



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

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

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**[www.bmrgirlscollege.com](http://www.bmrgirlscollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established in 1958 by the visionary members of Marwadi Sammelan, B.M. Ruia Girls' College has been at the forefront of advancing women's education. Guided by its mission to empower women through academic excellence, the College received affiliation from SNDT Women's University in 1960 and achieved permanent affiliation in 1979. Over the years, it has transformed into a vibrant center of learning and holistic development, meeting the educational aspirations of women from diverse socio-economic backgrounds.

Situated in South Mumbai's serene and prestigious locality, the College is a vibrant educational institution that balances traditional values with contemporary practices. Its vision, emphasizes its commitment to nurturing socially responsible, confident, and accomplished individuals.

The College offers undergraduate programmes in B.A., B.Com., and BMS / B.Com. in Management Studies, and postgraduate programmes in M.Com. and M.A. (Economics). The curriculum integrates skill-based courses, internships, and research opportunities, aligning with the National Education Policy (NEP) 2020 to ensure a multidisciplinary, inter-disciplinary and flexible approach to education. The College also promotes the integration of Indian Knowledge Systems (IKS), emphasizing traditional wisdom and cultural heritage alongside modern advancements.

The College was accredited by NAAC with 'B+' Grade (3rd Cycle) Recognized for its excellence, the college was awarded the prestigious Maharshi Karve Best College Award (2022-23) by SNDT Women's University. The institution also received 'A' Grade in the Academic and Administrative Audit conducted by the University in 2023. Faculty excellence, innovative teaching methods, and digital integration ensure high-quality education.

The College focuses on holistic development of the students, through platforms such as NSS, NCC, Women Development Cell, Student Welfare Committee, etc. The institution develops leadership, social responsibility, and personal growth among students. Regular awareness programs on health, hygiene, gender equality, and environmental sustainability are complemented by co-curricular and extracurricular activities, including academic competitions, cultural events, and sports.

Faculty development programs, student-centric teaching methodologies, and integration of digital tools promote innovative education. The faculty and staff play a significant role in mentoring students and encouraging an environment of inclusivity, academic rigor, and ethical growth.

The College is proud of its students' achievements in academics, sports, and cultural arenas. Students have excelled in intercollegiate competitions, presented research papers, and participated in national and state-level events.

Special support, such as fee concessions, installment facilities, and distribution of essential supplies, reflects the institution's commitment to supporting students from all walks of life.

B.M. Ruia Girls' College also celebrates national and international commemorative days, promoting a sense of patriotism, cultural pride, and global awareness. Events such as International Yoga Day, World Environment Day, Marathi Bhasha Divas, and Human Rights Day reflect the institution's ethos of integrating education with

values.

B.M. Ruia Girls' College promotes women empowerment, academic excellence, and nation-building, embracing NEP principles and IKS to prepare future-ready, socially conscious enlightened citizens.

### **Vision**

**"Empowerment and Enlightenment of women by envisaging their aspirations in the light of wisdom."**

### **Mission**

**"Empowerment of women through academic excellence, promotion of the national language Hindi, cultural awareness and contribution towards nation building."**

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

### **Institutional Strength**

#### **Strengths:**

- A well-established institution located in a prime area with a strong vision of empowering women through education.
- Supportive and proactive management committed to institutional growth and student welfare.
- Highly qualified, experienced, and competent faculty members, with 10 Ph.D. holders and 10 registered Ph.D. guides at SNDT Women's University, dedicated to imparting quality education and mentoring students.
- Comprehensive teaching-learning-evaluation processes incorporating ICT-based pedagogical tools, blended learning, flipped classrooms, and online resources.
- Actively promotes the national language through various academic and cultural initiatives.
- Strong focus on social responsibility, contributing to community development through extension activities.
- Provides a supportive and inclusive environment through diverse programs aimed at women's empowerment.
- Maintains a strong student-teacher ratio with an effective mentoring system.
- Offers skill development, job-oriented, and vocational certificate courses to enhance employability.
- **Accolades and Recognition:**
  - Honored with the prestigious "Maharshi Karve Best College Award 2022-23" by SNDT Women's University.
  - Received an 'A' Grade in the Academic and Administrative Audit conducted by SNDT Women's University.
- Organized a National Webinar Series on the "National Education Policy 2020: Prospects and Challenges in Higher Education," featuring 13 national-level webinars attended by over 1,000 participants and resource persons, including Vice-Chancellors.
- Encourages research, innovation, and entrepreneurial practices among faculty and students

## **Institutional Weakness**

### **Weaknesses:**

- Limited campus space restricts the scope for expansion and the addition of new facilities.
- Dependence on self-financed programs and constrained financial resources limit the ability to implement large-scale infrastructural or academic enhancements.
- Minimal partnerships with international institutions for exchange programs and research collaborations.
- Limited structured engagement with alumni for mentorship, networking, and fundraising initiatives.
- While ICT is utilized, there is room for broader adoption of advanced technologies like AI and virtual laboratories in teaching-learning processes.
- Placement opportunities for students can be further enhanced with stronger industry connections and internships.
- Although faculty members are research-oriented, the number of collaborative and interdisciplinary research projects can be increased.
- While faculty qualifications are commendable, opportunities for international training and exposure can be expanded.
- Being situated in South Mumbai, accessibility for students from distant suburbs may be challenging.

These areas, while challenging, present opportunities for growth and improvement to further enhance the institution's academic and social impact.

## **Institutional Opportunity**

### **Opportunities:**

B.M. Ruia Girls' College has several opportunities for growth and excellence, aligning with its vision of empowering women through education:

- Apply for recognition as a research center from SNDT Women's University and enroll eligible faculty members for research guide-ship, enhancing academic research capabilities.
- Mobilize grants for research projects from both government and non-government sources to support faculty and student research initiatives.
- Encourage faculty to pursue awards, recognition, and fellowships at state, national, and international levels from various academic and research bodies, strengthening institutional prestige.
- Increase collaborations with industries for faculty and student exchange programs, internships, extension activities, and research partnerships, providing practical exposure and enriching academic knowledge.
- Implement e-governance in all areas of operation to streamline administrative processes, improve efficiency, and foster transparency.
- Build a strong, influential alumni network to provide mentorship, career support, and job opportunities for current students, strengthening the college's community.
- Leverage emerging technologies such as AI, virtual classrooms, and online simulations to enhance the learning experience and introduce innovative educational programs.
- Introduce interdisciplinary courses and skill-based programs that cater to contemporary industry needs and student aspirations, in line with the National Education Policy (NEP) 2020.
- Establish global partnerships with universities for exchange programs, joint research projects, and

faculty development opportunities.

These opportunities are designed to enhance the College's academic, research, and community engagement endeavors, ensuring its continued growth and contribution to women's empowerment.

## **Institutional Challenge**

### **Challenges and Areas for Improvement:**

B.M. Ruia Girls' College faces several challenges that can be addressed to enhance student development and institutional growth:

- Many economically disadvantaged students face significant financial constraints when pursuing higher education, which could hinder their aspirations for further studies or skill development.
- With reduced government funding and increasing operational costs, the College faces challenges in investing adequately in infrastructure and technological advancements required to meet the demands of modern education.
- The limited physical space available on campus restricts the development of additional infrastructure and new facilities for students, affecting overall growth potential.
- While the College motivates students to pursue higher education, many students, especially those from lower-income backgrounds or conservative families, face societal and familial pressure, limiting their opportunities for higher education and career growth.
- There is a need to further encourage students to take up employability skills training, which is vital for their personal and professional growth, ensuring they are well-prepared for competitive job markets.
- While the College aims to increase student participation in field projects and internships, there is a need to enhance these opportunities and further integrate them into the curriculum for practical exposure and skill development.
- The traditional, conservative mindset of some families prevents their daughters from pursuing higher education or professional careers, which is a barrier to academic and social empowerment.

Addressing these challenges requires a strategic approach to financial support, infrastructure development, and socio-cultural awareness to ensure the holistic growth of students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution has implemented a structured and well-documented process for curriculum planning and delivery, ensuring alignment with the academic calendar and continuous internal assessments (CIE). It received the prestigious Maharshi Karve Best College Award 2022-23 and an 'A' grade in the Academic and Administrative Audit for three consecutive years (2020-21 to 2022-23). Faculty members actively contributed to curriculum development being BoS members and syllabus designers and by introducing 35 add-on and value-added courses to bridge curricular gaps.

Over the last five years, 90.17% of students completed skill-enhancing programs, including English for Career Advancement, Advanced Excel and Power BI, and Entrepreneurship Certificate Program. Regular updates to activity calendars, feedback incorporation, and robust CIE processes have strengthened learning outcomes, as evident through diverse evaluation methods such as projects, presentations, and mock interviews.

During the COVID-19 pandemic, innovative digital learning tools were introduced, such as educational videos, collaborative tools, and podcasts, blending synchronous and asynchronous learning. Co-curricular initiatives, including seminars, internships, and field visits, complemented academic efforts. Extra-curricular activities through NSS, NCC, and Green Club further enriched the learning environment.

The curriculum integrates cross-cutting issues like Professional Ethics, Gender Equality, Human Values, and Environmental Sustainability across courses. Workshops and initiatives by NSS, the Green Club, and Women's Development Cell foster inclusivity and environmental awareness.

Additionally, 35.75% of students undertook project work, fieldwork, and internships in the latest academic year 2023-24. The institution's feedback system ensures continuous improvement through stakeholder input, with action taken reports made publicly available on the institutional website.

This comprehensive and flexible approach has established the institution as a center of academic excellence, nurturing well-rounded, socially responsible professionals.

### **Teaching-learning and Evaluation**

B.M. Ruia Girls' College, Gamdevi, is affiliated with SNDT Women's University, Mumbai. The college adheres to the university's academic calendar, ensuring timely preparation and distribution of courses. The university meticulously plans its academic sessions, adhering to its guidelines for program durations and schedules.

Student assessment is a key focus. The college conducts regular assessments through assignments and tests within designated timelines. A student-centered learning philosophy guides teaching methodologies across all departments. The faculty are highly qualified, dedicated, and experienced which contributes significantly to the institution's growth.

Admissions are conducted transparently, adhering to the Government of India's reservation policy. The college admits a substantial number of students annually. Academic proficiency is evaluated through innovative internal assessment methods designed by the faculty. The internal assessment system maintains transparency and integrity.

Student support is prioritized. The college provides an effective mentoring system for counselling and offers dedicated support to slow learners. All teaching positions are filled with well-qualified full-time faculty members, as per UGC guidelines. The college encourages faculty to pursue higher qualifications, resulting in a high proportion of Ph.D. holders.

The college embraces modern teaching practices. Faculty members effectively utilize ICT tools in teaching and learning. The COVID-19 pandemic accelerated the adoption of online teaching methodologies, enriching the learning experience for students.

Program Outcomes (POs) and Course Outcomes (COs) are clearly defined and outlined by the university in the curriculum and are readily accessible on the college website.

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

B.M. Ruia Girls College is committed to promoting an environment of research, innovation, and extension that nurtures academic excellence. We are proud to have a distinguished faculty that contributes immensely to the growth and development of our students and the institution as a whole. The dedication and expertise of our faculty members are key pillars in shaping a productive and knowledge-driven academic community.

Principal, Dr. Santosh Kaul Kak was honoured with prestigious recognitions, such as the "Rashtriya Gaurav Samman" by the Hindi Academy, Mumbai, acknowledging her outstanding contributions in the field of education. Among our 13 permanent faculty members, 10 hold doctoral degrees, and one more would be completing soon, thus demonstrating the strong academic credentials of our teaching staff. Additionally, 8 of our faculty members have been recognized with Ph.D. Guideship, and many of them have been allotted Ph.D. students, further strengthening the research culture within the institution.

Research plays an integral role in our institution's academic framework, and our faculty members are actively engaged in research activities. They regularly publish research papers in UGC CARE Listed and Peer-Reviewed Refereed Journals and contribute to scholarly books. These publications cover diverse topics, reflecting the interdisciplinary research endeavors of our faculty.

The Department of Hindi has made significant strides in research and publication. Under the leadership of Principal Dr. Santosh Kaul Kak, the department published a book titled "Bhartiya Samaj: Samsamayik Prashna - Sahitya Aur Cinema Mein Mahilaon Ka Yogdaan." This book, which carries the College ISBN, delves into contemporary issues in Indian society, with a focus on women's contributions in literature and cinema. It is a significant contribution to academic discourse and reflects the college's commitment to addressing relevant societal issues through scholarly work.

The college also actively encourages its faculty and students to engage in extension activities, bridging the gap between academic learning and societal impact. We take pride in our role in shaping future leaders who are well-equipped to contribute to both the academic world and the community.

### **Infrastructure and Learning Resources**

The college provides comprehensive infrastructure to maintain academic quality and meet daily institutional needs. Facilities for curricular and co-curricular activities include classrooms equipped with multimedia teaching aids, widely used for presentations, seminars, and screenings. Extracurricular opportunities such as sports, NSS, NCC, yoga, soft skills training, and cultural activities are integral to the institution. Supportive amenities like the library, two computer labs, canteen, counseling room, and common room enhance the overall academic and administrative environment. The college has also secured permission from BMC to use August Kranti Maidan for sports activities. Free coaching is offered to students in chess, badminton, cricket, yoga, dance, singing, and acting.

The library is a well-equipped academic hub, housing an extensive collection of books, journals, and e-resources, accessible through SNDT University, N-List (INFLIBNET), and the library's dedicated website.

Fully automated with SLIM21 software and OPAC, it links users to various open-access resources. Faculty and students also benefit from access to other renowned libraries, including SNDT Women's University, and Shivkumar Bhuvalka Pustakalay.

The College Development Committee ensures the proper allocation of funds for infrastructure maintenance and upgrades. Annual maintenance services are in place for essential facilities such as the computers, lifts, and air conditioning systems. Renovation and repair works are often funded by the UGC. The college has embraced modern technologies, offering ICT-enabled classrooms, smart screens, projectors, and online platforms like Zoom and Google Meet, making learning accessible through mobile devices as well. Regular training equips students and staff to use these technologies effectively.

