountant. Books of accounts are verified and audited regularly. Financial Functions - Books of Accounts are

Audited - Internal Audit and Statutory Audit is conducted. The external Auditor scrutinizes and verifies the income and expenditure, Balance Sheet and other relevant documents and submits the report to the Management. Timely filing of Income Tax Returns Issue of Form 16 and details of Tax deducted At least three Tender Quotations are invited for contracts, purchase of software, assets, etc. which is discussed with the management in the meetings. Annually Publication of Financial Statements and Budgeted Statement of Accounts

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

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

0.84

| File Description  | Documents        |
|---|------------------|
| Annual statements of accounts   | No File Uploaded |
| Any additional information  | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | No File Uploaded |

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute conducts periodic internal and external audit to ensure appropriate financial management. Accounts are audited four times a year by certified Chartered Accountants appointed by the Management. Audit is presented to the certified Chartered Accountant. Books of accounts are verified and audited regularly. Financial Functions - Books of Accounts are Audited - Internal Audit and Statutory Audit is conducted. The external Auditor scrutinizes and verifies the income and expenditure, Balance Sheet and other relevant documents and

submits the report to the Management. Timely filing of Income Tax Returns Issue of Form 16 and details of Tax deducted At least three Tender Quotations are invited for contracts, purchase of software, assets, etc. which is discussed with the management in the meetings. Annually Publication of Financial Statements and Budgeted Statement of Accounts

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

## 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

**IQAC has organized**

Guest Lecture (Online) by Dr. Savita Tayade (Assistant Professor, SNTD College, Mumbai) on the occasion of Baba Sahab Ambedkar Jayanti ,on the Topic "Dalit Chetna aur Dohra Abhishap

5 days Online Training Programme on Disaster Preparedness .

Panel Discussion on "CEDAW: Convention on the elimination of all forms of Discrimination Against Women"

Online National lecture series, started on the occasion of Tulsi Jayanti -Tulsi ke Hiya Heri

National Level Panel Discussion on the topic "Women and the Environment"

National Level Panel Discussion - Student Symposium and Panel Discussion titled "Social Entrepreneurship Among Youth: A Step Towards Sustainable Development."

National Level Panel Discussion - Poster Making Cum Caption Writing Competition and Panel Discussion titled "Economic Independence and Gender Equality"

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

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

Teaching and learning evaluation feedback is collected from the students through anonymous and confidential Feedback Form in each Semester. Feedback on Curriculum is collected through well-designed questionnaires. The feedback also includes curriculum design and content. The Feedback collected are analysed and necessary action is taken. Regular feedback is obtained from students about each teaching faculty for each class and semester and the same is conveyed to the teacher, thus ensuring transparent communication. Feedback given by students about the teacher enables faculty development and a culture of continuous improvement by providing valuable insights to enhance the teaching and learning experience. The computed analysis as well as the Action Taken Report is shared with the departments and teachers. The departments, after due deliberations make necessary additions in the teaching plan for the current and subsequent academic year. The suggestions and responses are implemented in the action plan for the next academic year. Thus, by incorporating student feedback into the evaluation and improvement process it creates an environment that enables student success, engagement and overall satisfaction

| File Description                      | Documents        |
|---------------------------------------|------------------|
| Paste link for additional information | Nil              |
| Upload any additional information     | No File Uploaded |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality**

**C. Any 2 of the above**

**audit recognized by state, national or international agencies (ISO Certification, NBA)**

| File Description   | Documents        |
|--|------------------|
| Paste web link of Annual reports of Institution                                    | Nil              |
| Upload e-copies of the accreditations and certifications                           | No File Uploaded |
| Upload any additional information  | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | No File Uploaded |