Modern classrooms, seminar halls, and recreational spaces support a dynamic learning environment. Robust IT infrastructure, including state-of-the-art computer labs and high-speed internet, ensures seamless online learning and research. Transparent resource allocation, supported by regular audits, further strengthens accountability.

By prioritizing infrastructure, IT, and library facilities, the institution promotes academic excellence and holistic student development, creating an environment conducive to innovation and growth.

### **Student Support and Progression**

The institute is committed to providing comprehensive support to its students through a variety of government-sponsored scholarships and free-ships, as well as those offered by the college management. These financial aids include scholarships for SC, ST, NT, VJNT, OBC, low-income, and minority students, ensuring inclusivity in higher education.

In addition to financial support, the college management prioritizes the welfare of socially disadvantaged and physically challenged students, offering tailored scholarships and academic assistance. The institution provides robust mentoring, career counseling, and personalized guidance for both slow learners and advanced learners to ensure their academic success.

To enhance students' employability, the college emphasizes skill development, ensuring that students are equipped with the essential skills to be job-ready. Various initiatives such as career counseling, entrepreneurship development, campus interviews, and placement activities are regularly organized to connect students with better career opportunities. The college also encourages students to pursue higher education by providing guidance on available opportunities.

The institute organizes numerous skill-enhancement sessions focusing on soft skills, language proficiency, and ICT skills. To further support students' career progression, the college offers specialized coaching for competitive examinations, internships, and project work. Additionally, the college is dedicated to nurturing entrepreneurial skills, motivating students to explore self-employment opportunities.

The institute strongly believes in the holistic development of students, providing access to facilities that encourage participation in both curricular and extra-curricular activities. The college also organizes training sessions and guest lectures from industry professionals to bridge the gap between academic learning and real-world industry requirements.



As a girls' college, safety and security are paramount. The campus is equipped with state-of-the-art CCTV surveillance to ensure the safety of all students. Furthermore, alumni are actively engaged in college activities as resource persons, mentors, judges, and facilitators for extra-curricular events. Their contributions play a crucial role in helping students stay updated with industry trends and expectations, reinforcing the college's commitment to promoting well-rounded, industry-ready graduates.

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

B. M. Ruia Girls' College, established in 1958, has consistently demonstrated a commitment to robust governance, effective leadership, and efficient management, aligning with the college's vision, "Empowerment and Enlightenment of women by envisaging their aspirations in the light of wisdom", and emphasizes its dedication to women's education and holistic development.

The college operates under a structured leadership framework, with the Principal at the helm, supported by Heads of Departments and various administrative bodies. This hierarchical yet collaborative structure ensures effective decision-making and strategic planning. The institution's permanent affiliation with SNDT University since 1979 reflects its adherence to academic standards and governance protocols.

The college emphasizes faculty development through various programs, workshops, and seminars, developing a culture of continuous learning and professional growth. This commitment to faculty empowerment enhances the quality of education provided to students.

B. M. Ruia Girls' College ensures transparency in financial management, with a focus on efficient resource allocation and utilization.

It has a robust Internal Quality Assurance System (IQAS) to continuously evaluate and improve academic and administrative processes. Feedback from stakeholders is actively sought, and corrective actions are taken based on the feedback, ensuring ongoing quality improvement in all areas.

The college's governance, leadership, and management systems have contributed significantly to its academic success and the holistic development of its students.

The College promotes a student-centric environment, offering opportunities for participation in extracurricular and co-curricular activities such as NSS, NCC, sports, yoga, and cultural events. These initiatives contribute to the holistic development of students, aligning with the college's mission to empower women through education. The College exemplifies effective governance, leadership, and management, ensuring a quality educational experience for its students.

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

B.M. Ruia Girls' College is committed to promoting an inclusive and progressive learning environment that upholds the highest standards of institutional values and best practices. Criterion 7 focuses on the efforts made by the institution to promote ethical and moral values, environmental consciousness, social responsibility, and best practices that enhance the academic and co-curricular experience of its students.

The college's institutional values are grounded in its vision to empower women through education, promoting

values such as integrity, respect, diversity, and social equity. These core principles guide the institution's approach to curriculum, teaching, learning, and community engagement. The college adheres to national policies on education, implementing sustainability initiatives and ethical practices that nurture the holistic development of students. The Key initiatives under the best practices of the institution include, Promoting Gender Equity, Environmental Sustainability, Community Engagement, Value-based Education, Inclusive Practices, Women Health, awareness Programmes on Menstrual Hygiene, and Free Distribution of Sanitary Napkins and Multi-Vitamin Tablets for students and Community, etc. The institution has established a supportive environment for women's empowerment through various programs, workshops, and seminars aimed at boosting self-confidence, leadership, and entrepreneurial skills. It has integrated environmental sustainability into its operations with initiatives like waste management, green campus practices, and awareness programs that encourage students to become responsible global citizens. The college actively engages with local communities through outreach programs, volunteer activities, and social service projects, aiming to develop a sense of social responsibility among students. The curriculum is designed to promote ethical, cultural, and moral values, alongside academic knowledge, preparing students to become responsible citizens and leaders in their respective fields. The college ensures inclusivity in all its activities, offering equal opportunities for students from various backgrounds, cultures, and socio-economic statuses.

Through these best practices, B.M. Ruia Girls' College aims to continue its legacy of empowering women, contributing to society, and enhancing academic excellence. The commitment to institutional values and the sustained implementation of these best practices is central to the college's mission of developing well-rounded, socially responsible individuals

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	B. M. RUIA GIRLS' COLLEGE
Address	Krishna Kunj, Vachha Gandhi Road, Gamdevi, Mumbai 400 007
City	Mumbai
State	Maharashtra
Pin	400007
Website	<a href="http://www.bmrgirlscollege.com">www.bmrgirlscollege.com</a>

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">Minority.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Hindi Linguistic Marwadi
Any Other	

Establishment Details

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	30-04-2011	<a href="#">View Document</a>
12B of UGC	30-04-2011	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Krishna Kunj, Vachha Gandhi Road, Gamdevi, Mumbai 400 007	Urban	0.205831	1023.47

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
UG	BA, Economics, Economics	36	XII Pass	Hindi	40	9
UG	BA, Hindi, Hindi	36	XII Pass	Hindi	40	9
UG	BA, Sociology, Sociology	36	XII Pass	Hindi	40	11
UG	BCom, Commerce,	36	XII Pass	English	120	93
UG	BCom, Management, Management Studies	36	XII Pass	English	60	31
PG	MA, Economics, Economics	24	Graduation	English + Hindi	40	5
PG	MCom, Commerce,	24	Graduation	English	40	5

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				8			
Recruited	0	0	0	0	0	5	0	5	2	6	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	8	4	0	12
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	4	0	1	5	0	10
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	149	4	0	0	153
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	12	11	14	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	8	11	16	8
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	141	167	170	117
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	4	4	0
	Others	0	0	0	0
Total		163	193	205	133

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>B. M. Ruia Girls' College is deeply committed to the vision of the National Education Policy (NEP) 2020, which emphasizes the creation of a multidisciplinary and interdisciplinary academic ecosystem. The college offers a diverse array of programs, including B.A. in Hindi, B.A. in Economics, B.A. in Sociology, B.A. in Psychology, and B.A. in English, alongside Commerce and Management Studies. This academic framework fosters a holistic understanding of various fields and promotes the integration of knowledge across disciplines. The Arts faculty adopts an interdisciplinary approach, bridging distinct fields to stimulate intellectual exploration and critical thinking. For instance, English and Sociology are</p>
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integrated to analyze cultural narratives and social changes, while Psychology and Economics examine consumer behavior and decision-making through cognitive and economic lenses. Commerce and Management Studies delve into the synergy between organizational behavior, psychological principles, and business strategies. These initiatives encourage students to approach challenges through multiple perspectives, preparing them for success in dynamic and complex professional environments. Research is a cornerstone of the academic environment at B. M. Ruia Girls' College, with an emphasis on interdisciplinary exploration. Faculty and students engage in key research areas such as Sustainable Development Goals (SDGs), focusing on poverty alleviation, gender equality, and environmental sustainability. Other areas include Cultural Narratives, which study societal evolution through literature, history, and sociology, and Behavioral Economics, which analyzes economic trends through psychological theories. Entrepreneurship and Innovation are also explored, investigating how business, psychology, and management intersect to drive progress. To promote such exploration, the college organizes initiatives like Research Workshops and the Multidisciplinary Research Paper Presentation Competitions creating platforms for students and faculty to collaborate on solutions to pressing global challenges. Skill development is a critical aspect of the institution's commitment to enhancing employability and entrepreneurial capabilities. The college offers a variety of certificate and add-on courses, including IT skills, digital literacy, soft skills, and domain-specific technical training. Emerging areas like AI, data analytics, programming, and social media marketing are prioritized, with programs updated based on industry trends and student feedback. Workshops on resume writing, interview preparation, entrepreneurship, and time management further equip students with professional competencies. Partnerships with industries enable hands-on training, internships, and guest lectures, ensuring real-world exposure. The college also fosters entrepreneurial skills through dedicated entrepreneurship cells, incubation centers, and business plan competitions, promoting innovation and start-up culture. The college has actively embraced the NEP 2020 framework through

	<p>various initiatives: • NEP Week Celebrations to enhance stakeholder awareness. • Faculty training programs, such as the NEP 2020 Orientation and Sensitization Course by UGC-MMTTC. • Seminars on the Indian Knowledge System and interdisciplinary education. The National Webinar Series on NEP 2020, with 13 sessions covering inclusivity, vocational education, leadership, evaluation reforms, and more, brought together over 3,000 participants from across India. Distinguished speakers, including Hon'ble Vice Chancellors who enriched the discourse with their insights. By blending academic rigor with interdisciplinary research and skill development, B. M. Ruia Girls' College exemplifies NEP 2020's vision. The institution remains steadfast in its mission to develop well-rounded, adaptable lifelong learners, prepared to contribute meaningfully to society and thrive in a rapidly evolving global landscape</p>
2. Academic bank of credits (ABC):	<p>B. M. Ruia Girls' College has taken proactive measures to implement the Academic Bank of Credits (ABC) system, in alignment with the National Education Policy (NEP) 2020, thus aiming to provide students with enhanced flexibility, mobility, and lifelong learning opportunities. The institution has prioritized creating awareness about Academic Bank of Credits (ABC) system, among faculty and students about its objectives, operational processes, and benefits. Awareness campaigns have been conducted through workshops, orientation sessions, and interactive discussions, ensuring that all stakeholders understand the fundamental role of ABC in redefining academic pathways. Informational posters with QR Codes and notices are prominently displayed across the campus and classrooms to reinforce awareness and engagement. The institution has successfully registered the students on the ABC portal as per SNDT Women's University directives. The integration ensures that students can seamlessly accumulate, store, and transfer credits earned from diverse courses. Such flexibility empowers students to pursue interdisciplinary and multi-institutional studies. To ensure smooth adoption and operational efficiency, the institution has conducted a series of workshops and hands-on training sessions for faculty and administrative staff. These sessions provide detailed insights into the technical and procedural</p>

	<p>aspects of credit registration, management, and transfer within the ABC framework. Personalized Guidance for Registration on the ABC Portal is provided to facilitate the smooth adoption of the Academic Bank of Credits (ABC) system. B. M. Ruia Girls' College ensures personalized one-to-one guidance for all students during the registration process on the ABC portal. Faculty members, administrative staff, and student volunteers actively collaborate to provide step-by-step assistance, ensuring that every student understands the registration procedure and successfully creates their ABC account. Teachers guide students by explaining the significance of the ABC system, its long-term benefits, and the practical steps required for registration. Administrative staff offer technical assistance to resolve any issues encountered during the process, while trained senior students act as peer mentors, helping their juniors navigate the platform with ease. Dedicated help desks and orientation sessions are organized on campus, providing real-time support to students. Additionally, printed and digital guides are shared, complementing the personalized assistance offered. This hands-on approach ensures that all students, regardless of their technological proficiency, can register confidently and independently. Such efforts underline the institution's commitment to ensuring inclusivity and accessibility, enabling learner-centric educational environment and providing every student to leverage the advantages of the ABC framework effectively.</p>
3. Skill development:	<p>The institution places a strong emphasis on skill development to enhance students' employability and entrepreneurial capabilities. A comprehensive range of initiatives and programs is undertaken to equip students with essential technical, professional, and life skills, enabling them to excel in their chosen careers and contribute effectively to society. To cater to diverse learning needs, the institution offers skill-oriented certificate and add-on courses in areas such as IT skills, communication, digital literacy, soft skills, and domain-specific technical expertise. These courses are meticulously updated based on industry trends and student feedback, ensuring their relevance and impact. Departments and committees organize workshops and training sessions on topics like resume writing, interview preparation,</p>

	<p>entrepreneurship, and time management. Students gain hands-on experience in emerging areas, including artificial intelligence (AI), data analytics, and programming. The institution has established partnerships with industries and organizations to provide real-world training opportunities through internships, guest lectures, and collaborative projects. To promote entrepreneurial skills, the institution promotes innovation through dedicated entrepreneurship cells, incubation centers, and business plan competitions, cultivating a start-up culture among students. Holistic development is further supported by programs focusing on critical thinking, teamwork, leadership, and emotional intelligence. The institution actively integrates these skill development initiatives into its academic framework. Key highlights include:</p> <ul style="list-style-type: none"> <li>• <b>MOUs and Collaborations:</b> The institution has established Memorandums of Understanding (MOUs) with reputed organizations and offers government-certified Skill India Courses in collaboration with Maharashtra State Skill Development.</li> <li>• <b>CHETNA Program:</b> In association with SNDT Women's University, the Centre for Holistic Education, Training, and Novel Advancements (CHETNA) delivers specialized skill development programs.</li> <li>• <b>Skill-Oriented Courses:</b> A diverse array of courses is available, including: <ul style="list-style-type: none"> <li>o Customer Relationship Management (Voice Assistant)</li> <li>o Social Media Executive</li> <li>o Street Food Vendor</li> <li>o Domestic Data Entry Operator</li> <li>o Database Management</li> <li>o Basics of GST</li> <li>o Food Entrepreneur</li> <li>o Social Media Marketing</li> <li>o Customer Service Administration</li> <li>o Fundamentals of GST</li> </ul> </li> </ul> <p>Through these initiatives, the institution ensures that students are well-prepared for diverse career paths, promoting a robust skill set that aligns with industry demands and societal needs. The holistic approach to skill development empowers students to emerge as competent professionals and innovative entrepreneurs, ready to navigate the challenges of a dynamic global landscape</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>B.M. Ruia Girls' College is deeply committed to promoting and integrating the Indian Knowledge System (IKS) within its academic and extracurricular framework to promote cultural awareness, respect for heritage, and holistic development. The institution undertakes diverse initiatives, including seminars,</p>

	<p>webinars, guest lectures, and cultural programs, to incorporate Indian language, culture, and traditional knowledge effectively. The Department of Hindi plays a pivotal role by organizing events such as self-composed poetry competitions, bhajan recitals, debates, essay writing, and elocution contests to enhance linguistic and cultural expression. Curricular elements like webinars on Ayurveda and Yoga further emphasize holistic learning. A significant highlight is the Indian Knowledge Tradition Lecture Series, launched in 2023, featuring eminent scholars who explore themes such as Bhakti literature, self-reliance, science, and the contributions of women scholars in IKS, alongside the transformative goals of the National Education Policy 2020. Additionally, the institution hosted a national seminar on Tulsidas' Ramcharitmanas and Bhakti literature, in collaboration with the Maharashtra State Sahitya Academy, and welcomed distinguished speakers, including Vice Chancellors and academicians. Through these efforts, B.M. Ruia Girls' College exemplifies its dedication to nurturing a deep understanding of India's intellectual heritage while aligning traditional knowledge with modern education frameworks for the all-round development of students and educators</p>
5. Focus on Outcome based education (OBE):	<p>B.M. Ruia Girls' College has adopted Outcome-Based Education (OBE) to ensure a student-centric learning approach that emphasizes measurable outcomes. The curriculum was aligned with clearly defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), ensuring that every course contributes to the holistic development of students. Multiple Choice Questions were designed focusing POs, COs and PSOs. The attainment of POs, COs and PSOs were also measured through MCQ responses. Innovative teaching methods, including case studies, project-based learning, and role-plays, were employed to achieve learning outcomes effectively. Faculty members were trained to enhance their teaching strategies. Assessment methods, including assignments, presentations, online quizzes, were mapped to the intended outcomes, focusing on evaluating knowledge, skills, and attitudes. The use of rubrics and criteria-based evaluation ensured transparency and consistency in assessing outcomes.</p>

	<p>Emphasis was placed on developing competencies like critical thinking, communication, problem-solving, and teamwork. Programs and activities were aligned with the achievement of institutional goals, including skill enhancement, ICT Tools, etc. Feedback from stakeholders such as students, alumni, and teachers was analyzed to identify gaps and improve the outcome achievement process. Data-driven monitoring mechanisms, including attainment reports and performance analysis, were utilized to refine teaching-learning strategies</p>
6. Distance education/online education:	<p>Distance Education/Online Education at B.M. Ruia Girls' College During the COVID-19 pandemic, B.M. Ruia Girls' College successfully transitioned to online education, ensuring uninterrupted learning and academic continuity. The institution utilized digital platforms such as Google Meet, Zoom, and Microsoft Teams to conduct real-time interactive classes, fostering active engagement between students and faculty. Key Initiatives and Tools: Learning Management Systems (LMS): Platforms like Google Classroom facilitated sharing of study materials, assignments, and recorded lectures, along with project submissions and evaluations. E-Resources: Students gained access to e-books, research papers, and video lectures through institutional subscriptions and open-access repositories. Multimedia Content: Faculty created video tutorials, multimedia presentations, and other engaging materials to enhance the learning experience. Interactivity: Tools like online quizzes, polls, mind maps, infographics, Jamboard, and word clouds were employed to make classes dynamic and participatory. Support for Connectivity Issues: Recorded lectures and flexible submission deadlines ensured inclusivity for students with internet challenges. Capacity Building and Support: Faculty underwent development programs and workshops to master effective online teaching methodologies. Students received orientation on using digital platforms for productive engagement. Regular feedback from students helped improve the teaching-learning process. Assessments and Evaluations: Various online assessment methods, including assignments, presentations, and open-book exams, were implemented to evaluate performance. Student Well-Being: Counseling sessions and mental health webinars supported students during</p>



challenging times. Regular communication via WhatsApp groups and email helped address student concerns promptly. Post-pandemic, the college continues to organize webinars featuring resource persons from across the country, offering valuable insights on diverse topics. These measures underscore the college's commitment to maintaining academic standards and embracing innovative educational practices in response to evolving challenges.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The college takes significant steps to promote electoral participation and awareness among its students and the community. The NSS Unit plays a significant role in these efforts, engaging actively in various community welfare initiatives. These include assisting individuals aged 18 and above in enrolling in the electoral roll, spreading awareness about the importance of having a Voter ID, and educating citizens on the significance of their democratic rights. Ahead of the 2024 Lok Sabha and Vidhan Sabha elections, the college, in association with the Brihanmumbai Municipal Corporation (BMC), set up a temporary voter awareness center on campus. This initiative aimed to ensure that eligible students could register as voters seamlessly while gaining insights into the electoral process. Such measures underline the college's commitment to promoting a sense of civic responsibility and encouraging active participation in the democratic process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college actively supports the establishment and functioning of Electoral Literacy Clubs (ELCs) by ensuring the appointment of student coordinators and faculty members dedicated to overseeing these activities. These appointments are aimed at encouraging efficient management and engagement within the ELCs. To enhance their operational effectiveness, the college provides robust support in terms of infrastructure and human resources. Adequate facilities, such as designated spaces for meetings, workshops, and awareness sessions, are made available to ensure the smooth execution of ELC initiatives. Additionally, the appointed</p>

	<p>coordinators work to ensure that the ELCs are representative in character, reflecting the diverse student body and encouraging inclusive participation across various disciplines and backgrounds. The college's active cooperation underscores its commitment to promoting electoral awareness and participation among students, reinforcing the importance of democratic engagement within the academic community.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The college, through its NSS Unit and Electoral Literacy Clubs (ELCs), undertakes several innovative programmes to promote voter awareness and encourage active participation in the electoral process. Every year, the NSS Unit organizes awareness programmes on National Voter Day within the college. These initiatives highlight the importance of voting as a fundamental right enshrined in the Constitution and emphasize ethical voting practices. The NSS volunteers actively collaborate with NGOs such as the Lodha Foundation and local authorities, including the police, to conduct outreach programmes that advocate for fair voting practices and educate citizens on their constitutional rights. On January 30, 2023, the college hosted an awareness session led by four Booth Level Officers (BLOs) from the 185 (Malabar Hill) constituency. They guided students on crucial topics such as voter registration, the process of obtaining voter ID cards, and rectifying errors in existing voter ID cards. The event witnessed enthusiastic participation from the POs of Degree and Junior colleges, along with 98 NSS volunteers. As part of the preparations for the General Elections 2024, the college conducted a "Voting Awareness Campaign and Rally" on April 8, 2024. The rally started from the college campus and proceeded to August Kranti Maidan. Students were educated on the significance of the general elections, the critical role of their vote in shaping the nation's development, and the prosperity it brings. The event also included guidance on extending the campaign's impact by spreading public awareness within their localities, surrounding campus areas, and among the general public. Special emphasis was placed on inclusivity, encouraging students to advocate for the electoral participation of marginalized groups, including transgender individuals, commercial sex workers, persons with disabilities, and senior citizens. These</p>

	<p>initiatives demonstrate the college's commitment to promoting a sense of civic responsibility and empowering students to play an active role in strengthening democratic processes.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has actively engaged in numerous socially relevant projects and initiatives to advance democratic values and promote active participation in electoral processes. These activities are aimed at raising awareness, promoting civic responsibility, and encouraging inclusivity within the electoral framework. One such initiative was the 'Meri Mati Mera Desh' Prabhat Pheri Rally, organized on August 14, 2023, in collaboration with Gamdevi Police Station. The rally saw the enthusiastic participation of 70 NSS volunteers and eight police officers, demonstrating a unified effort to promote patriotism and civic engagement. On January 25, 2023, to mark National Voters' Day, NSS volunteers joined a public awareness rally organized by SNDT Women's University, which extended from NCPA to the University's Churchgate campus. Following the rally, a session on voter awareness was held at Patkar Auditorium of SNDT University, further emphasizing the importance of voting and democratic participation. To creatively convey the message of voting, the NSS Unit performed a thought-provoking street play titled 'Nothing Like Vote—Vote for Sure' during the Youth Festival. The play was also performed in the college's adopted community and neighboring areas. It emphasized the message that instead of criticizing the government, individuals should exercise their right to vote as a means of driving positive change. The volunteers highlighted how voting honors the sacrifices of freedom fighters and ensures the realization of their vision for a progressive India. To further engage the student body, a Rangoli Competition titled 'Vote Kar Mumbaikar' was held on campus ahead of the elections. This visually impactful initiative aimed to inspire and educate students about the importance of voting, thus promoting a sense of civic pride and responsibility. Through these initiatives, the college has consistently demonstrated its commitment to advancing democratic values and ensuring widespread awareness of electoral processes among students and the community.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>The college is committed to ensuring that all eligible</p>

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

students are enrolled in the electoral roll and actively participates in initiatives aimed at raising awareness and facilitating the voter registration process. On August 12, 2023, the NSS Unit organized an awareness campaign focused on Form 6 of the Election Commission of India, which is the application form for new voters. During this campaign, students were informed about the eligibility criteria for voter registration, such as age and citizenship, and were guided step-by-step on how to fill out the form and include their names in the electoral roll. This initiative aimed to simplify the process for students and encourage maximum participation in the electoral system. To further support voter education, staff members from the D Ward organized interactive sessions in March and April 2024 for students aged 18 and above. These sessions provided in-depth insights into the voting process, including how elections are conducted, the significance of each vote, and the responsibilities of a voter. The sessions also included demonstrations to help students familiarize themselves with the procedures, developing confidence and readiness to participate in upcoming elections. By combining awareness campaigns and practical education sessions, the college and its Electoral Literacy Club (ELC) have institutionalized mechanisms to ensure that eligible students are well-informed and motivated to register as voters, thereby promoting their active engagement.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
386	464	472	399	410

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 23

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	17	16	16

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
31.27799	42.99052	16.86863	37.94503	27.12072

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

##### **Response:**

The institution has established a robust and systematic approach to curriculum planning and delivery, ensuring effective execution through a documented process that includes an academic calendar and continuous internal assessment. Recognized for its excellence, the institution was honoured with the prestigious **Maharshi Karve Best College Award (2022-23)** and received 'A' Grade in the Academic and Administrative Audit (AAA) conducted by SNTD Women's University.

##### **Academic Leadership and Curriculum Contributions:**

The Principal (a Senate member) and faculties actively contribute to curriculum development, serving on Boards of Studies (BoS) for the university and autonomous institutes. They participate in syllabus design, policy-making, question paper setting, and examination reforms. Faculty also develop add-on courses and comprehensive lesson plans to ensure effective implementation of the university-prescribed curriculum, addressing evolving academic and industry needs.

##### **Student-Centric Value-Added Initiatives:**

Over the past five years, **90.17% of enrolled students** successfully completed 35 add-on, value-added, skill, and Chetna courses, including **100 hours of Computer Training, Saral Hindi, English for Career Advancement, Analytics with Advanced Excel and Power BI, Entrepreneurship Certificate Programme, Customer Relationship Management, etc.** These programs were designed to enhance employability and skills, integrating with the curriculum.

##### **Curriculum Implementation and Assessment:**

The academic calendar, including CIE schedules, is communicated at the semester's outset. The institution employs diverse assessment methods such as **written exams, MCQs, assignments, projects, oral and PowerPoint presentations, mock interviews, and group discussions.** Innovative practices like market surveys, role plays, advertisements, and dissertations further enrich the learning experience. Regular feedback from stakeholders ensures continuous improvement and alignment with emerging academic and industry needs.

**Support for Students:**

Student progress is regularly reviewed during departmental and faculty meetings. Parents are engaged through **PTA meetings**, and additional support, such as repeat examinations and quizzes, is provided for slow learners. During the **COVID-19 pandemic**, the institution adopted digital tools like educational videos, screencasts, infographics, Google Forms, and podcasts to ensure uninterrupted learning through synchronous and asynchronous modes.

**Co-curricular and Extracurricular Excellence:**

The institution supplements academic programs with national and state-level seminars, workshops, panel discussions, internships, and field visits. It promotes holistic development through **NSS initiatives** (Residential Camps, Blood Donation Camps, Health Check-Ups, Beach Cleaning Drives), **Cultural events** (Youth Festivals, Intercollegiate Fests), and **Sports activities** (Mini Marathons, Yoga Workshops, Adventure Camps, Annual Sports Meet), N.C.C, Disaster Management Cell, etc. Environmental awareness is promoted through **NSS, Green Club initiatives**, sustainability efforts through audits, tree plantations, and environmental campaigns. Entrepreneurship, Innovation, Incubation Cell, Women Development Cell, Multimedia Club, Career Guidance Committee, etc. further diversify the learning ecosystem. These activities collectively enhance the learning experience and contribute to the students' overall growth.

**Research Cell Initiatives:**

The **Research Cell** encourages a culture of inquiry and innovation among students and faculty. Initiatives include organizing **research methodology workshops**, promoting **faculty publications** in peer-reviewed journals, and supporting students in **research projects**. Collaborative research with academic institutions, participation in **conferences and seminars**, and publications in UGC-CARE-listed journals have significantly enhanced the institution's research output.

**Continuous Improvement:**

Curriculum implementation is periodically reviewed in faculty meetings with the Principal, ensuring alignment with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Stakeholder feedback drives improvements, making the institution a dynamic and adaptive center of learning excellence.

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



## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 35

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 84.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
353	407	397	324	327

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

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### Response:

The institution demonstrates a strong commitment to integrating cross-cutting issues related to **Professional Ethics, Gender, Human Values, Environment, and Sustainability** into the curriculum. These themes are seamlessly embedded into various courses and supported by co-curricular activities, ensuring holistic development and societal awareness among students.