## **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 year

- Community welfare activities such as imparting income generating skills, Health awareness discussions, etc. in the adopted area i.e. Umroli village, Palghar.
- Visits to old age home, orphanage
- Medical camps - Eye check-up camp, General Health check-up, etc.
- Swachh Bharat Abhiyan- Cleanliness Drive Programme are conducted regularly in the College Campus and surrounding areas, Shramdaan, community service, in adopted village, Beach cleaning, etc.
- Health Awareness Programmes - Blood Donation Awareness, Diabetes Awareness Camp, etc.
- Environment awareness, Tree Plantation Programs
- Social Issues, Literacy, Gender discrimination, etc. in association with NGO's, Rotaract Club, etc.
- Community engagement, Awareness through Street Plays, etc.
- Guest Lectures by eminent personalities on Health Awareness, Right to Information, Career Guidance, Personality Development, etc

| File Description  | Documents |
|---|-----------|
| Annual gender sensitization action plan   | Nil       |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil       |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

D. Any 1 of the above

| File Description               | Documents        |
|--------------------------------|------------------|
| Geo tagged Photographs         | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

E-Waste Bins are placed in the college premises and awareness campaigns are conducted for E-Waste management

| File Description  | Documents        |
|---|------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities  | No File Uploaded |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water**

D. Any 1 of the above

| <b>bodies and distribution system in the campus</b>   |                              |
|---|------------------------------|
| File Description  | Documents                    |
| Geo tagged photographs / videos of the facilities   | No File Uploaded             |
| Any other relevant information  | No File Uploaded             |
| <b>7.1.5 - Green campus initiatives include</b>   |                              |
| <b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b> <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of bicycles/ Battery-powered vehicles</b></li> <li><b>3. Pedestrian-friendly pathways</b></li> <li><b>4. Ban on use of plastic</b></li> <li><b>5. Landscaping</b></li> </ol> | <b>C. Any 2 of the above</b> |
| File Description  | Documents                    |
| Geo tagged photos / videos of the facilities  | No File Uploaded             |
| Various policy documents / decisions circulated for implementation  | No File Uploaded             |
| Any other relevant documents  | No File Uploaded             |
| <b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>   |                              |
| <b>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</b>  | <b>C. Any 2 of the above</b> |

| File Description  | Documents        |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency                                      | No File Uploaded |
| Certificates of the awards received                                       | No File Uploaded |
| Any other relevant information  | No File Uploaded |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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**

**B. Any 3 of the above**

| File Description   | Documents        |
|--|------------------|
| Geo tagged photographs / videos of the facilities                        | No File Uploaded |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance            | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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 200 words).

The institution is deeply committed to promote an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity. Through a variety of programs and initiatives, the college promotes tolerance,



harmony, and respect for all.

**Diversity and Inclusiveness:**

- Regular cultural festivals and events celebrate the rich diversity of students' backgrounds, encouraging mutual respect and understanding.
- Language clubs and workshops offer platforms for students to learn about and appreciate different linguistic heritages.

**Women Empowerment:**

- Dedicated women's forums and gender sensitization workshops address issues of gender inequality and promote female leadership.
- Scholarships and mentorship programs specifically support female students in their academic and professional pursuits.

**Communal Harmony:**

- Interfaith dialogues and seminars foster a spirit of unity and peaceful coexistence among students of different religious backgrounds.
- Community service initiatives encourage students to work together across different communities, promoting solidarity and collective responsibility.

**Cultural Values and Ethics:**

- Courses on ethics and values are integrated into the curriculum to instill moral principles and cultural awareness.
- Guest lectures and discussions on national heritage and cultural values help students appreciate and preserve their cultural identity.

**Respect and Nation Building:**

- Programs on national integration emphasize the importance of unity in diversity for the nation's progress.
- Activities promoting social justice and equity prepare students to contribute positively to society and uphold the values of democracy and citizenship.

| File Description   | Documents        |
|--|------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information   | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Each student has a faculty Mentor who interacts with the mentees regularly, taking into account the student's profile, family background, interests, strengths, career aspirations, academic performance, involvement in cocurricular, extra-curricular activities, attendance, skill development programmes, etc. ensuring students are focussed toward graduation and are also encouraged for further progression to pursue higher studies, competitive exams, etc.