#### Professional Ethics:

Courses in **Commerce** and **B.M.S.** emphasize the significance of business ethics in promoting organizational success and stakeholder trust. Students are trained in ethical decision-making, integrity, and social responsibility. **Psychology** courses address the application of psychological principles to workplace settings, focusing on human behaviour, leadership, motivation, and communication skills, promoting an ethical approach to managing human resources. Language courses in **Hindi** and **English** integrate professional ethics through writing etiquettes and communication practices, equipping students with practical skills underpinned by ethical standards.

#### Gender:

Gender sensitivity is deeply woven into the curriculum. **Commerce** and **Economics** courses explore critical concepts such as **Women in Development, Gender-adjusted Human Development Index (HDI), and the Physical Quality of Life Index**, providing a comprehensive understanding of gender equity in development. **Foundation** courses address women's education, gender equality, health, and human rights, while **Sociology** courses highlight gender inequality and sensitize students to issues affecting women in India. **Literature** courses in Hindi and English tackle gender discrimination through stories and lessons that inspire critical thinking and empowerment.

#### Human Values:

Human values are cultivated through **English and Hindi literature**, incorporating stories from texts like *The Inner Courtyard* and *Samkalin Kahaniya*. These narratives instil empathy and cultural understanding. Sociology courses distinguish between norms and values in rural, urban, and tribal communities, emphasizing the importance of social values in diverse contexts.

#### Environment and Sustainability:

Courses such as **Environmental Studies, Population and Society**, and **Industrial Economics** create awareness about global environmental challenges and sustainable development. Topics include **ecology, disaster management, industrial pollution, and CSR practices**. **Consumer and Buyer Behaviour** explores environmental sustainability as an essential business practice, encouraging students to view sustainability as integral to ethical leadership and corporate responsibility. Literature in Hindi and

English reinforces these themes through guided essays and stories.

### Co-Curricular Initiatives:

To supplement curriculum-based learning, the institution organizes **seminars, symposiums, workshops, and awareness programs** on these cross-cutting issues. Key units like the **NSS, Green Club, Women Development Cell**, and **Innovation and Entrepreneurship Cell** conduct activities promoting inclusivity and ethical practices.

Through these comprehensive initiatives, the institution ensures students not only gain academic knowledge but also become socially responsible individuals equipped to address the pressing challenges of the modern world. This integration reflects the institution's vision of creating a balanced and inclusive learning environment aligned with global and societal needs.

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

### 1.3.2

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

**Response:** 36.53

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

Response: 141

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

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 45.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
163	193	205	133	195

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

2023-24	2022-23	2021-22	2020-21	2019-20
380	404	404	380	380

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 14.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	26	35	16	39

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

2023-24	2022-23	2021-22	2020-21	2019-20
190	202	202	190	190

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 22.71

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:****Student-Centric Methods for Enhancing Learning Experiences****Experiential Learning**

The institution adopts experiential learning as a hands-on approach, enabling students to actively engage in the learning process through direct experiences, reflection, and practical application of knowledge. This approach bridges the gap between theoretical concepts and real-world applications. The faculty employs various activities under the aegis of departments, committees, and clubs, ensuring a holistic development of students.

Key initiatives include:

- **Add-on Courses:** Specialized courses designed to enhance subject knowledge and practical skills.
- **NSS, NCC, Cultural, and Sports Activities:** These promote community engagement, discipline, and holistic development.
- **Inter- and Intra-College Competitions:** Platforms for students to showcase their talents and develop confidence.
- **Participation in SNTD Yuva Mahotsav:** Encouraging cultural enrichment and creative expression.
- **Annual Trade Fair:** A real-world experience in entrepreneurship and business management.
- **Industrial and Environmental Visits:** Exposure to industry practices and environmental conservation.
- **Internships:** Practical work experiences to prepare students for professional challenges.
- **Field Visits and Surveys:** Data collection and analysis to develop research skills.
- **Guest Lectures by Experts:** Insights from industry leaders and academics.
- **Seminars and Conferences:** Opportunities to gain exposure to advanced knowledge and networking.
- **MOU Activities:** Collaborative learning through institutional partnerships.
- **Club Activities:** Encouraging peer interaction and creative learning.
- **Incubation Cell:** Developing innovation and entrepreneurial skills.

**Participative Learning**

Participative learning emphasizes student interaction, engagement, and collaborative efforts. By engaging peer-to-peer learning and active participation, this method enhances communication, leadership, and teamwork skills.

Activities include:

- **Group Discussions and Presentations:** Promoting critical thinking and articulation.
- **Class Quizzes:** Encouraging quick thinking and knowledge retention.
- **Roleplay and Storytelling:** Enhancing creativity and empathy.
- **Debates, Elocution, and Poetry Recitation:** Strengthening language skills and confidence.
- **Street Plays:** Raising awareness about social issues.
- **Departmental Competitions:** Encouraging academic and extracurricular excellence.

- **Extracurricular Activities:** Cultivating diverse interests and talents.
- **Annual Cultural Programs and Sports Fests:** Celebrating teamwork and cultural diversity.
- **Yoga Workshops:** Promoting mental and physical well-being.
- **NSS Camps and Regular Activities:** Instilling values of service and responsibility.
- **Celebration of International Days:** Encouraging global awareness and inclusivity.
- **Leadership Camps:** Building leadership skills and strategic thinking.

### **Problem-Solving Methodologies**

The institution prioritizes developing students' problem-solving abilities by engaging them in authentic, real-world challenges. These methodologies emphasize critical thinking, innovation, and decision-making.

Key methods include:

- **Research Paper Competitions and Workshops:** Encouraging academic inquiry and analytical skills.
- **Research-Based Projects:** Developing expertise in data analysis and interpretation.
- **Management Games and Role Plays:** Simulating real-world business scenarios.
- **Mock Stock Exercises:** Providing insights into financial markets.

### **ICT-Enabled Tools for Effective Teaching and Learning**

To augment the learning experience, the faculty integrates ICT-enabled tools, which include online resources, digital platforms, and software solutions. These tools enhance accessibility, interactivity, and efficiency in teaching and learning processes.

#### **Key ICT Tools and Resources:**

- 1. Learning Management Systems:**
  - Google Classroom for organizing and disseminating learning materials.
- 2. Evaluation and Assessment Tools:**
  - Google Forms, H5P, Kahoot, Quizizz, Mentimeter, Padlet, and Jamboard for interactive assessments.
- 3. Networked Communication Platforms:**
  - Google Meet, Zoom, YouTube, WhatsApp Groups, and Blogs
- 4. E-Learning Resources:**
  - N-LIST, Shodhganga, Swayam/NPTEL, and educational websites.
- 5. ICT Hardware Tools:**
  - Projectors, digital tablets, multimedia systems, printers, and scanners.
- 6. Software Tools:**
  - MS Office Suite and Google Workspace for creating and sharing content.
- 7. Specialized Applications:**
  - OBS Studio, Canva, and Screencast-O-Matic for content creation and video recording.

The implementation of student-centric methods ensures authentic learning experiences that develop critical skills, including problem-solving, communication, and teamwork.



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

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	17	16	16

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 79.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	13	13	13	13

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

#### **Mechanism of Internal/External Assessment and Grievance Redressal System**

As an affiliated institution, the college adheres to the academic calendar, examination, and evaluation procedures prescribed by SNDT University for all programs. To ensure transparency and efficiency in assessment, the college has established a robust mechanism that is communicated to all stakeholders at the beginning of the academic year.

#### **Orientation and Communication**

At the start of each academic year, the college organizes Orientation Programs for newly admitted students and their parents. These sessions provide detailed guidelines regarding the examination schemes, evaluation processes, and passing criteria for both internal and external assessments. This proactive approach ensures clarity and develops trust among students and parents.

#### **Internal Assessment**

The college adopts a variety of methods for internal assessment to provide a comprehensive evaluation of students' learning. Marks distribution and passing criteria are clearly defined as per university guidelines:

- **Undergraduate Programs (BA, BCOM):** 25 marks (passing marks: 09)
- **Undergraduate Programs (BMS):** 25 marks (passing marks: 10)
- **Postgraduate Programs (MA, MCOM):** 25/50 marks (passing marks: 10/20 for PG 1st-year students in 2023-24)

**Methodology:**

- Two internal exams per semester (15 marks each; best of two considered)
- Projects
- Field surveys
- Presentations
- Group discussions
- Role plays
- Case studies
- Field reports
- Viva voce

Assessed answer sheets are returned to students, and doubts are clarified. Slow and advanced learners are provided with additional guidance to enhance their performance.

**External Assessment**

External assessments are conducted by the university and adhere to the following marks distribution:

- **Undergraduate Programs (BA, BCOM, BMS):** 75 marks
- **Postgraduate Programs (MA, MCOM):** 75/50 marks

The university conducts written exams at the end of each semester. Examination dates are communicated to the college by the university, and the Examination Committee ensures smooth conduct of the exams.

**Examination Committee**

The college's Examination Committee manages all examination-related activities, including:

- Setting and submission of question papers by faculty
- Ensuring adherence to syllabus weightage and submission of blueprints
- Communicating exam schedules through circulars and notice boards
- Monitoring the evaluation process

Internal exam papers are evaluated and returned within stipulated timelines. The committee maintains a Marks Register and oversees the proper entry of marks into the university portal after verification.

**Grievance Redressal**

The institution ensures a time-bound and efficient grievance redressal system:

- Students dissatisfied with their marks can apply for revaluation by submitting a form and paying a nominal fee.
- Revised results are communicated promptly, and updated marksheets are issued.
- For cases of unfair means or malpractice, incidents are reported to the Examination Committee, and parents are informed. Appropriate action is taken following university guidelines.

**Result Declaration**

Final results are declared by the university after evaluation. Students can access their results via the university portal. Before submitting internal and external marks to the university, grace marks, if applicable, are discussed with the principal to ensure fairness.

The college's transparent and efficient assessment and grievance redressal mechanisms reflect its commitment to maintaining academic integrity and promoting student trust. By aligning with university standards and adopting a student-centric approach, the institution ensures a fair, timely, and effective evaluation process.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

#### **Programme Outcomes (POs) and Course Outcomes (COs)**

The institution offers a diverse range of programs, including:

- **B.A Hindi**
- **B.A Economics**
- **B.A Sociology**
- **B.Com**
- **BMS**
- **M.A Economics**
- **M.Com**

#### **Communication and Display of POs and COs**

The college ensures that the Program Outcomes (POs), Course Outcomes (COs), and Program-Specific Outcomes (PSOs) for all programs are transparently communicated and accessible to stakeholders. These outcomes are prominently displayed on the institution's website, enabling prospective students, parents, and other stakeholders to access this crucial information conveniently.

Efforts to disseminate this information include:

- **Website:** Dedicated sections for each program where POs, COs, and PSOs are clearly outlined.

- **Library Resources:** Printed and digital copies of outcomes are available for reference.
- **Orientation Programs:** Students and parents are informed about POs, COs, and PSOs during orientation sessions.
- **Faculty Communication:** Detailed explanations are provided during introductory lectures and classroom interactions.
- **Parents' Meets:** POs and COs are discussed to keep parents informed about academic goals and expectations.

Students receive detailed syllabi for each course, which include the corresponding outcomes and assessment strategies. Faculty members ensure that these outcomes are thoroughly explained and integrated into teaching methodologies.

### Attainment of Outcomes

The college employs a variety of innovative and student-centric teaching methods to achieve POs and COs effectively. These include:

#### 1. Teaching Methodologies:

- Participatory learning through group discussions, roleplays, and collaborative activities.
- Experiential learning via internships, industry visits, and practical exposure.
- Problem-solving exercises to enhance critical thinking and analytical skills.

#### 2. Student Engagement Activities:

- **Seminars and Presentations:** Students present research findings, enhancing their communication and analytical abilities.
- **Competitions and Activities:** Annual departmental competitions develop creativity and critical thinking.
- **Quizzes and Roleplay:** Interactive sessions help reinforce theoretical concepts.

#### 3. Industry Exposure:

- **Industrial Visits:** Organized visits expose students to real-world practices and technologies, helping them align their skills with industry demands.
- **Internships:** Students gain hands-on experience and develop expertise relevant to their career goals.

#### 4. Collaborative Learning Opportunities:

- **Guest Lectures and Workshops:** Industry experts provide insights into current trends, employability skills, and practical applications.
- **MOU Activities:** Partnerships with industries create avenues for collaborative projects and learning.
- **Incubation Cell:** Encourages entrepreneurial thinking and innovation.

#### 5. Research and Data Analysis:

- Students undertake research-based projects that involve data collection, analysis, and interpretation. These activities improve their ability to synthesize information and think critically.

#### 6. Add-On and Certificate Courses:

- These courses enhance domain-specific skills, provide industry-relevant training, and improve employability. They focus on bridging the gap between academic knowledge and professional requirements.

Through cultural and sports activities, leadership opportunities, and interdisciplinary learning, the college

creates a nurturing environment.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

### Response:

The program outcomes and program-specific outcomes are assessed with the help of course outcomes from the relevant courses using the following methods.

- When framing the Syllabus, Program Curriculum, Course Outcomes (Cos), & Program Outcomes (POs ) are approved in BOS & AC.
- Program Outcomes (Pos) and Course Outcomes (Cos) are mentioned in the Syllabus provided by the University.
- Curriculum development includes a description of Program Outcomes (POs) , Course Outcomes (Cos) , and Mapping of COs with POs.
- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through Curriculum.
- Course Outcomes (COs) are defined for each course and mapped to POs and PSOs.

**Continuous Assessment:** COs are assessed through Internal Assessments.

- Internal Written Tests
- Projects
- Field Surveys
- Presentation
- Group Discussion
- Role Plays
- Case Studies
- Field Reports
- Viva
- 

**Semester-end Theory Examinations:** The questions in semester-end examinations are tested concerning all COs in varying Bloom Taxonomy Levels

**Internal/Mid Examination**

This type of performance assessment is carried out during the internal examination sessions held twice a semester. Each exam is focused on attaining the relevant course outcomes.

**Semester End Examination**

Semester End Examination is a metric for assessing whether all the COs are attained. The examination focuses more on achieving course and program outcomes using a descriptive exam.

**Projects**

Projects are assigned to the students. A comprehensive assessment encourages students to apply their knowledge and skills to complete a significant task, solve a real-world problem, or study a given topic.

Projects often require students to *research, analyze data, develop solutions, and present their findings or deliverables*.

This is helpful as it allows the faculty to gauge their *creativity, critical thinking, communication, and project management skills*.

**Presentation metrics**

Presentation (Individual & Group) assesses students' *communication, subject knowledge, understanding, and engagement*.

**Field Surveys**

Field studies create opportunities for first-hand experiences that encourage *critical thinking and make data-informed decisions* among students.

**Group Discussion**

GD promotes a deeper understanding of a topic among students and increases *long-term retention*. Group discussions also help *improve participants' attention and help maintain their focus by involving them in the learning process*.

**Role Plays**

It helps students develop *cognitive, affective, and behavioral understanding* as they actively mirror real-world situations by enacting scripts.

**Viva**

It helps assess skills and qualities among students that *cannot be assessed through written examinations alone*, including *in-depth knowledge, authenticity, and judgment*.

**Internships**

Students are also encouraged to take up Internships, which help them obtain necessary skills and gain practical experience in their chosen discipline. Internships are integrated into the Curriculum of PG Programs.

### Alumni Survey

The survey conducted by the institution among Alumni reveals their opinion on the Curriculum offered to them under various programs. It also enables them to assess the relevance of the Program and Course outcomes to the present requirements in the Industry and Sector in which they work.

The attainment of POs and COs is evidenced by:

- Internal assessment results.
- Performance in semester-end examinations.
- Success in internships and research projects.
- Feedback from alumni and employers.

By employing a structured and evidence-driven approach, the institution ensures that POs and COs are clearly defined and effectively achieved, equipping students with the skills and competencies required for academic, professional, and personal success.

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

### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 79.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	77	95	110	114

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



2023-24	2022-23	2021-22	2020-21	2019-20
91	117	145	117	118

  

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.92

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

#### **Institutional Ecosystem for Innovation and Knowledge Transfer**

The Institution has created a robust ecosystem for promoting innovation and promoting the transfer of knowledge and technology. This ecosystem incorporates the Indian Knowledge System (IKS) and focuses on raising awareness about Intellectual Property Rights (IPR), establishing an IPR cell, creating an incubation center, and initiating activities that enable knowledge creation and transfer. The outcomes of these initiatives are evident across academic and co-curricular domains.

#### **Innovations in Conducting Online Exams**

During the transition to online education, the Institution ensured the smooth conduction of online examinations by developing a streamlined system. Each student was allotted a designated teacher for

technical support during login and submission. This proactive approach minimized disruptions and ensured a seamless examination process.

### Knowledge Transfer Through Faculty Development Programs

To facilitate knowledge transfer, the Institution encouraged faculty members to participate in workshops, seminars, conferences, and Faculty Development Programs (FDPs). The knowledge gained was subsequently shared with other faculty members through in-house workshops and lectures. For example, during the COVID-19 pandemic, a six-day FDP titled “Digital Tools for Developing E-Content for Online Teaching” was organized. The sessions, conducted by in-house faculty, covered a range of topics, including:

1. Digital tools for e-content creation.
2. Video lecture creation using Renderforest and Zoom.
3. Usage of Testmoz and Piktochart for assessments.
4. Integrating Google Classroom with Google Meet and Zoom.
5. Screencast-O-Matic for video lectures and uploading to Google Classroom.
6. Smartphone-based audio-visual content creation and uploading on YouTube.

### Integration of Technology in Education

The Institution organized multiple workshops to integrate technology into education effectively:

1. **“Hindi and Modern Techniques” (26.09.2022):** Facilitated by Rajendra Prasad Verma, this workshop trained participants in voice typing and translation tools.
2. **“Use of Mobile Apps in Learning Hindi” (21.11.2022):** Conducted by Vijay Nagarkar, this session focused on using mobile applications for educational purposes.
3. **“WhatsApp in Achieving Educational Objectives” (25.02.2022):** Prof. Rajesh Kumar explored the advantages, security, and limitations of using WhatsApp in education.

### Encouraging Student Innovation

The Institution promotes innovation through creative assignments and projects, such as surveys and mock stock exercises. Additionally, seminars on Research Methodology and Intellectual Property Rights (IPR) enhance students' understanding of knowledge creation and protection.

Key initiatives include:

- An online workshop on "Branding and Marketing Strategies" (12th August 2023) for 15 students preparing for the Ideathon competition. Topics covered included idea pitching, effective presentations, market analysis, and SWOT analysis.
- Participation in the **National Level Ideathon 2.0**, organized by WISE SNDTWU Incubation Centre, where two student teams advanced to the finals.
- Five students participating in the **Maharashtra Student Innovation Challenge** demonstrated the Institution's commitment to promoting innovation at a state level.

Through these initiatives, the Institution has successfully created an ecosystem that not only nurtures innovation but also ensures the effective transfer of knowledge and technology, resulting in a dynamic

and forward-thinking academic environment

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

### 3.2.2

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

**Response:** 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	6	1	4	6

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	2	6	4

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

### 3.3.2

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

**Response:** 0.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	5	4	0

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

## 3.4 Extension Activities

### 3.4.1

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

#### **Response:**

The NSS and NCC units of our college orient our students to community services while they are studying. Through extension and outreach programmes, we sensitize our students to develop social values, understand their responsibilities and to accustom them with social issues and problems by involving them with community people. The College organizes various extension activities to sensitize the students to social issues for their holistic development. The students of our college actively participate in social service activities leading to their overall development. The NSS unit undertakes a number of extension activities in the neighborhood community and also addresses various social issues like gender issues, cleanliness, health check up camps, tree plantation, National integrity and awareness programmes. Other than NSS and NCC, the various departments of the college effectively organize a number of events inculcating values amongst the students to become responsible citizens of India.

All these extension activities created great impact on students' attitude and values. The College organizes various extension activities to sensitize the students to social issues for their holistic development. 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.

All these activities positively impacted the students in the development of leadership quality, confidence, skill and their hidden potential

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

#### **3.4.2**

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

## recognised bodies

### Response:

Our institution takes immense pride in its community outreach and extension activities, consistently recognized by government and government-recognized bodies for their impact. One of the most notable achievements is the prestigious National Service Scheme (NSS) State Level Award conferred upon **Dr. Hemlata Masiwal**, NSS Program Officer, for her unwavering commitment to community development. This award is a testament to her dedication, leadership, and relentless efforts in promoting social welfare and engaging students in meaningful extension activities.

Adding to her list of accomplishments, Dr. Masiwal has been entrusted with the responsibility of **NSS Zonal Coordinator** for the Mumbai-Western Zone by the NSS Cell of **S.N.D.T. Women's University**. In this role, she oversees and coordinates NSS initiatives across eight colleges for the academic years 2024-25 and 2025-26. Her leadership ensures a unified vision for the NSS programs in the region, promoting collaboration among institutions and enhancing the outreach of community development projects.

Our institution regularly organizes NSS activities as part of its commitment to societal upliftment. The NSS unit remains active throughout the year, engaging students in programs that address social, environmental, and health-related issues. These activities are designed to instill a sense of responsibility among students while encouraging them to contribute positively to society.

A hallmark of the institution's NSS programs is the **Special Camp** conducted annually. This week-long camp takes place in the adopted village of **Umroli**, located in the Palghar District. During this period, NSS volunteers actively engage with the local community, addressing pressing concerns and working toward sustainable solutions. The camp includes a range of activities, such as:

1. **Health Camps:** Collaborating with healthcare professionals to provide free medical check-ups, awareness sessions on hygiene and nutrition, and distribution of essential medical supplies.
2. **Environmental Initiatives:** Tree plantation drives, waste management awareness campaigns, and the construction of compost pits to promote eco-friendly practices.
3. **Education and Skill Development:** Organizing workshops for villagers, focusing on literacy, vocational training, and women empowerment programs to encourage self-reliance.

These activities are planned and executed in collaboration with local government bodies and non-governmental organizations, ensuring a sustainable impact on the community. Appreciation letters from various stakeholders acknowledge the institution's dedication to promoting societal well-being.

The institution's commitment to outreach extends beyond the Special Camp. Throughout the year, various awareness drives, rallies, and workshops are conducted. Key highlights include:

- **Blood Donation Drives:** Conducted in association with NGOs, to address the demand for blood in emergencies.
- **Cleanliness Campaigns:** Aligned with the **Swachh Bharat Abhiyan**, these campaigns promote hygiene and sanitation in urban and rural areas.
- **Disaster Preparedness Training:** Volunteers and Staff are provided training.

These initiatives not only contribute to the welfare of the community but also provide students with invaluable experiences that shape their character and promote a spirit of selfless service.

In recognition of these efforts, the institution has consistently received accolades from government and government-recognized bodies. This acknowledgment motivates the NSS unit and the broader college community to continue their mission of creating a positive and lasting impact on society.

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

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 250

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	64	46	34	32

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

## 3.5 Collaboration



**3.5.1**

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

**Response: 1**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The college prioritizes providing adequate infrastructure and facilities to create a conducive environment for teaching, learning, and overall student development. With a focus on holistic growth, the institution ensures its facilities cater to academic, cultural, sports, and wellness needs while maintaining high standards of maintenance and utility. Below is an overview of the available infrastructure and facilities:

#### Academic and Teaching-Learning Facilities

The college boasts well-equipped classrooms designed to enhance the teaching-learning process. The classrooms are well-ventilated, and adequately lit, providing a comfortable learning environment. Four classrooms are equipped with multimedia projectors, and an additional portable projector is available for use in any classroom, facilitating the implementation of ICT-enabled teaching methodologies. The college utilizes Learning Management Systems (LMS) Google Classroom and smart classroom technologies to support interactive and innovative pedagogies.

The college's Computer labs are equipped with modern instruments and computing equipment to meet academic requirements. Advanced IT infrastructure includes networked computers with free internet access for students and staff. Additionally, printers, scanners, and photocopy machines are available to facilitate administrative and academic tasks.

#### Library Resources

The college library is equipped with academic resources, featuring an extensive collection of books, journals, and e-resources. Automated with SLIM21 Library Management Software, the library offers an Online Public Access Catalogue (OPAC) for easy access to resources. Through N-List (Inflibnet), students and faculty can explore various e-resources, including university materials. The library also maintains a dedicated website linking users to open-access educational resources. Free internet access within the library and login credentials for digital resources are provided by the College Librarian.

#### Facilities for Cultural and Sports Activities

The institution takes pride in offering diverse facilities to nurture cultural and physical well-being.

- **Cultural Activities:** The college maintains musical instruments, such as harmoniums and tablas, and digital cameras to document events. These resources enable vibrant cultural programs that promote creativity and self-expression.
- **Sports Activities:** Indoor games like chess and carom are hosted regularly, while outdoor sports utilize nearby grounds, secured through permissions from municipal authorities. Coaching is provided for activities such as yogasana, badminton, and rope-mallakhambh, enhancing students' competitive edge.
- **Gymnasium:** The gymkhana houses modern fitness equipment, including treadmills, multi-pulley machines, and a multi-gym setup, ensuring students' physical fitness is prioritized. Yoga sessions are conducted in the auditorium to promote mental well-being.

### Maintenance and Cleanliness

The college emphasizes consistent cleanliness and maintenance to uphold high standards. Responsibilities are systematically assigned to dedicated staff for cleaning classrooms, laboratories, and common areas. Pest control measures are undertaken regularly to ensure a hygienic environment.

### Health and Counselling Services

Health services include a doctor on call, with emergency contact numbers displayed across the campus. First-aid facilities are readily available. The College Counselling Cell provides regular psychological support to students, addressing academic and personal challenges.

### Canteen and Food Services

The college canteen offers clean and nutritious vegetarian meals, ensuring students have access to affordable and hygienic food during their time on campus.

The college's infrastructure and facilities are meticulously planned and maintained to promote an enriching and supportive environment. From modern academic tools to vibrant cultural activities and comprehensive sports facilities, the institution is committed to the holistic development of its students. The structured approach to maintenance and resource allocation further accentuates the college's dedication to excellence.

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

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 0.39

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.18131	0.082	0	0.33826

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

**B. M. Ruia Girls' College Library, Smt. Kesharidevi Bhagwandas Lohiya Pustakalaya**, stands as a foundation of the institution's academic infrastructure, providing a rich repository of learning resources designed to support the intellectual and scholarly pursuits of both students and faculty. The library is well-equipped with a diverse and comprehensive collection, ensuring that it meets the educational and research needs of its users.

The library's collection encompasses subject-specific books, general interest materials, academic textbooks, and a wide array of periodicals, catering to a broad spectrum of academic disciplines. It also houses bound volumes, dissertations, and reference materials, ensuring a diverse range of resources to facilitate in-depth research and learning. For students specializing in Hindi literature, the library offers additional access to nearby resources, such as the Mahatma Gandhi Memorial Library and the Hindustani Prachar Sabha at Charni Road.

Fully automated with an Integrated Library Management System (ILMS), the library delivers efficient and seamless access to its resources. The system is complemented by an Online Public Access Catalog (OPAC), which allows users to locate resources quickly and effectively. The library employs the Dewey

Decimal Classification (DDC) system to organize its collection alphabetically by subject, enabling efficient navigation and use of materials.

The library has invested significantly in Digital Resources, E-Resources and subscriptions providing remote access. Through N-List and other e-resources provided by SNDT Women's University, students and faculty gain access to a vast repository of academic journals, research articles, and e-books. Remote access is a key feature of the library's digital offerings, with users provided secure credentials to access resources anytime and anywhere. This ensures uninterrupted academic support beyond the physical boundaries of the campus.

To enhance the learning experience, the library includes a dedicated browsing center equipped with computers and internet access for staff and students. Reprography services are available to allow users to make copies of essential documents, further streamlining their academic activities.

In addition to its extensive in-house collection, the library collaborates with the SNDT Women's University Library to provide access to additional reference materials. The students and staff of B.M. Ruia Girls College also benefit from access to the Shivkumar Bhuvalka Hindi Pustakalay, a distinguished library managed by the Marwadi Sammelan and located in Kalbadevi. It is renowned for its extensive collection of Hindi literary works, including classical and contemporary texts, journals, and periodicals. It serves as a valuable supplementary resource, offering access to rare and specialized materials that complement the resources available at the college library.