Workshops, Guest Lectures, Programmes are conducted throughtout the year.

| File Description   | Documents |
|--|-----------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | Nil       |
| Any other relevant information   | Nil       |

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

**B. Any 3 of the above**

| File Description   | Documents        |
|--|------------------|
| Code of ethics policy document   | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information   | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes various national and international commemorative days, events, and festivals, fostering a deep sense of cultural heritage and global awareness among students and staff. These celebrations serve as platforms to honor significant figures, promote cultural values, and encourage holistic development.

**Premchand Jayanti:** Literary events, such as essay competitions and storytelling sessions, celebrate the works and contributions of the renowned writer, Premchand, fostering an appreciation for Hindi literature.

**Tulsidas Jayanti:** Recitations and discussions on the works of Tulsidas, particularly the Ramcharitmanas, highlight his contributions to Indian literature and spirituality, promoting cultural and ethical values.

**Gandhi Jayanti:** Activities such as debates, peace marches, and community service projects honor Mahatma Gandhi's legacy, emphasizing the importance of non-violence, truth, and social justice.

**Swami Vivekananda Youth Day:** Inspirational talks, youth empowerment workshops, and seminars on Swami Vivekananda's teachings motivate students to embrace his ideals of strength, wisdom, and service.

**Vachan Prerna Day:** Celebrations focus on the importance of reading, with book fairs, reading marathons, and author interactions encouraging a love for literature and lifelong

learning.

Diwali:Festivities include cultural performances, diya lighting ceremonies, and traditional food fairs, celebrating the festival of lights and fostering a sense of community and joy.

International Days:Observations of International Women's Day, World Environment Day, and International Yoga Day, among others, include relevant activities such as workshops, campaigns, and yoga sessions, promoting global awareness and holistic well-being.

| File Description  | Documents        |
|---|------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events  | No File Uploaded |
| Any other relevant information  | No File Uploaded |

## 7.2 - Best Practices

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

Mumbai Colleges In Association with FES India organised Panel Discussion and Competitions for Students on themes relating to, "Social Entrepreneurship Among Youth" & "Economic Independence and Gender Equality" The Genderlogue is a series introduced by the FES India office to provide a platform for India - wide deliberations on issues which matter to all. In this exploratory journey FES India announces a series of online Genderlogues titled "Moving Towards Gender Equality: Contemporary Challenges" in partnership with CLUSTER Colleges - St. Arnold's College, B.M. Ruia Girls College and Swami Vivekanand Night College.

| File Description                            | Documents |
|---|-----------|
| Best practices in the Institutional website | Nil       |
| Any other relevant information              | Nil       |

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution has excelled in promoting the national language, Hindi, and supporting first-generation learners, reflecting its commitment to linguistic and educational inclusivity. Recognizing the importance of Hindi as a cultural and unifying force, the institution integrates it extensively into its curriculum, ensuring all students achieve proficiency. Various Hindi language programs, literary clubs, and cultural events such as Hindi Diwas and Kavi Sammelans are organized to foster a deep appreciation and command of the language among students and staff.

In parallel, the institution prioritizes the upliftment of first-generation learners by creating a supportive and nurturing environment. Tailored mentorship programs, bridge courses, and remedial classes are offered to address the unique challenges faced by these students. Financial assistance, scholarships, and counseling services further aid in their academic journey. The institution also encourages active parental involvement through regular interactions and community outreach programs, creating a robust support system for the students.

These combined efforts have yielded significant results: a notable increase in student proficiency in Hindi and a higher retention and success rate among first-generation learners. This dual focus not only preserves and promotes national heritage but also empowers a crucial segment of society, aligning with the institution's mission of inclusive education and cultural enrichment.

| File Description                             | Documents        |
|--|------------------|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information               | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1. Enhance Curriculum Integration
2. Strengthen Student Support and Progression to Higher Studies

3. Promote Research and Apply for Grants.
4. Encourage Innovation and Entrepreneurship
5. Promote Sustainability Programmes and Initiatives.
6. Conduct Green Audit, Energy and Environment Audit.
7. Enhance Industry Collaboration.
8. Community Engagement and Extension Activities
9. Faculty Development and Staff Development Programmes.
10. Infrastructure Development.