The library is actively and optimally utilized by both faculty and students. Faculty members frequently reference the library for teaching materials and research, while students rely on its resources for academic projects, assignments, and personal intellectual growth. Workshops and orientation sessions are periodically conducted to familiarize new users with the library's facilities and encourage its effective use.

The B.M. Ruia Girls College Library plays a pivotal role in nurturing academic excellence and intellectual curiosity within the college community. Its emphasis on a blend of traditional resources, modern digital tools, and user-friendly services ensures that it remains a dynamic and essential part of the institution's academic framework. By continually updating its collection and adopting the latest technologies, the library aligns itself with the evolving needs of education, supporting the holistic growth of its users.

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

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet**

**connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The institution consistently prioritizes the enhancement and modernization of its IT facilities to meet the growing demands of students, faculty, and administrative staff. By staying up-to-date with technological advancements, the college ensures that its digital infrastructure supports academic excellence and operational efficiency. A key component of this strategy is the regular updating of IT facilities, including high-speed internet connectivity and robust Wi-Fi coverage, which together create a seamless and efficient digital learning environment.

The college's IT facilities are designed to support a wide range of academic and administrative functions. These include:

- **High-Speed Internet:** The institution has dedicated high-speed internet connections from MTNL and Jio, ensuring consistent and reliable access to online resources. The current bandwidth includes two 300 Mbps connections, sufficient to cater to the simultaneous data requirements of students and staff.
- **Licensed Software:** The college uses licensed software to ensure compliance with intellectual property laws and to provide reliable, high-quality tools for academic and administrative purposes. Annual maintenance contracts for software systems are in place, ensuring regular updates and quick resolution of technical issues.
- **Antivirus Protection:** To safeguard digital resources, antivirus software is installed on all machines, protecting the network from cyber threats and malware. Routine maintenance checks are conducted to maintain optimal performance and minimize disruptions.
- **Computing Equipment:** The college is equipped with modern desktops, laptops, and projectors, all of which are regularly upgraded to meet evolving requirements. These resources are complemented by interactive learning tools to support ICT-enabled teaching.

Wi-Fi access is provided in key areas of the campus, on each floor, ensuring seamless internet connectivity where it is most needed:

- **Designated Zones:** Wi-Fi is available in the computer labs, principal's cabin, staff room, college office, College Hall, and corridors adjacent to the office. These areas are strategically chosen to facilitate academic work, administrative tasks, and collaborative learning.

The college places a strong emphasis on promoting a tech-savvy learning environment:

- **Online Learning Platforms:** Students and faculty utilize Google Classroom-Learning Management Systems (LMS) and other e-learning tools.
- **E-Resources Access:** High-speed internet facilitates seamless access to e-books, journals, and databases subscribed to by the college.
- **Workshops and Training:** Regular workshops and IT training sessions are conducted to familiarize users with new technologies and enhance digital literacy.

The institution maintains a policy of ethical IT usage, ensuring compliance with intellectual property laws and promoting responsible use of digital resources. Routine audits, AMC and regular checks ensure that all IT systems operate efficiently and securely.

Through these comprehensive and forward-looking investments, the institution continues to create a digitally advanced learning ecosystem that empowers students and faculty to thrive in a technology-driven world.

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

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 6.03

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 64

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 23.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
3.61803	20.74056	2.26924	2.36466	7.6429

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 66.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
87	39	472	399	410

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.3**

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

**Response:** 70.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
386	464	472	85	90

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

**5.1.4**

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 26.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
58	28	33	17	26

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

2023-24	2022-23	2021-22	2020-21	2019-20
98	126	152	118	120

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

**5.2.2**

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

**Response: 1.11**

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	4	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response:** 7

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	0	0	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

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

**Response:** 16.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	23	10	11	15

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumni associations play a pivotal role in the growth and development of their alma maters, serving as vital bridges between the institution's legacy and its evolving future. Through financial contributions, mentorship, and active involvement in institutional activities, alumni significantly enhance the quality of education and opportunities available to current students. Their unwavering commitment ensures the institution continues to thrive academically and socially. Below are the diverse ways in which alumni contribute to institutional advancement:

Each department benefits immensely from the personalized guidance of its alumni network. Alumni generously share their real-world experiences with students, offering advice on academic pursuits, higher education opportunities, and career paths. Interactive sessions, such as workshops and panel discussions, allow students to gain firsthand insights into industry demands and global educational trends. This mentorship not only equips students with essential knowledge but also instills confidence in navigating their future endeavors.

Distinguished alumni lend their expertise in various ways, often stepping forward to enhance the institution's programs and activities. Mrs. Kusum Waghela conducted a session in which she demonstrated her graphic design skills and told about the basics of designing logos, graphics, and other web elements using the software. She extended her service to the college by designing the college ID, college letterhead, college magazine, diary, etc. Such acts of dedication demonstrate the strong emotional and professional ties alumni maintain with their alma mater. Additionally, alumni frequently host webinars and invite industry experts to share cutting-edge knowledge with students and faculty, enriching the learning experience.

Alumni serve as exemplary role models, inspiring current students through their achievements and dedication to the institution. Their active participation in webinars, seminars, and online forums reflects their continued commitment to the institution's growth. By showcasing their journeys and accomplishments, alumni not only motivate students to aim high but also reinforce the values and traditions of the institution.

The institution's Alumni Committee acts as a cornerstone for promoting collaboration and networking among former students. Biannual alumni gatherings provide a platform for reconnecting, sharing experiences, and discussing professional development opportunities. These events also create avenues for alumni to participate in placement talks, entrepreneurship initiatives, and collaborative projects that

benefit both students and the broader institution.

Alumni networks are invaluable in providing job placement assistance to current students and recent graduates. Many alumni continue their journey with the institution by joining its faculty or administrative staff. Individuals like Mrs. Pallavi, Dr. Hemlata Masiwal, and Mrs. Dhruti Rane exemplify this integration by contributing their expertise as lecturers or office staff. Beyond academia, alumni excel in various fields, including entrepreneurship, catering, beauty services, and more. The institution proudly recognizes its alumni who have become school principals, teachers, and professionals holding significant positions in reputed companies.

Alumni associations symbolize the enduring bond between former students and their alma mater. Their multifaceted contributions—ranging from mentorship and financial support to active participation in institutional activities—play a critical role in the institution's continued success. Through their efforts, alumni ensure the legacy of the institution is preserved while paving the way for future generations to flourish.

Alumni offers unwavering support that drives its progress and enriches its community. Their collective contributions create a vibrant ecosystem where past and present converge to shape a promising future.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The governance and leadership at B.M. Ruia Girls' College align closely with its vision and mission, ensuring that every decision and initiative reflects the institution's commitment to empowering women and promoting both academic and cultural growth. This alignment is evident in the implementation of the National Education Policy (NEP), the institution's sustained growth, decentralized decision-making, and active participation in governance by faculty and staff.

#### Vision and Mission

The college's vision is focused on the empowerment and enlightenment of women, enabling them to achieve their full potential through education. The mission is driven by academic excellence, the promotion of Hindi as the national language, promoting cultural awareness, and contributing to the national development agenda. The institution aims to provide quality education that nurtures the intellectual, emotional, spiritual, and creative development of each student, ensuring they are confident, self-reliant, and capable decision-makers.

#### Institutional Governance Practices

B.M. Ruia Girls' College follows a governance structure that actively reflects its vision and mission. Key governance practices include decentralized decision-making, where faculty and staff are encouraged to participate in shaping policies and programs. This participatory approach promotes a sense of ownership and responsibility among the stakeholders, contributing to the college's continued growth and success.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring continuous improvement in teaching, learning, and institutional effectiveness. The IQAC's focus on enhancing academic performance and ensuring the overall development of students helps the institution maintain high standards of quality education.

Additionally, various initiatives such as co-curricular activities, ethical training, and the promotion of technology are integral to the governance model. The college provides opportunities for students to engage in cultural events, leadership training, and community service, which promote social responsibility and ethical values. These activities contribute to holistic development, nurturing students who are not only academically proficient but also socially aware and responsible.

#### Alignment with NEP and Institutional Growth



In alignment with the NEP, B.M. Ruia Girls' College emphasizes interdisciplinary learning, skill development, and the integration of technology in education. The institution's growth strategy includes enhancing its infrastructure, increasing the use of digital resources, and expanding academic programs to cater to the evolving needs of students. Through these initiatives, the college ensures that its educational offerings remain relevant and of the highest standard.

### Core Values and Social Responsibility

The college's core values include academic accountability, ethical development, social responsibility, and the promotion of technology. These values guide the institution's approach to education, ensuring that students graduate with not only academic knowledge but also strong ethical foundations and a sense of responsibility towards society. The governance structure encourages students to uphold traditional Indian cultural values while also preparing them to contribute meaningfully to the modern world.

B.M. Ruia Girls' College's institutional governance is dedicated to promoting well-rounded individuals who contribute positively to society. Through its emphasis on academic excellence, social responsibility, and ethical development, the college plays a key role in empowering women, preparing them to take on leadership roles in various fields. The college's commitment to continuous improvement and alignment with national policies ensures its sustained growth and success.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

B.M. Ruia Girls' College has a well-defined and effectively deployed institutional perspective plan that ensures the college's continued growth, development, and alignment with its mission and vision. The functioning of various institutional bodies is characterized by efficiency and effectiveness, as evidenced by well-established policies, a streamlined administrative setup, and clear service rules and procedures. These factors contribute significantly to the institution's smooth operation and its ability to fulfill its educational objectives.

#### Institutional Perspective Plan

The Institutional Perspective Plan (IPP) at B.M. Ruia Girls' College is a strategic framework designed to

guide the college's development over both the short and long term. The plan addresses critical areas such as academic excellence, infrastructure development, faculty and staff development, student welfare, and community engagement. The IPP is regularly reviewed and updated to ensure it remains responsive to emerging trends in education, technology, and societal needs.

The college's IPP is directly aligned with national educational policies, particularly the National Education Policy (NEP), and aims to promote a learning environment that is inclusive, diverse, and conducive to student success. The plan ensures that the college adapts to changing educational landscapes while remaining rooted in its core values of empowering women through education.

### **Administrative Setup and Effectiveness**

The administrative structure at B.M. Ruia Girls' College is organized and efficient, ensuring smooth day-to-day operations. The principal, along with the governing body, oversees the implementation of the IPP, making decisions that align with the institution's long-term goals. A key feature of the administrative setup is decentralization, which empowers faculty and staff to contribute to decision-making processes. This decentralized approach promotes a collaborative work culture, where each individual is encouraged to take ownership of their roles and responsibilities.

Departments and committees within the college are structured to support the academic and extracurricular needs of students. Each department is led by a head who oversees the academic and administrative functions of their respective areas. These departmental heads work closely with the central administration to ensure alignment with the institution's overall goals.

### **Policies and Service Rules**

B.M. Ruia Girls' College has clearly articulated policies and service rules that govern the functioning of various institutional bodies. These policies cover areas such as faculty appointments, promotion criteria, workload distribution, and student discipline. Service rules are designed to ensure fairness, transparency, and accountability within the institution, providing clear guidelines for faculty and staff regarding their rights and responsibilities.

Appointment procedures are transparent, with positions filled based on merit and qualifications. Faculty members are regularly trained and encouraged to pursue professional development opportunities. This commitment to continuous improvement enhances the overall teaching-learning process and ensures that the institution stays at the forefront of academic excellence.

### **Efficiency and Accountability**

The operational efficiency of the college is further ensured by clear and well-established procedures for administrative tasks. The implementation of digital tools and technology in administrative functions has streamlined processes such as student admissions, fee collection, and internal communication, making them more transparent and accessible. Regular audits and performance evaluations ensure accountability at every level of the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2*****Institution implements e-governance in its operations***

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

B.M. Ruia Girls' College has developed a comprehensive performance appraisal system and a robust framework for the welfare and professional development of both teaching and non-teaching staff. The institution recognizes the importance of providing avenues for career progression, financial assistance, and continuous support for its faculty, staff, and students. These efforts are central to ensuring that all

members of the college community are motivated, supported, and provided opportunities for growth.

### **Performance Appraisal System**

The college has a structured performance appraisal system that evaluates both teaching and non-teaching staff on a regular basis. The appraisal process includes multiple factors such as teaching effectiveness, research output, administrative performance, and contributions to co-curricular and extracurricular activities. Feedback from students, peers, and departmental heads is incorporated into the evaluation process, ensuring a holistic approach.

For teaching staff, the appraisal system is closely linked to the Career Advancement Scheme (CAS), which forms the foundation for their career progression. The CAS ensures that teachers are promoted based on their academic qualifications, research output, and teaching performance. The college continuously follows up with the university and relevant government departments to ensure timely promotions for staff, helping them to meet their professional goals while contributing to the growth of the institution.

### **Welfare Measures for Staff**

B.M. Ruia Girls' College prioritizes the welfare of its teaching and non-teaching staff by implementing several initiatives designed to enhance their work-life balance and overall well-being. Financial assistance is provided to staff members in times of need, and there are systems in place to support personal and professional growth. The institution also offers avenues for skill enhancement, such as workshops and training programs, ensuring that staff members have the tools to improve their work efficiency and career prospects.

The college recognizes the long-term dedication of staff members, offering recognition for milestones such as 25 years of service. Such recognition promotes a sense of belonging and loyalty to the institution, ensuring staff feel valued and appreciated for their hard work and commitment.

### **Support for Students**

B.M. Ruia Girls' College is equally committed to the welfare of its students. The institution provides a range of scholarships, fee concessions, and installment facilities for undergraduate and postgraduate students, enabling them to pursue their education without financial barriers. These initiatives are particularly beneficial for students from economically disadvantaged backgrounds, ensuring that all students have access to quality education.

During the COVID-19 pandemic, the college took several measures to support students facing financial hardship. Fee reductions were provided, and the institution facilitated access to online resources and learning platforms to ensure continuity in education. In addition, health-related support such as vaccination drives, health check-ups, and psychological counseling services were made available to students and staff, prioritizing their safety and well-being.

### **Career Development and Progression**

B.M. Ruia Girls' College provides ample opportunities for career development for both teaching and non-teaching staff. Professional development programs, such as workshops, seminars, and research opportunities, are regularly organized. These programs are designed to enhance skills, knowledge, and expertise, contributing to the overall progression of staff careers. The college also facilitates participation in conferences and workshops, encouraging faculty members to engage with the academic community beyond the institution.

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

**6.3.2**

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

**Response:** 3.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	1

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

**6.3.3**

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

**Response:** 58.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	11	10	18	25

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	13	13	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

B.M. Ruia Girls' College has developed strategies aimed at the mobilization and optimal utilization of resources and funds from various sources, although these measures are currently in the proposal stage. The college seeks to diversify its funding sources, drawing from both government and non-governmental organizations. This includes exploring educational grants from government agencies, seeking

collaborations with NGOs, and establishing partnerships with industry for financial support towards specific projects, student initiatives, and infrastructure development.

To optimize the utilization of resources, the college adheres to strict budgeting processes, ensuring that funds are allocated to critical areas such as infrastructure development, academic programs, scholarships, and faculty development. The institution's efficient management of resources guarantees that funds are used in a manner that maximizes their impact on educational quality and student welfare.

Regular financial audits are conducted—both internal and external—to ensure transparency, accountability, and efficient fund management. Internal audits are conducted annually by the college's finance team, while external audits involve third-party professionals to offer an impartial evaluation of the college's financial practices. These audits help in identifying opportunities for financial optimization, ensuring compliance with regulatory standards, and maintaining the integrity of financial operations.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell (IQAC) at B.M. Ruia Girls' College plays a pivotal role in institutionalizing quality assurance strategies and processes, ensuring continuous improvement in the academic and operational functions of the institution. The IQAC is committed to enhancing the overall quality of education and ensuring that the college meets the highest standards in teaching, learning, and institutional operations. Through periodic reviews, systematic assessments, and effective implementation of strategies, the IQAC has contributed significantly to the college's sustained growth and academic excellence.

#### Reviewing Teaching-Learning Processes

One of the primary functions of the IQAC is to regularly review and assess the teaching-learning process. The cell monitors the quality of instruction and its alignment with the institution's academic objectives. Regular feedback from students, faculty, and other stakeholders is collected to evaluate the effectiveness of teaching methodologies, course content, and instructional strategies. This feedback is analyzed to identify areas for improvement, and appropriate measures are taken to ensure that teaching remains dynamic, student-centered, and in line with modern educational practices.

The IQAC promotes the use of diverse teaching methods, including technology-enhanced learning, group discussions, project-based learning, and experiential learning activities. It encourages faculty to adopt innovative pedagogies that engage students actively in the learning process and promote critical thinking, problem-solving, and creativity. Additionally, the IQAC ensures that faculty members are provided with regular opportunities for professional development through workshops, training programs, and exposure to new teaching techniques and tools.

### **Structures and Methodologies of Operations**

The IQAC also plays a crucial role in reviewing and optimizing the operational structures and methodologies within the institution. It evaluates the effectiveness of the administrative systems, resource management, and support services that contribute to the smooth functioning of the college. By assessing these processes, the IQAC ensures that the college operates efficiently and that its infrastructure and services support the academic and extracurricular needs of students and staff.

One of the key areas of focus is streamlining administrative functions, such as admissions, examination management, and student support services, to ensure they are transparent, efficient, and accessible. The IQAC encourages the adoption of digital tools and technologies that enhance the effectiveness of these operations, making them more responsive to the needs of the college community.

### **Learning Outcomes and Incremental Improvement**

The IQAC is deeply committed to reviewing and evaluating the learning outcomes achieved by students, ensuring that they align with the college's educational goals and the broader objectives of higher education. The cell conducts periodic assessments of students' academic performance, skills development, and overall growth. By tracking learning outcomes, the IQAC identifies areas where students may need additional support or resources, such as remedial classes, workshops, or career counseling.

The IQAC records incremental improvements in various activities, from teaching methodologies to infrastructure development. It uses data from internal assessments, faculty evaluations, and student feedback to make informed decisions for further improvements. Additionally, the cell prepares annual reports that highlight key achievements, challenges, and areas for further enhancement, ensuring that there is a continuous cycle of quality improvement.

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

## **6.5.2**

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**



**3. Collaborative quality initiatives with other institution(s)****4. Participation in NIRF and other recognized rankings****5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

B. M. Ruia Girls' College has long been dedicated to promoting gender equity and creating an inclusive environment that promotes gender sensitization. The institution has initiated various measures to ensure that its curricular and co-curricular activities, as well as campus facilities, promote the well-being, development, and empowerment of women. These initiatives align with the college's broader mission of nurturing an environment of equality, respect, and opportunity for all students.

**Gender Equity in Curricular Activities:** It has integrated gender-sensitive content into its curriculum across various disciplines. Courses include topics that promote understanding of gender roles, feminist theories, women's rights, and the socio-political history of women's struggles. This approach ensures that students are academically empowered and sensitized to issues of gender equality. The faculty members are trained to approach teaching with sensitivity, recognizing and addressing gender biases within the learning environment.

Additionally, workshops and seminars are frequently organized in collaboration with experts and organizations working in the field of gender equity. These sessions aim to sensitize students and staff to the importance of gender justice and the role of education in creating a more inclusive society.

**Co-Curricular Activities for Gender Sensitization:** The college actively promotes gender sensitization through various co-curricular activities, such as debates, discussions, and drama performances, where students engage with themes related to gender equality. The institution encourages the participation of students in programs designed to raise awareness about gender issues, including campaigns against gender-based violence, workshops on sexual harassment, and training in conflict resolution. Through these activities, students learn to express their ideas, confront stereotypes, and advocate for the rights of women and marginalized communities.

The college also organizes cultural events and festivals, which include women's leadership programs and mentorship opportunities, allowing students to interact with women role models from various fields, such as education, business, and social activism. These platforms offer a chance to highlight women's achievements, dispelling stereotypes and reinforcing the idea of gender equality.

The institution recognizes the importance of providing safe and supportive spaces for women. The College offers security, and healthcare facilities that ensure the physical and mental well-being of female students.

To ensure a safe and secure environment for the students, regular police patrolling is conducted by the Gamdevi Police in the surrounding area, specifically aimed at addressing issues related to eve-teasing. Their active involvement and initiatives contribute significantly to maintaining a sense of safety for the female students.

The college's Women Development Cell, Internal Complaints Committee, and NSS Unit collaborate with local police, government bodies, and NGOs to organize awareness programs. These programs focus on crucial topics such as women's safety, gender sensitization, cyber security, and more, providing students with valuable information and resources. Police Didi Campaign where the contact numbers of lady police constables are shared with all students, ensuring they have immediate access to support in case of emergencies. College premises are equipped with CCTV cameras to further enhance security. The college also has provisions for counseling and support services, where students can access guidance on issues related to mental health, career counseling, and gender-based concerns.

The institution also implements anti-ragging policies and a zero-tolerance approach to harassment, conducting regular awareness programs to promote a safe and respectful environment on campus.

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

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.3**

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

B. M. Ruia Girls' College strives to promote an inclusive environment that embraces cultural, regional, linguistic, and socioeconomic diversity. The institution is committed to creating a space where all students and staff feel respected, valued, and empowered. Through various initiatives, the college promotes tolerance, harmony, and awareness of constitutional obligations, including students' rights, duties, and responsibilities.

To promote cultural and regional diversity, the college organizes numerous events such as cultural festivals, exhibitions, and talent shows. These programs provide students with the opportunity to showcase their traditions, art, and regional cuisines, creating a platform for mutual learning and respect. Additionally, language workshops are offered, allowing students to explore regional languages and appreciate the rich cultural heritage of India. These efforts develop an inclusive atmosphere that celebrates diversity.

Recognizing the importance of socioeconomic inclusivity, the college offers scholarships, financial aid, and fee waivers to students from economically disadvantaged backgrounds. These initiatives help ensure equal access to quality education, allowing students to pursue their academic goals without financial constraints. The college also conducts career counseling and mentorship programs, which provide students from marginalized communities with the tools and support they need for success.

As a girls' college, B. M. Ruia places significant emphasis on gender equality and empowerment. The college conducts regular gender sensitization workshops and seminars that address gender-related issues and promote respect for all individuals. Leadership development programs encourage students to take on roles of responsibility, promoting a sense of confidence and self-reliance. By providing a safe and supportive environment, the college empowers women to break societal barriers and excel in various fields.

The college actively promotes the values enshrined in the Indian Constitution, educating students about their rights and responsibilities as citizens. Through workshops, debates, and mock parliament sessions, students engage in discussions on democracy, secularism, and justice. These activities help students understand the importance of upholding constitutional principles and inspire them to be active, responsible citizens.

B. M. Ruia Girls' College adopts inclusive teaching strategies and designs a curriculum that caters to the diverse needs of students. Special provisions are made for students with disabilities, ensuring their full participation in academic life. Faculty members are trained in inclusive pedagogy, ensuring all students receive equal opportunities for success.

B. M. Ruia Girls' College is dedicated to creating an inclusive and empowering environment for all students and staff. Through its initiatives, the college ensures that diversity is celebrated, and every individual is given the opportunity to thrive academically, socially, and professionally.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE 1:**

##### **1. Title of the Practice**

**Mission 'SHAKTI'**

**Supporting Health, Awareness, Knowledge, and Transformation for Inclusive empowerment.**

##### **2. Objective of the Practice**

**Mission Shakti** aims to empower women, particularly girls, by promoting their physical and mental wellness through various initiatives. The objectives of the practice include:

- **From Self-care to Community Care:** Encouraging students to move beyond self-care and contribute to the well-being of their communities.
- **Promoting Healthy Body and Mind:** Ensuring the holistic development of students, promoting both physical and mental health.
- **Promoting Self-Empowerment:** Empowering women through knowledge and practices that promote hygiene and health.
- **Mentoring on Menstrual Hygiene:** Educating students about menstrual hygiene, helping them avoid unhygienic practices that could lead to infections.
- **Distributing Sanitary Pads:** Providing free sanitary napkins to students from class 11 to PG, in association with the Indian Red Cross Society.
- **Celebrating Womanhood:** Supporting and celebrating the journey of self-discovery and womanhood through initiatives focused on hygiene, exercise, and proper nutrition.

##### **3. The Context**

Mission Shakti was developed in response to several challenges:

1. **Lack of Knowledge on Menstrual Hygiene:** Many students lack basic knowledge about menstrual hygiene and its importance.

2. **Health Issues:** Common complaints include stomach ailments, menstrual cramps, and irregular cycles due to poor hygiene.
3. **Cultural Myths:** Persistent myths and misconceptions about menstruation hinder proper hygiene practices.
4. **Lack of Interest and Peer Pressure:** Mood swings, hormonal changes, and a lack of interest among students make it difficult to address menstrual health. A majority of the students come from lower-middle-income families, where the use of unhygienic public toilets is prevalent, leading to increased health risks. Mission Shakti aims to challenge these norms and promote hygiene awareness.

#### 4. The Practice

Mission Shakti plays a vital role in promoting menstrual hygiene awareness and safe sanitation practices.

- **Workshops and Seminars:** The college organizes workshops on menstrual hygiene in collaboration with the Indian Red Cross Society.
- **Annual Distribution of Sanitary Pads:** Providing students with an annual supply of sanitary napkins to ensure access to hygiene products.
- **Health Education:** Promoting proper hygiene practices, including maintaining cleanliness, avoiding sedentary lifestyles, and promoting healthy food habits.
- **Community Outreach:** Mission Shakti extends its benefits beyond the campus by providing sanitary napkins and health education to nearby schools and communities.
- **Focus on Physical Fitness:** Encouraging regular exercise and yoga to maintain a healthy lifestyle.

Despite its success, Mission Shakti faces challenges such as limited funds, inadequate space for larger-scale activities, and the difficulty of changing entrenched social taboos.

#### 5. Evidence of Success

Mission Shakti has successfully reached over **1500 students** and their families, resulting in improved awareness of menstrual hygiene. The initiative has extended its benefits to nearby schools, helping to raise awareness in the local community as well.

These efforts have helped break down cultural taboos around menstruation, while creating a positive impact on the health and well-being of students.

#### 6. Problems Encountered and Resources Required

- **Lack of Awareness about the Broader Vision:** Some students understand the personal benefits but struggle to see the broader goal of "self-care to community care."
- **Limited Funding and Infrastructure:** The program faces financial constraints and lacks sufficient space to accommodate all activities.

**Mission Shakti** strives to be a lifelong companion for women, guiding them towards better health, empowerment, and community care.

## BEST PRACTICE 2:

### 1. Title of the Practice

**Youth Connect Community (YCC)**  
**Journey from I to WE**

### 2. Objectives of the Practice

The **Youth Connect Community (YCC)** aims to address the growing stress, lack of confidence, and the loss of purpose among young people, often exacerbated by the fast-paced urban lifestyle and the influence of social media. The key objectives include:

- **Bridging the Gap:** Connecting city life with community needs, promoting a sense of belonging.
- **Understanding Life's Purpose:** Helping youth realize their individual potential and social responsibility.
- **Giving Back to Society:** Encouraging students to contribute to community welfare.
- **Making the Earth a Better Place:** Instilling environmental consciousness and community care.
- The **National Service Scheme (NSS)** collaborates with the college to organize community welfare programs, including the adoption of a village for sustained outreach.

### 3. The Context

The context for implementing this practice stems from several challenges:

- **Lack of Interest in Finding Purpose:** Many young people struggle with identifying their personal purpose and direction.
- **Impact of Social Media:** The influence of technology often detracts from personal growth and social responsibility.
- **Disconnect from Nature:** A detachment from nature and environmental concerns has led to a lack of responsibility for sustainable practices.

### 4. The Practice

**Youth Connect Community (YCC)** organizes a variety of community welfare programs, including:

- **Environmental Initiatives:** Tree planting campaigns such as "**Each One Plant One**" and "**A Sapling Today Will Make a Forest Tomorrow**" in collaboration with the **Satya Sai Organisation**.
- **Awareness Campaigns:** Celebrating significant days like **International Yoga Day**, **Independence Day**, **Voter's Day**, and more, in association with local authorities like the **BMC D ward**.
- **Workshops and Training:** Volunteers participate in workshops on **Self-Defense**, **Road Safety**, **Disaster Management**, **Civil Defense**, and promoting scientific temper in collaboration with local NGOs, police stations, and doctors.
- **Health Camps:** The **Ayurvedic Mittal College** and NSS volunteers organize free medical



checkups.

- **Community Involvement:** The local community is encouraged to participate in activities like **Street Plays** on social issues such as **Save Water, Say No to Plastic, Digital Waste, and Road Safety**.

## 5. Evidence of Success

**Youth Connect Community (YCC)** has made significant strides:

- **Tree Plantation:** Saplings planted annually in collaboration with the **Satya Sai Organisation**.
- **Medical Camps:** Annual free medical checkups have reached hundreds of beneficiaries:
- **Awareness Initiatives:** Annual observance of **International Yoga Day**, creating a platform for families to engage in health and wellness activities under the theme of **Vasudev Kutumbakam**.
- **Street Plays:** Topics covered include social issues like **drug addiction, road accidents, and environmental conservation**, actively engaging the local community.

These initiatives have reached the intended beneficiaries and have helped build long-term relationships with local communities, contributing to the social and environmental well-being of the region.

## 6. Problems Encountered and Resources Required

- **Time Constraints:** Limited time often prevents reaching a larger number of people
- **Community Engagement:** The population in the community often shows less interest.
- **Resource Limitations:** Financial constraints and insufficient infrastructure hinder the ability to expand the program and serve more people.

Despite these challenges, the initiative continues to grow with ongoing support from various stakeholders, and further efforts are being made to secure additional resources for future outreach.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

**Performance of the Institution in a Distinctive Priority Area: The Hindi Department**

Since its establishment in 1958, the Hindi Department has stood as a pillar of empowerment and

enlightenment, aligned with the college's vision of realizing women's aspirations in the light of wisdom. The department has consistently worked to promote academic excellence, promote the Hindi language, instill cultural awareness, and contribute to nation-building. Over the years, it has become a vibrant hub for nurturing holistic development, embodying the institution's mission of empowering women to thrive in various spheres of life.

### Initiatives and Academic Programs

The Hindi Department has curated numerous programs to achieve its mission. Signature events include the **Premchand Jayanti Week**, which promotes societal understanding and instills moral values through story readings, dramatizations, and expert lectures. These activities connect students with literature that reflects socio-cultural issues and inspires them to think critically about solutions.

The **Hindi Week**, celebrated during *Hindi Diwas*, provides a platform for students to showcase their creativity and linguistic proficiency through inter-college competitions like essay writing, debates, poetry recitation, and folk song performances.

Workshops and symposia, designed to address curriculum-related and contemporary topics, provide students with opportunities to engage with scholars and present research papers at inter-college competitions. It enhances critical thinking, analytical skills, and self-confidence, equipping women to excel academically and professionally.

To celebrate India's cultural heritage, the department organizes competitions like the **Shrimati Savitri Devi Vishwanath Chamniya Debate** and the **Major Shriram Prasad Poddar Bhajan Competition**, which honour India's literary and musical traditions. These events promote cultural awareness, connecting students with their roots while encouraging them to contribute to the nation building.

### Publications and Knowledge Dissemination

In line with the mission of academic excellence and promotion of Hindi, the Hindi Department regularly publishes books addressing contemporary societal issues. The *Bharatiya Samaj: Samasamayik Prashna* series exemplifies this effort. The sixth volume, *Sahitya aur Cinema me Mahilaon ka Yogdan*, published in 2023-24 to commemorate 75 years of independence, highlights women's contributions to literature and cinema, reinforcing the vision of women's empowerment through knowledge and creativity.

Guest lectures by distinguished speakers are a regular feature, broadening students' intellectual horizons. Topics such as *The Relevance of Premchand*, *Linguistics*, and *Intellectual Property Rights* have been explored, enhancing cultural awareness and critical thinking.

### Alignment with National Education Policy (NEP) 2020

The department's proactive alignment with NEP 2020 demonstrates its commitment to educational reforms that empower women through holistic learning. Webinars like *New National Education Policy 2020: Opportunities and Challenges* (2020) and *Indian Knowledge Tradition and NEP 2020* (2023) introduced students to transformative ideas, linking traditional knowledge with modern education. These initiatives have prepared students to embrace change while remaining rooted in their cultural identity.

### Jashn-e-Azadi Achievement @75 Workshop Series

Celebrating 75 years of independence, the *Jashn-e-Azadi Achievement @75* workshop series focused on advancements in literature, technology, and societal contributions. Topics like *Hindi and Modern Technology*, *Story Reading*, and *Research Writing and Ethics* provided students with practical skills and knowledge to address contemporary challenges. These workshops exemplify the institution's mission of empowering women through education and skill development.

### Seminars and Symposiums

The Hindi Department has also organized impactful seminars and symposiums to address critical societal and academic issues. During the pandemic, a webinar on *Ayurveda Chikitsa* helped students navigate health challenges, showcasing the department's adaptability and focus on student welfare.

In 2023, the seminars *National Education Policy: 2020* and *Indian Languages* and *Indian Knowledge Tradition: Bhakti Literature and Ramcharitmanas* attracted a large audience and highlighted India's intellectual and literary heritage, emphasizing the importance of integrating traditional wisdom with modern education.

### Collaborative Programs and Cultural Exchange

Collaboration plays a pivotal role in the department's efforts to empower women. Programs like the **Saral Hindi Course** and **Elocution Competition**, conducted in partnership with Hindustani Prachar Sabha, promote linguistic proficiency and self-confidence. Similarly, cultural exchanges with B.K. Birla College and collaborations with organizations like Viva Voce Academy and Kala Sangam Parivar provide students with opportunities to engage with diverse cultural perspectives, enhancing their understanding of India's pluralistic heritage.

Drama presentations, group discussions, and poetry readings organized in collaboration with institutions like ICC Mumbai and Wilson College encourage creative expression and promotes a sense of community. These initiatives inspire students to embrace teamwork, cultural sensitivity, and social responsibility.

### Indian Knowledge Tradition Lecture Series

The *Indian Knowledge Tradition Lecture Series*, launched in September 2023, celebrates India's intellectual and cultural legacy. Prominent speakers like Dr. Rajneesh Kumar Shukla and Dr. Acharya Radhavallabh Tripathi have delivered lectures on topics such as *Charitra Nirman* and *Women Scholars in Indian Knowledge Tradition*. These sessions enhance students' appreciation for traditional wisdom and its relevance to modern challenges, empowering them with knowledge and values.

### Achievements and Impact

The department takes pride in its students' accomplishments, reflecting the institution's vision and mission. Gold medalists like Kumari Nirali Shukla and Kumari Ritu Gaur exemplify academic excellence, while consistent wins in inter-college competitions highlight the students' versatility and talent.

In cultural and academic competitions organized by SNTD Women's University, students have excelled in essay writing, debates, poetry recitation, and folk arts, gaining recognition and boosting their

confidence.

### Community Service and Social Responsibility

Aligned with the mission of contributing to nation-building, the Hindi Department encourages students to participate in NSS (National Service Scheme) and NCC (National Cadet Corps) activities. Through NSS, students engage in community service initiatives such as cleanliness drives, medical awareness campaigns, and literacy programs. Notable achievements include the participation of Kumari Priyanka Prajapati in the G-20 meeting as an *Aapada Sakhi*.

In NCC, students demonstrate dedication to national service, with achievements such as earning the *Certificate* and recognition as the *Best NCC Cadet*. These activities instill a sense of patriotism, discipline, and social responsibility among students.

The Hindi Department exemplifies the college's vision of empowering and enlightening women by promoting their aspirations in the light of wisdom. Through its focus on academic excellence, promotion of the national language, cultural awareness, and nation-building, the department has created a nurturing environment for students to thrive. Its programs, collaborations, and initiatives empower women to embrace their heritage, overcome challenges, and contribute meaningfully to society.

By integrating tradition with modernity to promote holistic development, the department upholds the institution's mission, inspiring generations of women to realize their potential and make a positive impact on the world.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

B.M. Ruia Girls' College is committed to continuous improvement and strives to address the evolving needs of its students and the community. Over the years, the College has created a learning environment that promotes academic excellence, personal growth, and social responsibility. Several key initiatives have been implemented to enhance the overall educational experience, including:

1. **Research and Innovation:** The College encourages research activities among both students and faculty. It aims to apply for recognition as a research center and enroll faculty members as research guides. This initiative will help in fostering a culture of inquiry and knowledge dissemination.
2. **Community Engagement and Social Responsibility:** The College remains actively involved in community outreach programs. Through various initiatives like NSS, NCC, and the Women's Development Cell, students participate in social service, environmental sustainability, and health awareness campaigns, enhancing their sense of social responsibility.
3. **Infrastructure Development:** With the goal of expanding physical and digital infrastructure, the College plans to overcome space constraints by exploring partnerships for infrastructure expansion. This will create additional facilities for academic activities, extracurricular pursuits, and student engagement.
4. **Industry Linkages and Internships:** Efforts are ongoing to strengthen industry-academic partnerships, providing students with opportunities for internships, fieldwork, and career development. This practical exposure will better equip them for the competitive job market.
5. **Digital Transformation:** The College plans to enhance the integration of digital technology in its teaching-learning process, including the use of e-learning tools, virtual classrooms, and online resources to create a dynamic learning environment.
6. **Scholarships and Financial Support:** In line with its commitment to supporting students from economically weaker sections, the College is exploring additional scholarship programs and financial assistance options to alleviate the financial burden on students pursuing higher education.
7. **Global Exposure and Alumni Network:** The College intends to increase international exposure for students through exchange programs and partnerships with global universities. Strengthening the alumni network will also enable mentorship and professional development opportunities for students.
8. **Skill Development and Employability:** The College is focusing on offering more skill-based programs and vocational training that align with industry requirements. This will enhance the employability of students and equip them with competencies essential for the modern workforce.

### Concluding Remarks :

B.M. Ruia Girls' College has consistently demonstrated its commitment to providing quality education and empowering women through academic excellence. Guided by a clear vision, the College has made significant strides in fostering holistic development, blending traditional values with modern educational practices. With a highly qualified faculty, diverse academic programs, and a strong emphasis on skill development and community engagement, the College promotes empowerment for women from various socio-economic backgrounds.

Despite challenges such as financial constraints, space limitations, and socio-cultural barriers, the institution continues to evolve and innovate, providing students with ample opportunities for growth. The College remains committed to enhancing its infrastructure, expanding research initiatives, and promoting industry-academic linkages.

The institution's achievements, including accreditation by NAAC, recognition from SNDT Women's University, and the award of "Maharshi Karve Best College Award," reflect the collective efforts of the management, faculty, and students. With a focus on inclusivity, innovation, and social responsibility, B.M. Ruia Girls' College is well-positioned to continue making a profound impact on the educational landscape and contribute to the empowerment of women, in alignment with national goals and the vision of sustainable growth.

The College is dedicated to meeting the challenges of the future and creating a more equitable educational environment, ensuring that every student is equipped with the knowledge, skills, and values needed to succeed in an ever-evolving global society

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																			
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 138 Answer after DVV Verification: 141</p> <p>Remark : After removing duplicates number of students are 141.</p>																																			
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made changes as per the report shared by the HEI and C is been considered accordingly</p>																																			
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>22</td><td>26</td><td>35</td><td>16</td><td>39</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>22</td><td>26</td><td>35</td><td>16</td><td>39</td></tr></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b> Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>22</td><td>26</td><td>35</td><td>16</td><td>39</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	22	26	35	16	39	2023-24	2022-23	2021-22	2020-21	2019-20	22	26	35	16	39	2023-24	2022-23	2021-22	2020-21	2019-20	22	26	35	16	39	2023-24	2022-23	2021-22	2020-21	2019-20
2023-24	2022-23	2021-22	2020-21	2019-20																																
22	26	35	16	39																																
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22	26	35	16	39																																
2023-24	2022-23	2021-22	2020-21	2019-20																																

190	202	202	190	190
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Remark : DVV has made changes as per the report shared by the HEI

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	13	13	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14	13	13	13	13

Remark : DVV has made changes as per the report shared by the HEI and repeat value is not been considered

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.63936	0.97057	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes as per the report shared by the HEI and National seminar is not considered as Grants

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

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



Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	10	8	12	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	6	1	4	6

Remark : DVV has made changes as per the report shared by the HEI and the programmers considered is STARTUP INNOVATION CHALLENGE FOR BUDDING ENTREPRENEURS, National Level Seminar on 'Redefining the Role of IQAC, Workshop on 'Use of E-Resources and N-List for Research, Seminar on 'Intellectual Property Rights' Department of Commerce, Research Paper Competition on Gandhiji's Principles and Ideologies, Workshop on Women's Week Program, Workshop on Research Writing and Ethics, Research Funding and Publication Opportunities for Researchers, THE ECONOMY OF FRANCESCO: A Path that must be Built and Travelled for a Sustainable Future, Inclusivity and Innovation in Education, Hypotheses Framing and determination of Sample-size, Preparing Questionnaire, Evaluation Reforms and Research Oriented Approach, Selection of Research Topic, Research Methodology- Research Title Selection and Defining Research Objectives, Literature Research, Online Entrepreneurship Workshop and Designing Google Forms and Integrating Certificates

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	5	6	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	2	6	4

Remark : As per the attached documents, in the year 2021-22 there were 2 research paper notified and 5 in 2022-23.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
65	68	34	21	20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
74	64	46	34	32

Remark : As per the attached list of such programs

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

Answer before DVV Verification :

Answer After DVV Verification :1

Remark : DVV has made changes as per the report shared by the HEI

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

**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 59

Answer after DVV Verification: 64

Remark : There are 64 computers available for students, as per the stock register (not including computers used for admin and accounts purpose and laptops are also not considered)

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
128	42	472	399	410

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
87	39	472	399	410

Remark : As per the list of scholarship provided.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
321	382	426	85	90

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
386	464	472	85	90

Remark : As per the list of students benefited

**5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	9	2	3	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	1

	Remark : DVV has made changes as per the report shared by the HEI
6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Participation in NIRF and other recognized rankings</b></li> <li>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above  Answer After DVV Verification: B. 3 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations