SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI VILE PARLE KELVANI MANDAL'S, MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE AND AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS

VILE PARLE (WEST), MUMBAI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Vile Parle Kelvani Mandal's Mithibai College of Arts, Chauhan Institute of Science and Amrutben Jivanlal College of Commerce and Economics was established by the Mandal in 1961, with a vision of providing quality all-inclusive education to the learners of western suburbs. Since its inception, the college has been envisaged as a destination for the most talented and promising learners. The college has **22 departments**, of which **15 are postgraduate departments** with **10 of them conducting Ph.D. programmes**. The college inculcates values that prepare a student for academic excellence through the paths of critical thinking, work ethics and accountability. Hence, the motto of our college is '**Higher Still and Higher'**.

Since its last accreditation by the NAAC, the institution has undergone significant changes in almost every aspect of its operation, aiming towards excellence. In 2016-17, the college was awarded the **Best College Award, University of Mumbai**. The college received **Government of India DST-FIST & DBT-Star College grants** of Rs. 1.5 crores, in 2017-18. Consequently, the college was conferred with **Grade 1 Autonomy** for 10 years by the UGC. The autonomous status was implemented in the academic year 2018-19. Subsequently, the Rashtriya Uchatar Shiksha Abhiyan (RUSA) conferred a **grant of Rs. 5 crores for Component 8-Enhancing Quality and Excellence in select autonomous colleges**. In 2023, the college was conferred with the status of **Empowered Autonomy** by the Government of Maharashtra. The college has been a **forerunner in Maharashtra in implementing the New Education Policy (2020).**

Teacher quality is a decisive factor that influences educational quality and student performance as creativity, critical thinking, and problem-solving skills are promoted. The college's philosophy emphasises quality holistic education being imparted through the recruitment of highly qualified and well experienced teachers. Thus, we prepare our students to be global employers, employees and entrepreneurs.

Vision

Vision of the college

'To be recognized as a premier educational institution that practices quality pedagogy and encourages innovation and research while instilling values and providing a vibrant environment for the holistic development of learners into valuable global citizens'.

This vision is rooted in the belief that education is the stepping stone for the holistic development of a learner. Through our college vision, we aim to empower students to actualize their potential enabling them to positively contribute to their personal growth leading to the growth of our nation and the world at large. The role of the educator is central in inculcating problem-solving skills that nurture holistic development and for cultivating an entrepreneurial mindset as a requirement for pursuing a successful profession.

Our vision focuses on providing quality pedagogy through effective teaching methods and educational practices. We encourage creativity, exploration, and scholarly pursuits required for innovation and research. We

nurture intellectual, emotional, social, and physical growth of the learner and inculcate ethical and moral principles in the process.

Our vision thus reflects a commitment to excellence, integrity, and holistic education.

Objectives:

- To hone learners' focus and help them gain a deep understanding of their chosen area of study to achieve academic excellence.
- To enable them to prepare for lifelong learning by nurturing independent thinking.
- To sensitize the learners towards the immediate environment and the society at large.
- To provide a platform to actualize learners' talents and encourage them to mould their passion into a profession.

Mission

Mission

'By strengthening the teaching-learning process through innovative practices, the institution will stimulate the spirit of scientific enquiry and discovery in academics. By providing state-of-the-art institutional infrastructure and excellent human resources, the college will foster a better educational environment. The institute will also impart training in entrepreneurial and life skills for enhancing employability'.

The college's mission is to foster the minds of future generations through an all-inclusive approach. The institution aims to enhance the quality of education by improving teaching methods and learning experiences. This encourages curiosity, research, and exploration in academic disciplines enabling scientific enquiry and discovery.

The institution's philosophy is centered in the belief that education is the most powerful catalyst for societal progress, mediated by personal growth. Empowering individuals with

knowledge, critical thinking skills, and a sense of purpose through education, will pave the way to make meaningful contributions to their communities and beyond.

In a dynamic world, the possession of good organizational skills plays a pivotal role, in one's life. Our students are aptly trained at time management, goal setting, and collaborative work as per the need of the hour, enabling them to flourish in their academic pursuits as well as in their professional endeavours.

Our mission is to deliver educational experiences that are rigorous, engaging, and that cater to the needs of the 21st century. Scientific temperament is indispensable for navigating the multifaceted challenges in the global scenario, and so our pursuit is to instil in our students a curiosity for learning, to devlop analytical and reasoning skills, and a passion for discovery.

Quality Policy:

Mithibai College is committed to quality through-

- The support of all stakeholders, will enable us to improve services provided to our learners
- Maximization of human and other resources to effectively enhance the quality of education
- Provision of state-of-the-art infrastructure and ICT facilities to augment the teaching learning processes
- Fostering competencies that will enable learners to meet the demands of a changing world
- Inculcating a sense of moral responsibility towards society and the environment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Empowered Autonomous college**: One of the 12 such colleges of the University of Mumbai. Enriched curriculum designed to align with the demands of global competition and emerging trends.
2. **Teachers as facilitators** rather than instructors employ a student centric teaching-learning process, fostering an inclusive and supportive class room environment, encouraging thought-provoking questions and facilitating peer-peer discussion, and incorporating real world scenarios for active learning. Such strategies empower the students to take ownership of the learning process with support and guidance provided by teachers.
3. **Value based education** with emphasis on human values as integrity, compassion, empathy, gratitude, ethics and accountability, that serve as a moral compass and provide guidance in life.
4. **Preparing students for lifelong learning** by encouraging curiosity; cultivating analyzing skills; fostering teamwork and empathy; developing effective communication skills and inspiring students to reflect on their learning.
5. **Robust technology-driven, transparent examination and evaluation system**: Use of ERP-SAP and ICT enable timely declaration of results.
6. **Cultural excellence** equips students to flourish in a dynamic, interconnected world.
7. **NCC/ NSS/ DLLE/ ISR/Sports Committee**/departmental committees work towards developing physical and social responsibility and sensitivity providing opportunities to explore and apply, leading to a meaningful experience.
8. **Mental Health & Wellness** through Student Buddy Support group and HOPE (Healing Our Peers through Empowerment) peer- mentoring program with strong support from the college counsellor and the Department of Psychology.
9. **Seed Money and incentives** for promoting research.
10. **Employability enhancement** through compulsory training in soft skills and employability skills.
11. Learners participate in **Internships, research projects and research competitions.**
12. **State-of-the-art infrastructure with ICT facilities**: Air-conditioned classrooms and laboratories equipped with Wi-Fi connectivity and smart boards.
13. **Guarded entry and exit** to/ from college through RFID gates
14. **A spacious, well-furnished open access library with RFID security System and** book kiosks for issue as well as return. Access to libraries of all sister institutes promotes mobilization of resources.

15. **Braille embosser** to facilitate the Divyangjan learners.
16. **ERP- SAP** catering to HR resources, Student life-cycle management and Accounts

Institutional Weakness

1. **College location -** Urban location limits the expansion of the campus to create more free and green spaces.
2. **Research funding** from government and non-government agencies reduced significantly. Wet lab work in sciences and research has been impacted during pandemic years.
3. **Research**–Emphasis of faculty on teaching-learning-evaluative process and innovative pedagogy caters largely to undergraduate education.
4. **Consultancy and collaboration with industry**–There has been non-remunerative consultancies so far; the future aim is to improve remunerative consultancy and to foster industry-academia interactions for the benefit of learners and faculty members.

Institutional Opportunity

1. **Empowered Autonomous college-** With this status, the degree offered by the college with its many accolades, will hold high acceptance, globally. The way ahead is to grow vertically to become a university.
2. **Academic enhancement**–With the implementation of NEP (2020) w.e.f. 2023-24, the scope for adding multiple dimensions in curricular and co-curricular aspects, escalates. Lateral growth is ensured through a bouquet of multidisciplinary courses offered to the students, viz. open electives, skill-based, vocational skill, and ability-enhancement courses aimed at the holistic development of learners.
3. **Increased research output –** Promoting faculty members who are passionate and dedicated to research through incentives and seed money.
4. **Consultancy and collaboration enhancement**–Increased opportunities with changes in paradigm, to collaborate with organizations for consultancy, internships, research projects, extension activities and community engagement due to market diversification and globalisation. Identification of the strengths and skill sets of the faculty members to engage in specialized consultancy. Awareness about college services through college website and social media along with invitation to organizations for college tour (physical and virtual) can open avenues for consultancy.
5. **Community engagement**–Opportunities for learners, teaching and non-teaching faculty for engaging in community services can be increased by allocating compulsory community services in the curriculum.
6. **Add-on and certificate programs**–Increase in the prospect through diversified learning environment by adding to the existing add-on and certificate programs.
7. **Recruitment** of highly qualified, motivated and enthusiastic young faculty members for substantive posts to enhance innovative practices and a better research environment.
8. **Media Lab**–Opportunity to foster learners' growth and employability with availability of well-equipped media laboratory. Training programmes for teachers in the development of MOOC for the diverse needs of the learners and for catering to the intellectual requirements of the teaching faculty and research learners.

Institutional Challenge

1. **Faculty recruitment** - Recruitment processes have been challenged since the government No Objection Certificate for appointments have been awaited; meanwhile, the management assists in catering to the learner's teaching needs by appointing faculty on a contract basis / visiting faculty.
2. **Placement opportunities** - Another challenge faced as a result of the current market condition is the gap between the learners' perceived expectations as against their deliverables.
3. **Reduced demand for conventional programs-** The dynamic educational environment has decreased the demand for conventional programs especially in basic sciences.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The quality of education imparted is based on quality curriculum framing and delivery catering to the local, regional, national and global needs. The highlights are:

- **42 programs** are offered at the undergraduate, postgraduate and doctoral levels.
- All programs are offered under the **Choice Based Credit System (CBCS)**, with **interdisciplinary choice** of subjects.
- Empowered with autonomy, the process of **curriculum design and development** has become dynamic and fits with **local, regional, national and global** demands.
- Of the 1711 unique courses offered across the last five years, 661 Undergraduate and 329 Postgraduate courses (57.86% **new courses**) have been **introduced in the last five years**.
- In these five years, 194 courses addressed **gender concerns,** 221 **professional ethics**, 243 **human values,** 169 **environment & sustainability,** 376 dealt with **values enshrined in the SDG Goals 2020,** 550 the **values enshrined in the NEP 2020 Policy.** Furthermore, 837 courses focus on **employability,** 494 on **entrepreneurship skills**, and 1001 on **skill development**.
- The college offered 63 **value-added, add-on & certificate courses** across the five years to enhance the skills of 3000+ learners.
- **Outcome-based education** with the structure of **Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)** linked with learning objectives has been adopted.
- Teaching-learning emphasizes basic to rigorous understanding, learning and practice of **Research Methodology, Research Ethics and Statistics**, and 97.62% of the programs have research projects /research-based assignments/field projects/internship-based components and mandatorily so for PG programs.
- **Internships, field visits, industrial visits, engagement with the community** is an integral component of curricular design. Some programs include internship in their curriculum.
- **Soft-skills** is a compulsory value-added course for all undergraduate learners.
- **360-degree structured feedback** on curricular, extra and co-curricular aspects is taken from all the stakeholders by the feedback committee and analyzed by the IQAC for continuous improvement.
- The interdisciplinary choices for learners have increased with implementation of **NEP 2020**. Learners from one faculty (e.g., Arts) will select courses from other faculty (i.e., Science or Commerce) under open and general electives. The new credit structure allows learners to major in a subject of choice with a minor.
- Regular, curriculum revisions ensure that students acquire essential skills to mitigate challenges in the real world.

Teaching-learning and Evaluation

Efficient and mindful teaching-learning and evaluation of an effective curriculum is the foundation for globally acceptable learners. The college is/has

- A **Gujarati linguistic minority college** with 51% of the seats earmarked.
- **Enrollment** across five years of 91.15 %, with 84.08% reserved category seats filled against sanctioned seats.
- **Student-centric** teaching, learning and evaluation processes embracing **participative, experiential learning and problem-solving methods** incorporated that enrich teaching and learning experiences, fostering student engagement and critical thinking.
- A **student-teacher ratio** of 28.62 :1 in the academic year 2022-23.
- Integrated teaching-learning with **use of** smart boards facilitating use of various e- learning resources.
- An in-house developed **student portal** offering a user-friendly platform for learners to view their attendance, and internal evaluation scores, apply for re-examinations, raise grievances and much more.
- Identification of **Learning levels of students**. Special academic assistance provided for slow learners. Advanced learners are encouraged to realize their potential and foster their skills through participation in conferences, entrepreneurial and cultural activities. Aiming at a problem-solving attitude along with experiential experiences, the college challenges and assists in the **upward mobility** of all learners. A holistic approach empowers all learners to achieve personal fulfilment.
- Defined its graduate attributes and has aligned its program and course outcomes, that are communicated to stakeholders.
- **Capacity enhancement programs** which enrich student skills.

- Effective **Mentor-Mentee program** addressing issues of students, providing career as well as progression associated counselling. In-house Counsellor assists to maintaining mental well-being.
- The **academic calendar** and **systematic teaching plans** that guide the effective transaction of curriculum.
- Adheres **strict attendance norms**.
- Teachers whose **average teaching experience** is 15.83 years.
- **Robust and neutral evaluation and examination system**. All processes starting from admission, registering students for s courses, issuing of admit cards, seating plan, and result processing, are mediated through ERP-SAP. The **term-end evaluation** is conducted with the use of bar-coded answer booklets ensuring fair assessment. Technology has enhanced accuracy, efficiency, and adaptability in evaluation .
- The average number of days for **result declaration** has been 18 days and the average percentage of grievances has been 0.79%.
- 90.25% students **passed** for the batch completing their degree across undergraduate and postgraduate programs in 2022-23.

Research, Innovations and Extension

Development of a scientific temper with empirical curiosity and application to real-world concerns is desired. The following aspects have driven the college's contributions to research, innovation and extensions:

- The college has **ten research centres,** with 20 qualified Ph.D guides and 60 learners registered.
- Research activities are promoted and mentored by the **Research and Development Cell** (R & D cell) headed by **Vice Principal** -**Research, Consultancy and Collaboration**. A well-defined **research policy** ensures that research activities are conducted following ethical guidelines.
- **Plagiarism software TURNITIN** is used to ensure academic and research integrity.
- Compulsory **engagement with research and research activities** in all 42 programs offered.
- Dedicated committee guides learners' participation in the **Avishkar- University Research Convention**.
- A **Central Instrumentation laboratory** houses sophisticated instruments for learners and ensures the mobilisation of financial resources.
- Rs.32.04 lakhs has been offered as **seed money and 71** research projects are completed.
- Rs. 1.89 Crores has been spent on enhancing research facilities and a research grant of Rs. 1.86 crore received.
- **74** workshops, seminars and webinars have been organized on **research methodology, intellectual property rights, entrepreneurship** and **skill development.**
- **230+ research publications** and **240+ books/chapters** have been published. **5 patents** were published in the last 5 years.
- **Mithibai Entrepreneurship Development Cell (MEDC)** has been functional since 2016. In 2019 under the aegis of RUSA, the Prime Minister inaugurated the- **Entrepreneurial Cell and Skill Hub.** Multiple activities at accelerating the transition of research and innovation from the lab to the field and marketplace and increasing interaction between academia and industry are organized by the Hub. The college is registered with the Ministry of Education, **Institutional Innovation Cell and Indian Knowledge Centre**.

- Two learners have bagged the first position at **Chancellor's Challenge**, in an entrepreneurial idea pitch competition for SVKM institutes.
- **35** active **MoUs**.
- **280+ extension activities and outreach programs** have been organized by the college departments and the NSS unit instils social commitment and nurtures universal values.
- **20+ awards and recognitions** are received by teachers.
- The college's **NCC** has artillery command with 64 students enrolled, of which 8 students have joined the armed forces.

Infrastructure and Learning Resources

The institution's robust facilities, modern technology stringent maintenance policies create the ideal environment for the progress of the learner. The highlights are:

A) Academic:

- Urban metro settings across **466778.69** sq. ft ensure adequate availability and optimal utilization of physical infrastructure for teaching learning.
- ICT-enabled classrooms, Wi-Fi connectivity and internet access (**350 and 200 Mbps**), and a sophisticated **media studio** facilitate multimedia learning.
- **Student's portal (LMS)** is used for teaching-learning and evaluation.
- **55** air-conditioned **classrooms and 58** l**aboratories** equipped with smart boards aid **the teaching-learning process.**

- **Language laboratory** fosters language development.

B) Administrative:

- Official meetings of committees and statutory bodies are conducted in the **conference room/ board room/ seminar halls. 10 department staff rooms**, one **common staff room** and 51 **staff cabins.**
- Seminar halls, conference rooms, and shared facilities such as Mukesh Patel Auditorium, mini-auditorium and B.J. Hall add to the infrastructure.

C) Technological:

- 1104 **computers** for learners and faculty members, with a **student: computer ratio** of **4.87:1**
- Evaluation is conducted via On-Screen Marking (OSM) with a scanning laboratory.

D) Knowledge Hub:

- A well-equipped, **air-conditioned library** spread over 6900 sq. ft, with 57233 books, 56 print journals and periodicals, 20 newspapers, magazines, and 2 online databases for e-books, e-journals and research.
- The library has an **e-zone** where the learners access digital databases, with a subscription to an e-portal like INFLIBNET enabling the learners and teachers to access a huge online database 24/7 via a proxy server.

E) Sports and Fitness:

- The gymkhana has equipment for indoor and outdoor games. Students are trained for participation in Zonal, Inter-Zonal and national competitions.
- An active committee for **monitoring and maintenance of infrastructure** and IT facilities with a dedicated IT team of technicians for maintenance and service support the institution.
- **RFID gates** with biometric identification help maintain **security**. The stakeholders are provided with RFID Identity cards and women security guards to ensure the safety of female students.
- **337 CCTV cameras** are installed across the campus.
- The college students are served nutritious multi-cuisine food at the **college canteen.**
- **Food kiosks** are available on multiple floors of the college.

The facilities supported by technology and high maintenance standards create an optimum environment for the progress of the learner.

Student Support and Progression

Strongly endorsing a learner-centric environment, the College has been mindful to provide strong student support and progression.

- 1944 eligible learners benefitted from government, non-government and institutional **scholarships** and **free ships**, with a **total** of Rs. 3.21 crores in the accreditation period.
- **Student Induction programmes** acquaints new students with campus facilities.

- The institute gives special focus on **coaching** for **competitive examinations, career counselling, and soft skill development**
- Dedicated **Training and Placement cell**, has assisted in 1262 placements over the last five years with the highest package of Rs. 21 lakhs. The team also conducts compulsory soft skills add-on courses, pre-placement and placement training for learners across all programs. 53% learners have been recruited over the past five years across 136 companies.
- The college has organised 220 capacity building and skill enhancement activities. Awarness of trends and technology, Physical fitness, yoga, meditation, health and hygiene are stressed upon.
- 228 students have qualified at state / national/ international examinations.
- The institution adopts a comprehensive strategy to manage student complaints, adhering to the directives of authoritative legal entities. It promotes a culture of responsiveness across the campus, creates accessible channels for lodging grievances, and ensures prompt resolution via designated committees
- The **student grievance redressal committee** conducts timely meetings to resolve grievances, including those of sexual harassment and ragging. Strict action is taken as per the policy. Women's Development Cell works for promotion of awareness and prevention.
- **Annual International Festival, Kshitij** organizes social activities, piblic awareness campaigns and **cultural activities.**
- **147 laurels** have been achieved in the cultural and sports areas at national/ state/ intercollegiate level. Since **2018-19**, the college has consistently had a podium finish at the **Youth Festival** organized by the University of Mumbai.
- The institution constitutes a Student Council as per the Maharastra University Act 2016. The council has democratically elected representatives from various areas. **Students' Council**, members are totally engaged and assist in administrative, co-curricular, and extra-curricular activities. The council organizes Students Induction programs for newly admitted students, theme-based college days, annual days, prize distribution and degree certificate distribution ceremonies. The forum organised 215 activities in five years.

- Statutory bodies like the Board of Studies, Internal Quality Assurance Cell, Grievance Cell, and Internal Complaint Committee, and other committees have student representation that contribute to the institution's growth.

- An active **Mithibai Alumni Association (MAA)** has 900+ registered alumni spread across the globe. They have contributed Rs. 20 lakhs over the last five years.

Governance, Leadership and Management

Effective leadership in tune with the vision   and mission ensures effective governance through:

- College's vision and mission focuses on education for social transformation and participatory management.
- The **Principal**, **Vice Principals** and **Registrar** lead the academic and administrative responsibilities.
- The **Mentor** is the link between the management and the college.
- Regular **meetings** of statutory bodies, like Board of Studies, Academic Council, Governing Body, Office Bearers, Internal Quality Assurance Committee and College Development Committee ensure

quality.

- **Decentralisation and participative management** provide operational autonomy to the departments. The department colleagues decide work allocation.
- The academic calendar helps implement **the institutional plan** emphasizing **four verticals**: admissions, teaching-learning, research and development & examination and evaluation.
- **All processes of governance** are regulated through ERP-SAP. and Oracle
- **Professional growth and development** is enhanced through conferences and workshops. In the last five years, 5 international **conferences**, 3 national **conferences**, 139 s**eminars and webinars** and **26** Faculty development programs for teachers specifically have been organised. **Financial assistance** of **Rs. 17.95 lakhs** in the accreditation period was provided to staff members for participation and to become members of professional bodies..
- **Empowerment strategies for teachers and staff** include training in orientation/FDP sessions, delivering pension orders on the last day of work, advance payment against salary to the new recruits, payment of remuneration to qualified, self-financed staff and faculty members as per VII pay recommendations, encouragement to the non-teaching staff for higher studies & skill development.

- **Mithibai Employees Co-operative Credit Society** offers financial support to registered staff members.
- Employees are covered under company health insurance. H**ealth check-ups and vaccination drives are** regularly organised by the IQAC and NSS.
- **Financial audits** are conducted through the College Development Committee (CDC) , the Finance Committee, followed by the Governing body's approval. The Finance Committee oversees financial decisions.
- The **IQAC** works for the improvement of curriculum design, andragogy, research, infrastructure. Feedback, AQAR processes, NIRF data, facilitation of the academic and administrative audit, green audit & environment audit the implementation of RUSA are also done. **FDPs and workshops** are held on documentation of CAS, outcome mapping, and implementing Bloom and Andersen's taxonomy. Career advancement processes have been streamlined.

Institutional Values and Best Practices

- Gender equity, safety and inclusivity policies of the college align with the SDG. Gender content is integrated into courses. Internal Complaint Cell, Women Development Cell and other departments organized 23 awareness workshop/sessions in the last five years, nominated student-Gender Champions and conducted gender audit.
- 24-hour CCTV surveillance and Radio-Frequency Identity cards (RFID) , Visitor's log, female security guard, on-campus doctor and female learners are accompanied by lady teachers during the visits organized outside the college.
- A dedicated **counsellor** helps learners cope with stress .
- **Student and Staff Grievance Redressal Committee**, **Anti-ragging Committee** are actively operational, as per UGC guidelines.
- The college has a medicinal plants garden Satva Vatika, to create awareness of medicinal plants and learners utilize the same for research.

- **Alternate sources of energy** – solar energy panels with wheeling to the grid, sensor-based energy conservation, LED bulbs, power efficient equipment have been installed.
- **Waste management mechanisms** with municipal connections include solid and water management procedures, correct disposal of biomedical waste and hazardous chemical waste, water recycling, drives

for e-waste management and awareness webinars/ workshops for waste management.

- **Green campus initiatives** include environmentally friendly practices and education to promote sustainable and eco-friendly practices, rainwater harvesting system, the canteen uses non-plastic material as far as possible and vermicomposting bins have been installed and students learn skills on vermicomposting. The digitization of college data has helped reduce paper consumption and printing on both sides is practised. National and International commemorative days are celebrated.

- **Non-discriminative policy towards learners with a disability**, as per the Rights of Persons with Disabilities Act, 2016. The differently abled are granted admissions with facilities. The campus is equipped with ramps, lift, wheelchair facilities, braille embossed lift resources, signages and assistive technologies and mechanisms like screen-reading software, readers, scribes, etc.

- The **inclusive system encourages tolerance and harmony** towards cultural, regional, linguistic, communal socio-economic and other diversities. Units such as the Women Development Cell and the NSS, in collaboration with departments and external organizations, organize guest lectures, celebrate cultural festivities, conduct blood donation camps, two-wheeler road-safety drives, sessions on mental health, and more.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI VILE PARLE KELVANI MANDAL'S, MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE AND AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
Address	Vile Parle (West), Mumbai
City	Mumbai, India
State	Maharashtra
Pin	400056
Website	www.mithibai.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krutika B Desai	022-42339002	9967024564	-	principal@mithibai.ac.in
IQAC / CIQA coordinator	Nupur Mehrotra	022-42009001	9833452122	-	nupur.mehrotra@mithibai.ac.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes 3 Minority certificate with translation.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1961
Date of grant of 'Autonomy' to the College by UGC	12-02-2018

University to which the college is affiliated		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	15-05-2015	View Document
12B of UGC	15-05-2015	View Document

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

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

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	Vile Parle (West), Mumbai	Urban	10.72	43365.16

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,MULTIMEDIA AND MASS COMMUNICATION	36	Class XII	English	60	60
UG	BA,Arts,	36	Class XII	English	360	346
UG	BSc,Science, Biotechnology	36	Class XII	English	35	31
UG	BSc,Science,	36	Class XII	English	240	201
UG	BSc,Science, Biochemistry	36	Class XII	English	45	0
UG	BSc,Science, Applied Statistics and Data Analytics Honours	36	Class XII	English	60	33

UG	BSc,Science, Computer Science	36	Class XII	English	60	55
UG	BSc,Science, Psychology Honours	36	Class XII	English	60	56
UG	BSc,Science, Biochemistry Honours	36	Class XII	English	60	0
UG	BMS,Commerce,	36	Class XII	English	120	112
UG	BCom,Commerce,HONOURS	36	Class XII	English	120	108
UG	BCom,Commerce,FINANCIAL MARKET	36	Class XII	English	60	60
UG	BCom,Commerce,ACCOUNTING AND FINANCE	36	Class XII	English	60	60
UG	BCom,Commerce,	36	Class XII	English	600	569
UG	BCom,Commerce,Banking and Insurance	36	Class XII	English	60	60
PG	MA,Arts,Psychology	24	BA	English	60	60
PG	MA,Arts,English	24	BA	English	60	35
PG	MA,Arts,Economics	24	BA	English	60	23
PG	MSc,Science, Mathematics	24	BSc	English	20	3
PG	MSc,Science, Biochemistry	24	BSc	English	15	9

PG	MSc,Science, Microbiology	24	BSc	English	10	8
PG	MSc,Science, Physics	24	BSc	English	10	5
PG	MSc,Science, Statistics	24	BSc	English	20	16
PG	MSc,Science, General Chemistry	24	BSc	English	10	0
PG	MSc,Science, Zoology	24	BSc	English	10	5
PG	MSc,Science, Analytical Chemistry	24	BSc	English	20	9
PG	MSc,Science, Computer Science	24	BSc	English	20	14
PG	MSc,Science, Chemistry	24	BSc	English	5	4
PG	MSc,Science, Data Science and Artificial Intelligence	24	BSc	English	60	0
PG	MSc,Science, Botany	24	BSc	English	10	7
PG	MSc,Science, Biotechnology	24	BSc	English	10	10
PG	MCom,Commerce,Business Management	24	BCom	English	30	0
PG	MCom,Commerce,Advanced Accountancy	24	BCom	English	30	0
Doctoral (Ph.D)	PhD or DPhil,Arts,English	36	NET OR SET OR PET	English	8	4

Doctoral (Ph.D)	PhD or DPhil ,Science,Microbiology	36	NET OR SET OR PET	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Science,Analytical Chemiistry	36	NET OR SET OR PET	English	20	17
Doctoral (Ph.D)	PhD or DPhil ,Science,Physics	36	NET OR SET OR PET	English	4	3
Doctoral (Ph.D)	PhD or DPhil ,Science,Botany	36	NET OR SET OR PET	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Science,Mathematics	36	NET OR SET OR PET	English	4	3
Doctoral (Ph.D)	PhD or DPhil ,Science,Biotechnology	36	NET OR SET OR PET	English	12	6
Doctoral (Ph.D)	PhD or DPhil ,Science,Physical Chemistry	36	NET OR SET OR PET	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Science,Zoology	36	NET OR SET OR PET	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	NET OR SET OR PET	English	16	16

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	2				22				50			
Recruited	0	2	0	2	8	14	0	22	22	28	0	50
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				14				100			
Recruited	0	0	0	0	4	10	0	14	40	60	0	100
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				93
Recruited	55	14	0	69
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	12	12	0	24
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				77
Recruited	59	4	0	63
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	11	3	0	14
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	5	9	0	12	19	0	47
M.Phil.	0	0	0	1	1	0	1	0	0	3
PG	0	0	0	2	4	0	9	9	0	24
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	4	8	0	16	33	0	61
M.Phil.	0	0	0	0	1	0	0	3	0	4
PG	0	0	0	0	1	0	25	23	0	49
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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	31	59	0	90

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	1363	532	4	0	1899
	Female	2424	539	7	0	2970
	Others	0	0	0	0	0
PG	Male	96	5	0	0	101
	Female	367	43	0	0	410
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	25	0	0	0	25
	Female	35	0	0	0	35
	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	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	1313	1376	1558	1461
	Female	2366	2432	2614	2452
	Others	0	0	0	0
Others	Male	612	814	757	939
	Female	1089	1437	1311	1282
	Others	0	0	0	0
Total		5380	6059	6240	6134

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	[View Document](#)
Commerce	[View Document](#)
Science	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Understanding the requirement of implementation of National Education Policy-2020 the college authorities initiated the discussion, and guidance through seminars/talk by the experts since 2021. The

college established NEP Cell with a Nodal officer to deliberate on ideas to revamp curriculum, pedagogy, assessment, and student support for enhanced learning experiences. The objective was to embed intellectual, aesthetic, social, physical, emotional, ethical, and moral values in them as well as vocational and Skill based education. This was envisaging the College to develop into an institute imparting multidisciplinary education and further developing into degree awarding , with thrust on robust research-intensive culture and develop into a degree granting college. Transformative initiatives by the college as per fundamentals of NEP include: • Outcomes-based approach to higher education: The National Higher Education Qualifications Framework (NHEQF) envisages that learners must possess qualities and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning as expected to be acquired by a graduate. The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. These are fostered through meaningful learning experiences made available along with a process of critical and reflective thinking. • Introduction of holistic and multidisciplinary undergraduate education that would help learners to develop all capabilities of human beings-intellectual, aesthetic, social, physical, emotional, ethical and moral- in an integrated manner, soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills and rigorous specialisation in a chosen field(s) of learning • Adoption of flexible curricular structures with creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialisation in a subject or subjects • Undergraduate degree programmes of either 3 or 4-year duration of 132 credits (3 years) and 176 credits (4 years) with Honours or Honours with research degree with multiple entry and exit points and re-entry options • The departments having permission and recognition for the PG degree programme along with UG degree programme in the same Major shall be automatically allowed to

conduct the fourth year of UG (Honours) Degree programme and they will continue the PG degree programme. • Departments having research centres will be able to offer 4 years (Research) degree • Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education including life-skills in the credit frame work. • Learners are to be provided with opportunities for internships with local industries, businesses, artists, craft persons etc., as well as research internships with the researcher at HEIs, so that learners get opportunities for practical aspects of the subjects of their study, which is important for the complete learning for a bachelor's degree and improving employability. • Reorienting programmes to ensure the development of capabilities across a range of disciplines, including sciences, social sciences, arts, humanities, languages, commerce and management.

2. Academic bank of credits (ABC):	The learners' transitions across the globe to access top notch education in foreign universities is best supported by the process of accumulation of earned credits. This storehouse of learners' academic awards aims at facilitating an easier comprehensive education across national and international universities. Encouraging anytime-anywhere learning with ease, the college in 2022-23, has successfully registered for the ABC account with Digital India and all the learners of SVKM's Mithibai College have functional ABC accounts, which are integrated into our student management system. Teaching faculty and office members have tirelessly supported, guided and mentored the learners in achieving the same. The ABC IDs of all the learners is compiled and maintained with the college to provide services such as credit verification, credit accumulation, credit transfer or redemption, authentication of academic awards, etc. in the forthcoming year. Therefore, a student-centric education is implemented, with a focus on learner-friendly teaching approaches. With the creation of the ABC ID and the option of multiple entry-exits points available for the upcoming learning batches, the learners will be able to study at their own pace. They will be able to accommodate their other interests and activities, and cope with individual difficulties making our educational programs inclusive of learners with academic, emotional and

	developmental challenges. Further, the courses offered by the government and the college which are undertaken by students online or offline are also accounted for and credits added to the ABC. In line with the NEP guidelines, Mithibai College will ensure the validity of these credits for seven years and the learners can redeem these credits and can seek admission directly in the next progressive academic year of the degree program year at any university. All results of learners are published on NAD portal
3. Skill development:	Learning is profitable and beneficial when it translates into skilled performance, i.e., when cognition is reflected in thinking and behaviour. Hence, one of the primary aims of good educational institutes should be the application of acquired knowledge which is manifested in the learners' skillful behaviour, which in turn benefits their professional growth, personal development and societal progress. Since its inception, the College has aimed, through skill development, at making its learners employable and entrepreneurship ready. NEP (2020) guidelines, have enhanced the opportunities that are open for our upcoming learning batches. The college's statutory bodies viz. the Academic Council and Governing Body have approved the implementation of the four-year degree program in line with the guidelines of the UGC, and State Government, with effect from the academic year 2023-24. The learners will compulsorily be required to undertake skill enhancement courses every semester in sync with their domain knowledge. The many hours of effort put in by the faculty of the college have resulted in developing contemporary and cutting-edge skill-enhancement courses (SEC) such as Advanced Excel, Python programming, Psychological and Mental Health First Aid, Application of Microbes in the Food Industry, Plant Preservation Techniques, Web-Development Taxation and Accounting Software, and many more. Vocational courses in their field of interest to complement skill development have been designed that lay the foundational knowledge base for their skills. Crafted unique courses as Aromatherapy, Sociology of Performing Arts, Psychology of Well-being, Corporate and Security Law, Renewable Energy, Vermiculture and many more. The curricula

inculcates values through topics as ethics, the constitution of the country and other values. Skill development, is achieved through experiential learning involving internship, field and industrial visits, and hands-on learning methods. To stimulate the development of a scientific temper in the learners and to enhance their skill sets research activities are encouraged at the department and college levels. The learners undertake research-based assignments, research projects and dissertations, present their findings in conferences, compete in the intra-collegiate research competition and intercollegiate contests such as Avishkar (organized by the University of Mumbai). Skill enhancement is also ensured by participation in the NCC and NSS activities which fostering their social and community skills. The RUSA grant that was received in 2018 facilitated the upgradation of the 'Entrepreneurship Cell and Skill Hub' to promote skill enrichment. This center offers capacity-building and skill- inculcating programs and offers sessions for grooming entrepreneurs. Our Training and Placement Cell has been an empowering the learners with excellent soft skills training since 2012.The cell also provides pre-placement training for interviews and group discussions to facilitate employability.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India is a unique land with a rich and diverse culture and history. Our land has been home to varied local, regional, national and international communities for centuries. We represent unity in our diversity and it is necessary to inculcate respect and pride for our country in our learners. It is not surprising, therefore, that the college as a knowledge hub has been culturally vibrant. The college has been known to embrace modern science and technology within our cultural knowledge base to promote holistic growth in our learners. Since establishment, the college has been offering languages of Gujarati, Hindi and Marathi to our learners as second language subjects, along with an opportunity to major in Gujarati language (which opens creative opportunities as professional writers, translators, orators, and the like). In the second-year humanities program, the applied component course offered is Comparative Religions, that promotes the knowledge of Indian systems and philosophies. Consciously and vibrantly, the college celebrates national festivals, rituals and habits within

the campus, which leads to experiencing the diversity of our country. These include celebration of the Independence Day, Hindi Divas, Gujarati Divas, Marathi Divas, International Yoga Day etc. Teaching pedagogy includes group discussions on the scientific and cultural reading of festivals, rituals and debates are held analytically and scientifically. The Mithibai Cultural Committee identifies, nurtures and promotes talent in classical dance, folk dance, classical singing, instrumental music, group dance and much more. The Annual Talent Search is organized every year at the beginning of the term to identify talent through competitions on folk dance, folk songs, skits, mono-acting, Indian instrumentals, etc. The framework of the NEP (2020) has broadened the platform to continue our good work. Through the introduction of open and general elective courses, and vocational and skill enhancement courses, we have designed more opportunities for the promotion of Indian Knowledge System. Firstly, the learners from Science and Commerce streams now have wider access to learning Indian languages through general electives such as Gujarati/Hindi/Marathi Bhasha and Sahitya Parichay across semesters. Secondly, fostering interdisciplinary learning, they can also opt for courses such as Comparative Religions, Ancient Indian Political Thoughts & Ideas, and Introduction to Indian Cinema. Thirdly, learners of humanities can opt for skill enhancement courses such as Sociology and Indian Folk Dances, Citizen Government Interface, Hindi/Marathi Film & Screenwriting, and the like to enhance their knowledge about Indian culture. Furthermore, science learners can also may take up a vocational course on Ayurvedic Botany to connect to Indian systems of healing. As part of prospective plan, we will integrate Indian Knowledge System in our research work by encouraging cross-cultural comparative research designs. We plan that the learners go beyond the mere acquisition of the knowledge of Indian culture, but move towards self-awareness, realization and self-actualization. Lastly, the institute also plans to take steps in organizing more seminars, workshops, sensitization drives, discussions and debates towards building awareness and enabling transformation of rigid mindsets aiming at augmenting tolerance for diversity in our learners.

5. Focus on Outcome based education (OBE):	In contrast to the traditional education pattern, which

is primarily focused on the content and the delivery of the material, the new age education philosophy centers around the learner. Such a learner-centric education system expands the scope of teaching and learning to also include evaluation. The simple logic is, 'How do we know that the learner has acquired the knowledge facilitated?' Hence, while learning remained latent in the earlier system, it is now aimed at performance in the new system, resulting in skill building, employability and entrepreneurship, value-based independent thinking, application of professional and human ethics, sensitivity towards gender, diversity, environment and sustainability. To achieve an outcome-based education, the college has re-structured the teaching-learning- evaluation processes to incorporate an outcome-based approach. On attaining autonomy in 2018, we re-modelled our curriculum and pedagogy with well-defined Program Objectives, Graduate Attributes, Program Specific Outcomes and Course Outcomes. These intended outcomes are discussed with the learners at the time of initiating the transaction of the syllabus. To define these clearly, every faculty member participated in a series of workshops, webinars, and hands-on training with experts. We practiced the framing of outcomes based on the philosophy of the course and the skills aimed to be enriched in the learners upon the completion of the course and program. The faculty was introduced to the detailed structure of Bloom's and Anderson's Taxonomy of Educational Objectives with emphasis on the cognitive domain (remembering, understanding, applying, analyzing, evaluating and creating). The faculty identified the levels of learning and performance that can be achieved topic-wise and designed the course outcomes. The next aim was to achieve proficiency in the art of preparing question papers in line with the course outcomes and Bloom's and Anderson's taxonomy. Throughout this process, we engaged in peer learning and supported and assisted each other. Eminent experts in education were invited to conduct extensive workshops and training sessions for the same. Consequently, we have been preparing detailed teaching plans, specifying the pedagogy involved. in facilitating the learning material aimed at a specific cognitive domain of learning. The curriculum is transacted via innovative and interactive methods such as case studies, videos & film analysis,

	experimentation, field projects, short-film making also. The last step is evaluating the outcomes in the learners, through the process of mapping the outcomes with assessments. Caution has been maintained in the process of developing outcome-based education, especially in the subjective and experiential courses to ensure that the specific uniqueness of the learner is not diluted in the process of objective assessments. This is aimed at the learners becoming aware and adaptive towards their strengths, challenges and opportunities. The college aims at an outcome-based education delivery and mapping process to benefit the learners.
6. Distance education/online education:	Every inquisitive mind should have access to knowledge. While in principle our education system has aimed at empowering every young mind with knowledge and skills, its true implementation was witnessed in the years 2020 and 2021 on account of the pandemic and lockdown with the onset of online learning. Of course, learners before 2020 did undertake online learning, especially of courses offered by foreign universities and in conditions of self- education when physically attending school and college was a challenge (due to financial or reasons of disability). But large-scale online education saw the light of day in April 2020. Facilitators and knowledge centers across the globe undertook this creative and responsible challenge of impart education and to evaluate learning and so did we. We do not offer distance education but did offer extensive online education during the lockdown years. The college deliberated on online platform options and purchased the MS Teams package to conduct lectures, workshops, events and even examinations. Our learners did not lose out on learning opportunities. The platform was creatively used with its breakout rooms facility, and applications like notebooks, assignments, polls, insights and the like. Furthermore, all the faculty members undertook training sessions to improve online teaching skills to keep the lectures creative, engaging and fruitful. The faculty members trained themselves in using digital tools such as OBS (Open Broadcaster Software), virtual labs, Online Whiteboards, YouTube etc. to develop and deliver e-content, short videos, interactive PowerPoint presentations and other online content. Such Virtual

Learning Environments (VLEs) also provided the options of recording and replaying lectures, conducting quizzes, etc. Moving ahead with this realization that learning knows no physical boundaries and with the backing of the New Education Policy (2020), the college plans to incorporate online/distance learning programs with the regular offline programs. The establishment of the recording studio and the training of the faculty in professional ways of designing e-courses, we strategize to offer online courses on MOOCs, SWAYAM and other credible platforms so that learners in remote locations can access the expertise of our faculty. In keeping with the recommendations of NEP, we plan to offer a curriculum that can be learned with self-paced courses offered on SWAYAM, credible MOOCs and Coursera. We are also planning to renew our license with Coursera, ensuring the certification of the learners on successful completion of the course, so that they can access supplementary 'glocal' (global and local) education at a subsidized cost. In addition, the up gradation of LMS driven by Artificial Intelligence will offer to the learner automated suggestions for courses based on the learner's skill, interest and complementary to the ongoing program. With adequate time and resources, we aim to reach out to the maximum number of learners nationally and internationally. Empowerment and employment through education is our primary mission.

Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | As per circular of Election commission of India and directives of University of Mumbai institution has started Electoral Literacy Club from 28th October 2021. The objectives of the Club: • To enhance electoral literacy among university students by organizing engaging, non-partisan activities and firsthand experiences. To raise awareness about voting's significance and encourage student participation • Encouraging civic responsibility and community engagement among university students, especially those aged 18 to 21 • To foster diversity, inclusivity, and multiculturalism by involving |

students from various academic fields, diverse socioeconomic backgrounds, and cultural communities • To create educational materials and resources that can effectively educate students and the broader community about electoral literacy and civic engagement • To uphold ethical and transparent practices in the democratic process, ensuring free and fair elections The Club membership is open for students of all departments to contribute, and work based on the above-mentioned motives. As per circular of Election commission of India and directives of University of Mumbai institution has started Electoral Literacy Club from 28th October 2021. The objectives of the Club: • To enhance electoral literacy among university students by organizing engaging, non-partisan activities and firsthand experiences. To raise awareness about voting's significance and encourage student participation • Encouraging civic responsibility and community engagement among university students, especially those aged 18 to 21 • To foster diversity, inclusivity, and multiculturalism by involving students from various academic fields, diverse socioeconomic backgrounds, and cultural communities • To create educational materials and resources that can effectively educate stuAs per circular of Election commission of India and directives of University of Mumbai institution has started Electoral Literacy Club from 28th October 2021. The objectives of the Club: • To enhance electoral literacy among university students by organizing engaging, non-partisan activities and firsthand experiences. To raise awareness about voting's significance and encourage student participation • Encouraging civic responsibility and community engagement among university students, especially those aged 18 to 21 • To foster diversity, inclusivity, and multiculturalism by involving students from various academic fields, diverse socioeconomic backgrounds, and cultural communities • To create educational materials and resources that can effectively educate students and the broader community about electoral literacy and civic engagement • To uphold ethical and transparent practices in the democratic process, ensuring free and fair elections The Club membership is open for students of all departments to contribute, and work based on the above-mentioned motives. dents and the

	broader community about electoral literacy and civic engagement • To uphold ethical and transparent practices in the democratic process, ensuring free and fair elections The Club membership is open for students of all departments to contribute, and work based on the above-mentioned motives.
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?	Yes, coordinator and coordinating faculty members are appointed . The committee is constituted for two years (2021-22 &2022-23). ELECTORAL CLUB Teacher Members 1 Mr. Pankaj Kataria Coordinator 2 Dr. Shailaja Nair Co-coordinator 3 Dr. Hetal Mehta Faculty member 4 Dr. Ajay Gole Faculty member Student Members 1 Bhanushali Disha Ramesh Manisha 2 Kar Deepika Sanjay Chanchal 3 Nagpal Diya Ajay Sushma 4 Shah Hiya Hitanshubhavna 5 Harsora Kinjal Dinesh Heena 6 Gilani Sana Sameer Neelam 7 Punjabi Duvesh Suresh Deepa 8 Birla Krishna Vijayanand Seema 9 Dani Pooja Samir Swati 10 Agrawal Radhika Abhishek Pooja 11 Chheda Krisha Rasik Neeta 12 Jadav Mitali Arvind Pragna 13 Mehta Charmi Hemant Sonal 14 Pandey Sejal Arun Vandana 15 Shaikh Tanzila Abdul Aziz Noorjahan 16 Sharma Lakshika Pankaj Arti 17 Vasaya Kashish Karim Shirin 18 Alvi Mubareka Zehra Riyaz Mohammed 19 Chougle Mubbashira Hasanmiyan Nazima 20 Gupta Payal Ramcharan Kusum 21 Khatri Ishal Ismail Sayeeda 22 Malik Shahan Mukhtar Rizwana 23 Shaikh ???an Mohammed Ayum Reshma 24 Shetty Aditya Naveen Poornima 25 Shetty Tanisha Prasad Vidya The ELC is functional
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.	The Electoral Literacy Club has taken up many innovative programs. They are: 1.EVM and VVPAT Awareness Programme 2. Awareness Rally on Importance on Voting and enrolling names in Voters' List at the age of 18years 3. Voter Awareness Drive-Assistance to Voters on Polling Day 4. Webinar on National Voters' day 5. Webinar on National Voters' day 6. Voters Day Pledge Ceremony
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	The Electoral Literacy Club has taken up initiatives as- 1. Shambhar Takke Shahi-Voter Awareness Drive 2.Awareness Rally on Importance on Voting and enrolling names in Voters' List at the age of 18years

advancing democratic values and participation in electoral processes, etc.	3. Webinar on National Voters' day 4. Voter Registration Drive Orientation 5. Voter Registration Drive- 4 day program 8. Voters Day Pledge Ceremony 9. Shambhar Takke Shahi-Voter Awareness Drive 10. Voter Awareness Drive- Assistance to Voters on Polling Day 11. Webinar on National Voters' day 12. Voter Registration Drive Orientation 13. Voter Registration Drive- 4 day program 14. Voters Day Pledge Ceremony
5. Extent of students above 18 years who are yet to be 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.	The ELC has been active in ensuring every student above 18 years is enrolled as a voter. This is done through awareness programs, registration drives, and other events. The ELC carries out electoral registration activity in a coordinated manner. A maximum of 15% first year degree students may yet to be in process on enrolment. However, ELC will take all steps to get them registered soon.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5380	6059	6240	6134	6312
File Description			**Document**	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1969	2028	2085	1803	1966
File Description			**Document**	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
188	135	135	144	142
File Description			**Document**	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 188

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
674.57	379.71	315.37	531.25	699.17

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The institution focuses on developing curricula addressing local, regional, national, global needs though the Programme Outcomes (PO) and Course Outcomes (CO) aligned with the Vision and Mission of the college. The curricula is regularly upgraded based on feedback received from the stakeholders.

Equipping learners with conceptual knowledge relevant to professional environments, complemented by experiential learning opportunities like projects, internships, and placements focuses on enhancing employability, global competence, critical thinking. Intensive efforts are put in to developing curricula that address local, regional, national, and global (LRNG) needs.

PO, PSO and CO focussed on meeting Bloom's Taxonomy through discipline-specific competencies resulting in independent and continuous learning are drafted and mapped.

Since 2018-19, the college has offered 1711 unique courses, meeting Local and/or Regional and/or National and/or Global needs.

Local and Regional:

- 'Schools of Indian Philosophy' delves into Indian Philosophy in general and with reference to Maharashtra.
- 'Politics of Modern Maharashtra' and 'Rural Local Government' provide the learners an insight into local-regional politics and grassroots-level administration.
- Mumbai being the financial capital, we offer programs such as Bachelor of Commerce (Accounting and Finance), Bachelor of Commerce (Financial Markets), and Bachelor of Commerce (Banking and Insurance).
- Mumbai being a coastal city, courses in Fishery Science and Aquaculture under the Department of Zoology are offered to develop skills for localized careers.

*National***:**

- BAMMC program offers courses such as Event Management, Theatre and Communication, Brand Building, Consumer Behaviour, Ad Design, and Newspaper and Magazine Making, training the learners in organisation management, execution of successful events, and being responsible media reporters.

- The Commerce department offers travel and tourism courses, contributing to boosting the economy by attracting tourists and fostering community engagement.
- Biological Sciences offer courses covering aspects of health and nutrition contributing to 'Ayushman Bharat'.
- Courses such as Constitutional Framework, Indian Administration, Informal Sector, Environmental Concerns in India, Gender and Society in India, Social Work and Social Welfare, Business Law, Principles and Practices of Banking & Insurance, Taxation are focused on national laws, policies, and programs

*International***:**

- Courses like British Literature, American Literature, Western Political Thought, World Politics and International Law create understanding of era, language, context, culture at the international level developing learners' sensibilities and critical thinking. Courses in Economics, Political Science, Psychology and Sociology impart understanding of concepts and cases from local to international level.
- Courses in Commerce, Accountancy, Finance, Management, Biotechnology, Botany, Chemistry, Computer Science, Mathematics, Microbiology, Physics, Statistics, and Zoology work towards routing the learners to the local and regional issues at national and international levels.
- Artificial intelligence, data analytics and big data have facilitated the designing of new programs with these specializations which have been integrated into the curriculum.

Development of Global Competencies

A learner-centric learning system, professional linkages, out-reach and extension activities have contributed to developing global competencies. In the past 5 years, the college has had collaborations and MoU. All post-graduate programs have research projects as part of their syllabi, which are being added to Undergraduate programs.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The college believes strongly in imparting quality education. The curriculum focuses on imparting domain knowledge building the foundation for learners. Innovative and relevant methods of teaching-learning and andragogy create a conducive environment for learners to strengthen their entrepreneurial

skills .

Syllabi across courses are revised periodically to incorporate suggestions and feedback received from the stakeholders. This enriches the teaching-learning process and makes the curricula more relevant.

More than 93 per cent of the courses work towards making the learners employable and imparting and developing skill sets that boost entrepreneurial abilities through classroom activities and the organisation of fests. Learners are familiarised with the structure and workings of the Indian industrial sector and the dynamic changes taking place therein.

The institution acknowledges that promoting entrepreneurial abilities and aptitude among learners cannot be devoid of professional ethics and human values. Successful professionals must be positive contributors to society as informed citizens. The courses across 42 programmes emphasise the role that learners play in the future as legislators, policymakers, administrators, lawyers, and scientists among others, and the need for them to be acquainted with and be sensitized to contemporary issues. Their approach towards gender issues, environmental challenges and possible innovative and sustainable alternatives to the existing choices are shaped in the classrooms and through curricular activities.

For instance:

·   In the Faculty of Arts, a course such as 'Introduction to Media Psychology' provides the learners with the necessary tools to analyse and comprehend how media affects public behaviour through media messages, how persuasive arguments can be crafted and how psychological concepts can be applied to media environments. A course on 'Philosophy of Yoga' focuses on stress management and mindfulness, well-being and developing emotional intelligence.

·   Courses in Science focusing on Industrial Biotechnology equip the learners with entry into industry. These courses build an appropriate level of understanding of the dairy, brewery and food sector products, processes and the diverse downstream processes employed for product manufacturing. The course titled 'Android Developer Fundamentals' involves the development of a mobile app. Being an essential knowledge requirement in the field of Computer Science, this course directly equips learners with employable skills.

·   Courses in Commerce on Direct and Indirect Tax impart a thorough understanding of the provisions of income tax and Goods and Services Tax. The courses nurture numerical problem-solving skills based on relevant statutes and facilitate the analysis and comprehension of the practical aspects of taxation. These skills augment employability in those fields that require proficiency in taxation and prepare learners for professional taxation certification. Additionally, they foster entrepreneurial abilities, enabling learners to establish tax consultancy firms and providing them with the skills required to manage their business finances efficiently. A course on Retail Management enhances learners' skills in managing retail operations which enables them with employability and entrepreneurial skills.

Hands-on training and on-site experience through integration of learner-centric activities, internships, industrial visits, residential camps, socially relevant research, and co-curricular activities provide strong platforms for the learners to build their skills.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 57.8

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 989

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 1711

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The institute began in 1961 with a deep commitment to social cause. We offer holistic and inclusive

curriculum, motivating learners to participate in extra and co-curricular activities and encouraging experiential exposure of cross-cutting issues.

Human Values

The inclusion of 'Foundation Course' in the undergraduate programs is an earnest effort to integrate cross-cutting issues. The curriculum includes components like Indian Constitution, Human Rights, Gender Equity and Environmental Science.

The learners do more than explore the prescribed frame of syllabi and explores alternate possibilities of reaching out to society.

Professional Ethics

The college inculcates the qualities necessary for leading an ethical professional life. Manuals for code of conduct for the learners and facilitators on the college website and plagiarism checks for research projects and internship reports ensure the integration of these values into the character of the institution. A course on research methodology is offered for post-graduate programs and a few undergraduate programs instilling professional ethics.

Gender

194 courses across undergraduate programs cover aspects of gender equity. Foundation Course offered to all the learners shapes well-rounded citizens. Research projects and assignments provide the learners with an insight into the concerns of society. Interactive sessions organized by the Women Development Cell promote awareness about gender topics.

Environment and Sustainability

169 interdisciplinary courses deal with environment and sustainability. The college organised a National Conference on 'Agenda 2030 for Sustainable Development: Challenges and Opportunities' in January 2023 and 96 research papers were presented by participants from across the country. Various departments organized webinars to generate ideas on sustainability. Rainwater harvesting, scientific management of biohazardous and non-biodegradable waste, renewable solar energy sources, sensor-based lighting and water faucets are utilized. Learners participate in 'Swachh Bharat Abhiyan,' beach cleaning post-Ganapati festival, and tree plantation activities.

Courses are designed across faculties to cater to these values.

· 'Living Ethical Issues' course (Arts) transacts a gamut of issues like abortion, same-sex marriages, surrogacy, eugenics, ecosophy, journalistic moral code of conduct, ethical issues involved in animal experimentation. A course on gender issues, perspectives and challenges, Gender and Society in India: Emerging Issues, addresses SD and inter-disciplinarity under NEP.

· In Commerce, the course on Human Resource Management provides quality education for the learners under SDG #7. As prescribed by NEP2020, the course enriches the learners with ability enhancement in terms of business skills. The learners learn of concepts of human resource management like leadership values, professional ethics in regulations in HR, new changes in employability management with

increasing numbers of women employees. Business Ethics and Corporate Social Responsibility include topics on ethics, morality, values, gender etc., their application in business, professions, environment and society inculcate the values.

And in the Sciences offer courses that have components pertaining to environmental studies and sustainable development. Department of Botany offers a course on 'Form and Function' which imparts knowledge in Plant Growth Regulators which is beneficial in agriculture. The course 'Ecology and Biodiversity' offered by the Department of Zoology studies the disruption of ecological balance and alarming issues of biodiversity to sensitize learners.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 67

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 41

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 41

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1959	2333	2560	2373	2533

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

2022-23	2021-22	2020-21	2019-20	2018-19
2225	2535	2629	2755	2755

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 84.08

2.1.2.1 **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
653	819	689	719	758

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

2022-23	2021-22	2020-21	2019-20	2018-19
835	973	857	858	804

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The College seeks to transform the lives of its learners, irrespective of differential learning needs.

Multiple teaching-learning aids are used to suit the needs of diverse learners. The faculty identify the capabilities of learners through academic, co-curricular and extra-curricular activities.

The college believes in the **upward mobility** of all learners

• Achieved through inclusion of pedagogic modalities like presentations, skits to create awareness, out-reach activities, book reviews, quizzes and puzzles, interaction with learners within and without the classrooms, and other andragogical tools.

• Leadership qualities and the adaptability to being a team player are inculcated through participation in college activities like college/university festivals, inter-collegiate events and sports events.

• Learners are motivated to hone their creative thinking, problem solving skills and critical thinking skills through different evaluative strategies.

• Pre-placement training, career-guidance sessions and mock interviews are conducted for all registered final year learners.

A mentoring system has been put in place to motivate slow learners and to keep advanced learners on the right track.

Scores (less than 60% in continuous assessments) in the first college examinations helps identify

slow learners in different subjects.

• Academic counselling is provided, for all the subjects including practical component, with additional sessions, as required, for the development of laboratory skills in slow learners.

• Remedial coaching is provided to slow learners and for learners appearing for re-examination.

• The language laboratory facilitates the development of listening, speaking, reading, and writing skills in English language.

Advanced learners are given opportunities to explore their potential through the inculcation of analytical skills and reasoning. Special efforts are made to metamorphose the learners and to develop skills through

• Encouraging participation in various intercollegiate competitions depending on their skill sets.

• Guidance in research projects and encouraging learners to participate in research paper presentation competitions.

• Kindling aptitude for entrepreneurship wherein professionals and entrepreneurs are invited to coach and mentor learners.

• Opportunities are unlocked for advanced learners by inviting experts from different fields to guide them in the related subject areas. Such interactions expose the learners to current trends in industry

and helps bridge the industry-academia gap.

Outcome of special programs:

•   Soft-skills courses offered to all have enriched communication and presentation skills. A bouquet off Value-added courses and skill courses are also offered to impart employability skills and entrepreneurial abilities.

•   The learners are influenced by their peers and the college has made special efforts to help in peer bonding via initiatives like HOPE and Student Support Buddy group.

•   Inculcation of research aptitude has led to greater participation in research projects and presentations at conferences, seminars and Aavishkar.

•   A transition among students, moving from being slow learners to moderate learners, to advanced learners is noted.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 28.62

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving

methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college provides ample opportunity to learners to explore their potential, through student centric teaching-learning methods.

Experiential learning

·   Emphasis is laid on facilitating learning through hands-on experience linking theoretical knowledge with practical application to real-world situations. **Course Design:** This provides opportunities for understanding and application of theoretical concepts. During lock down, the conduct of the sessions was facilitated by means of videos captured by faculty members and free access videos. Simulation in virtual laboratories like those available on Amrita Vishwa Vidyapeetham were also used.

·   **Industry visits/ Field work:** Industry tours/visits/field work for better understanding of the industry. Virtual trips were organized in 2020-21, during the pandemic, to an ice cream factory, monsoon flora of Sanjay Gandhi National Park, Kaas plateau, Veer Jijamata Udayan, Khandala.

·   **Innovative teaching and evaluation modalities**: Creative thinking is enriched through skits, role plays, film making and similar activities organized by departments as co-curricular activities and for evaluation.

·   **Internships:** Many programs have mandatory internships ranging from a few weeks to a month depending on the credit allocated.

·   **Podcast:** 7 podcasts have been recorded by students.

·   **Research:** Familiarizing the learners with research is initiated at the undergraduate level, motivating them to engage in competitions/research events. Research projects are mandatory for postgraduate learners.

Participative Learning –

The college has structured tools in teaching pedagogy, emphasizing the importance of personal experience and active participation.

Seminars and presentations: Peer learning through group projects, seminars and presentations are conducted for postgraduate and undergraduate programs with role reversal between the teacher and the learner.

·   **Andragogical tools:** Case study analyses, group discussions, role play, book reviews, debates and quizzes are integrated components. Learning is mediated also via exploratory photography, drama workshop sessions, interaction with playwrights/ researchers/ entrepreneurs.

·   **Magazines and Newsletters:** Leaners may publish articles in the college magazine, blogs by departments, newsletters and posters employing their knowledge to analyze current industry and socio-economic trends.

·   **Co-Curricular Activities: T**he learners can participate in various extracurricular and co-curricular activities facilitating holistic development and teach life skills.

·   **Committees:** Various committees like Institutional Social Responsibility Committee, Cultural Committee, NSS, NCC and DLLE conduct outreach programs to sensitize the less privileged towards several topical issues.

Problem-solving skills

As part of curricular learning, simple to complex problems pertaining to the actual world are presented promoting analytical reasoning skills.

·   **Research projects and presentations**: A vibrant research culture prompts learners to investigate potential solutions, thus enhancing knowledge. Postgraduate learners are motivated to present their work at conferences/workshops while undergraduate learners participate in research conventions like Aavishkar.

·   **Festivals and Inter-collegiate events:** Learners are involved in the organization of events on online platforms, like webinars, festivals, and events, shaping leadership skills and those of team players helping them hone their creativity in designing brochures, anchoring and public relations. **Use of ICT in teaching-learning**:

·   The campus is Wi-Fi enabled and the classrooms have smart boards that enhance student engagement.

·   Student Portal is the LMS used to upload learning resources and to conduct continuous evaluation and to intimate learners of their performance. Microsoft Office (MS) applications are also used for evaluation.

·   The college houses a media center with audio recording studio and necessary software to record lectures.

·   The library provides remote access for teachers and learners to e-resources through N- List and SVKM Consortia of databases.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Mentor-Mentee policy sketches the program's framework, goals, the duties of mentors, and the expected outcomes of mentorship. The open and engaging dialogue ensures that students experience a sense of support and protection

Mentor-Mentee Program:

·   All teachers are categorized into Academic, Attendance and Training and Placement mentors. The heads of departments allocate mentees to the mentors. The mentors then collect data of mentee for their academic profile, choice of career, hobbies, details on introspection.

·   In 2022-23, the mentor mentee ratio was 11:29.

Academic Mentors:

Mentors follow up on the of the mentees. This facilitates pinpointing of areas that need improvement and devising strategies to ensure the successful and time-bound achievement of academic objectives.

·   Remedial coaching is conducted by faculty members for learners approaching them with difficulties faced in academics. Teachers mandatorily assist learners appearing for re- examinations.

·   Mentors not only encourage but also provide extensive support to the learners for participating in co-curricular and extra-curricular activities at the college and at inter- collegiate level.

Attendance Mentors:

·   Mentors also extend help for attendance issues as the college is strict with learners permitted for term end examination only if they comply with attendance norms as per the college policy.

·   Students with genuine reasons for absence are guided for submission of required documents for attendance condonement.

Training and Placement mentors:

·   Mentors guide progression to higher education as well as placement. Mentors are key connects between the mentee and the Training and Placement cell (T & P) which facilitates the same. Internship opportunities are another opportunity mentees seek help for.

·   As per career options opted by the mentee, the mentors communicate with T & P cell to invite such companies to the campus.

Other mentoring services:

·   Learners with emotional problems such as coping with examination related stress, anxiety about performance in the examination, and issues like depression and anxiety, are referred to by the mentors to the college Counsellor.

Under a peer- support value added program, H.O.P.E., Healing Our Peers, expert professionals trained interested learners with the skill of extending support to peers in academic crisis, thus increasing the trained peers in the college campus who can offer basic social support.

·   Student Support Buddy Group is a group of learners who reach out to particularly the outstation learners, when needed .

·   Student Council and YAMI (Young Ambassadors of Mithibai) members under the guidance of faculty, provide support to the learners for admissions, participation in intra/ intercollegiate, co-curricular and extra-curricular activities, and the organization of college events

·   For outstation learners, Home Away from Home facilitates the transition of learners into the new environment.

Outcomes:

Mentoring enhances students' academic calibre, confidence, fosters new skills, expedites attainment of professional aspirations, and addresses needs in competencies and knowledge. It transforms students' outlooks on life's challenges, leading to diminished stress and anxiety, and providing solace.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Planned scheduling of academic and supportive activities, events and their timely execution is key to accomplishing results. Planning and adherence to the academic calendar is conducted at three levels-

Teaching Plan

Detailed teaching plans mentioning scheduled teaching sessions, contents to be covered in the session,

teaching pedagogy to be used, reference material, and mode of internal assessment are prepared by the faculty members. The plan ensures timely completion of the

syllabus approved by the BoS. The teaching plans for all the courses are reviewed and approved by the Heads of the Department, and the Vice Principals and shared with the learners. Faculty members maintain a teacher's diary to monitor her/his adherence to the teaching plan.

At the end of the term, teachers submit an undertaking of completion of syllabus allocated to the respective vice-principals,

Departmental planning

The workload of the successive year is proposed at least 3 months before closure of the respective academic year. This helps plan the workload expected and appointments to be made (contractual / visiting). Teacher workload is decided at the department meetings with teaching hours assigned in the syllabus.

Departmental plans detail (a) the proposed events/fests etc. (b) Tentative dates for continuous assessment and modality of the same

A review on compliance is regularly conducted during department meetings.

Institutional planning

The academic calendar is prepared by the Academic Calendar Committee. It details the dates of the beginning of the term and its end; end semester examinations; public holidays and events/fests planned. The Academic Calendar is published on the college website, on students portal and on notice boards for all stakeholders.

The schedules for the BOS, Academic Council, and Governing Council meetings for the academic year are also planned and are intimated to block the dates of the participants, for the statutory body meetings.

Class adjustments due to leave: Faculty report is sent to the Head of Department for leave along with schedule for lecture adjustment. The same is uploaded on Oracle –HRM, for approval by Principal.

In case of emergency leave, the. Head of the Department adjusts the lectures with existing faculty. Lectures are typically held as scheduled without cancellation.

Outcome

The institution's commitment to following the academic schedule contributes to enriching the quality of the teaching and learning.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	153	151	151	149

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 62.77

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

Response: 118

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.97

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1875

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 80.99

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 115

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 18.4

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	18	11	28

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.79

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
52	55	13	57	61

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5380	6059	6240	6134	6312

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The Principal is the Chief Conductor and Controller of Examinations (COE) in charge of planning and executing conduct of the examinations and evaluations, making it a totally robust, unbiased, systematic and professional system.

IT integration in Examination Management System

Examination processes are automated in SAP S4 HANA system with integration with various third- party software systems. Aspects of IT integration include (a) Automation of examination system to manage

student profile entry to the generation of certificates (b) Online Examination portals where students view CA results, register for re-exams and payment of fees, (c) Digital Evaluation where marks entry, result processing, and generating detailed reports is facilitated, & (d) Security features like secure printing of mark sheets to prevent tampering.

Noteworthy features of Examination Management System

· In 2019-20, college engaged TCS-ion for Question Bank Management system (QBMS). Thereafter, from 2022-23, college has developed its in-house QBMS, facilitating question paper generation without human intervention.

· CCTV surveillance systems in all classrooms has reduced instances of misconduct during exams.

As per National Education Policy (NEP), students have registered with the Academic Bank of Credit and have their ABC numbers, enabling access to services for the accumulation and redemption of academic credits.

IT integration in Continuous Internal Assessment

CA (Continuous Assessment) is conducted on MS Teams as well as on a Student Portal. The marks are uploaded by teachers on the student portal through individual User IDs allocated. These marks are migrated to SAP by the Central Examination Department, for result processing, through Application Programming Interface, thereby reducing paperwork. Before the migration of marks, the learners have access to their marks enabling them to raise queries, online, in case of grievances.

IT integration in Semester End Examination

The college has conducted evaluation and moderation through Onscreen Marking (OSM), from 2022-23 which is accessible across the globe. The scanned answer books reach the evaluators via mail with the link to access the answer books. The examiner/ moderator dashboard has the question paper as well as synoptic answers uploaded for ready reference. 'Splashgain' has provided services for the transfer of marks to SAP portal reducing errors to below 0.01%.

Outcome:

IT integration has facilitated examination processes to be more efficient, accurate, and secure, leading to optimal resource utilization and improved management.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

All programs aim to create globally competent individuals in the process of achieving the graduate attributes. Program Outcomes (PO) Program Specific Outcomes (PSO), and Course Outcomes(CO) for all programs align with the graduate attributes, the vision, mission, and objectives. Program Outcomes and Course Outcomes for all Programs offered by the institution are stated and displayed on the website in the syllabi of all courses and also communicated to the learners by the faculty in the beginning of each semester.

PO, PSO and CO are prepared with care that allow the learners to demonstrate higher order cognitive skills beyond mere comprehension of facts. They focus on formulating questions, interpreting data, and constructing and deconstructing arguments.

The curriculum of each course familiarizes the learners not only with theoretical knowledge but also effective communication skills which are pre-requisites for employability and competence. Trainings, internships, projects and placements provide vital learning for professional development. Courses focus on honing critical thinking and identifying research aptitude among learners.

The main objective of implementing OBE is to impart education by adopting a student-centric approach and delivering outcome-oriented teaching for the learners. Every program identifies Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) by the vision and mission statements of the program.

The college has formulated its OBE Policy. With the aid of OSM, question wise marks for each learner is readily available and questions are mapped to CO of respective courses. For calculating Direct attainment, 25% weightage is for CA. End Semester Examinations bears 75% weightage. The separate percentage attainment of each CO is calculated from the question wise marks obtained by each learner. The attainment of each CO is calculated by setting class average marks as the threshold target at 60%. If students score more than the target, then attainment is achieved or the gaps are studied and remedial actions planned.

PO, PSO and CO correlation is measured and presented in a two-way table with 3 levels of correlation: Low=1, Moderate=2, High=3.Using a matrix developed in-house (where columns are PO, PSO and rows are CO statement) average correlation level of each PO, PSO is calculated. This attainment is calculated for all courses for each semester at department level.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 90.25

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1777

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

exciting research environment. The research policy is regularly updated and uploaded on the institutional website.

Research Policy – Mithibai College

A high quality research ambience is being established with appointment of a Vice Principal for Research, Consultancy and Collaboration.

The college also has a robust Research and Development Cell.

The college has ten research centers awarding Ph.D degrees. At present, 20 faculty members have been recognized as Ph.D. guides.

The college received the FIST grant of ?. 80 lakhs and DBT Star College Scheme of ?. 69 lakhs. The college is a recipient of RUSA-2 , Component 8 grant, out of which Rs.145 lakhs have been utilized for research.

The library facilitates access to 21 databases subscribed under N-LIST and 28 databases are from SVKM consortia. Training is provided by the Librarian for Reference Management Tool for undergraduate, postgraduate and doctoral students..

Seed money grant and incentives are provided to faculty members for publication in high quality Scopus and Web of Science indexed journals.

The Project Monitoring committee monitors research projects by students. A dedicated committee guides students for *Avishkar Research Convention*.

Manshodhan-an Intra-SVKM Research Meet is organized.

Since 2021-22, the revised M.Sc. curriculum devotes semester III for the conduct of a 24 credit research project. Students completed their projects in institutes of repute such as ACTREC, NIH etc that has helped bridge the industry-academia gap.

The Central Instrumentation Lab, housing a wide range of sophisticated analytical equipment, supports the research activities of its faculty and students.

Three National Conferences have been organized. The college also organized a 'Short Term Course/Workshop on Biostatistics and Research'. 60 webinars on multidisciplinary subjects were conducted and were attended by 10,327 participants. Two online conferences 'The Future of Media Studies in the Post COVID-19 Scenario' and Mithibai College Students' Conference have been organized. The college was a Technocrat Partner in the organization of MULTICON-W 2020 and 2021 organized by Thakur College of Engineering & Technology, Mumbai.

Access to Turnitin and Grammarly has aided in improving the quality of publications and student research assignments.

Outcome:

·   Monetary incentives amounting to ?. 1.25 lakh and seed grant of ?. 32.04 lakhs have been disbursed, facilitating project completion.

·   Research promotion has influenced 241 papers including journals indexed by Scopus/Web of Science. The highest impact factor among these publications is 7.48.

·   There have been 175 presentations at Conferences/ Symposia.

·   5 patents have been published.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 32.04

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
13.44330	16.10	0	0	2.5

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 8.51

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 16

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 90.55

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.38

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 71

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 10.64

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 20

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

The college's vision is to create a conducive ecosystem to promote research, innovation, IKS and entrepreneurship for transfer of knowledge to the community at large.

Indian Knowledge Systems (IKS)

Through the various courses on offer, the college has developed an ecosystem for IKS that seeks to inculcate a sense of pride in our unique legacies, that are sustainable and strives for the welfare of all. With NEP implementation (2023-24), IKS has been integrated into undergraduate program, with the syllabus designed to explore India's intellectual, scientific and artistic knowledge traditions. Yoga day is celebrated with much fervor every year on the 21st June. Webinars on the themes of Ayurveda, 'Sant Kabir evam Mohan Rakesh : Parampara evam Navinata', 'Uncovering the Mysteries of Yoga and Philosophy' have created a positive impact in promoting Indian Knowledge Systems.

Central Instrumentation Facility

Central Instrumentation Facility (CIF) has advanced analytical techniques for cutting-edge research in various areas of science and technology. CIF houses   16 highly sophisticated instruments for research in chemical/material analysis/testing/characterization. Undergraduate, postgraduate, doctoral students extensively use the facilities and faculty members.

Innovation & Incubation Center:

The college established Mithibai Entrepreneurship Development Cell (MEDC) in 2016, as a fertile ground for cultivating world-changing, innovative and entrepreneurial ideas. The cell aims to accelerate the transition of research and innovation from the lab to the field to the marketplace expediting a close interaction and cooperation among industry, field and academic for overall growth and development of the nation. The college is registered with the Ministry of Education's Institution Innovation Cell to encourage entrepreneurship.

SVKM launched the Chancellor's Challenge to propagate an entrepreneurial community to inspire, ideate, explore and build upon their dreams. In 2018-19 and 2019-20, the college won the challenge and the students received a cash prize of ?. 1 Lakh.

List of Start-Ups Incubated at the campus:

S. No.	Name of the Student	Course	Name and Description of the Start-up
1.	Samyam Jain	B.Com	QC Trip: A discounted travel booking platform
2.	Om Dubey and Ishan Dubey	BFM	Utopian Farms, a start-up focused on the organic food industry, aims to provide organic fruits and vegetables delivered at your doorstep within 24 hours of harvest with complete transparency for the consumer.
3.	Madiha Shaikh	Biotechn ology	Ms. Madiha Shaikh's start-up venture won the first prize at the Chancellor's Challenge 2019-20. She was awarded a cash prize of Rs. 1,00,000 and is being mentored at the Atal Incubation Centre at NMIMS. She utilised the Biotechnology laboratory to make her prototype and was mentored by Mr.Janak Satra under MEDC.
4.	Archit Agarwal	BMS 15-18 batch	SteamUp Easycook LLP
5.	Anushree Jain,	BMS18-	SocialTag Media LLP

| | | 21 batch | |

Entrepreneurs also collaborate with the Atal Incubation Center (AIC) at our sister institute, NMIMS. The centre is registered as a not-for-profit Section 8 Companies Act (erstwhile Section 25 under the Companies Act, 1956) and is guided by a well-qualified and competent Board of Directors.

Intellectual Property Rights (IPR):

The goal of Intellectual Property Cell is to raise awareness. IPR is also part of a competent undergraduate and postgraduate syllabi. 5 patents are published.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 3

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 60

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.37

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

Response: 69

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.87

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 164

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 7.19

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 7.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 27.54

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.7	7.6	1.8	6.05	5.385

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	**View Document**
Letter from the beneficiary of the consultancy along with details of the consultancy fee	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The college strongly believes that community service is a duty for every member of the society and launched **Arpan** as an advocate for constructive change and societal advancement. Learners can effectively close the knowledge gap between theory and practice by applying their skills to real- world problems through community service. The institute has established a reputation for carrying out a vast array of extension activities that align with its vision and mission and are spearheaded by the NCC (National Cadet Corps), NSS (National Service Scheme), and all the academic departments. Participation in these initiatives has enriched students' comprehension of community challenges, enabling them to make meaningful contributions to the society. It has not only fostered their comprehensive personal development and growth but also heightened their awareness of societal issues.

Outreach Activities are a fruitful collaboration between the community and the college. The college has partnered with bodies such as Tata Memorial Centre, BMC schools, BMC hospitals and many NGOs .

Joy of Giving is a week-long annual social service event initiated by the Institutional Social Responsibility Committee that receives an overwhelming response from students and faculty alike. In last five years, 45 NGO /Donors have benefitted from the activity

NGO Bazaar is a two-day event wherein NGOs employing especially women and young girls belonging to marginalized sections of society set-up stalls and sell products. On an average every year, the footfall for this event is around 1000 with revenue generation of Rs. 82769/-

Free Covid 19 Vaccination Drive & Covid Testing camps wereorganised by NSS unit in collaboration with the Municipal Corporation of Greater Mumbai (KW Ward). The student volunteers regularly facilitate awareness on the utility of vaccination for diseases as polio and Measles- Rubella.

Electoral Roll awareness for voter registration drive is organized regularly in collaboration with Project Mumbai and State Election Commission of Maharashtra.

NCC, over the years, has been conducting Beach Clean up drives, particularly after the Ganapati festival, Operation Tricolour afterRepublic day and Independence day in keeping with the ideal of Swachh Bharat Abhiyan.

Departments also facilitate inculcation of social commitment through various extension activities for nearby schools. The science departments invite school students to visit their laboratories to raise scientific aptitude and reasoning skills in the young learners.

Outcomes: The extension activities within the local community have profoundly influenced the students' awareness of social issues and contributed to their all-around development.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 236

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	49	28	28	35

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
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	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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: 35

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. teaching – learning, viz., classrooms, laboratories, computing equipment etc
2. ICT – enabled facilities such as smart class, LMS etc.
3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

Response:

The college encompasses a well-maintained campus spread over 466778.69 sq. feet, ensuring adequate availability and optimal physical infrastructure utilization.

ICT-enabled Smart Classrooms: The college has 55 well-furnished, air-conditioned, spacious, smart classrooms equipped with smart boards and Wi-Fi connectivity for effective conduct of theory classes.

Laboratories: The laboratories are well-equipped with smart boards, state-of-the-art laboratories for conducting practical to enrich skills. A Central Instrumentation laboratory facilitates resource mobilization.

Language laboratory: The college has a language laboratory with the DLM Essential Edition (Digital Linguistic Mentor) software.

Studio and Sound Laboratory: The college has a studio laboratory with licensed Adobe Software, sound and video editing amenities and is equipped with DSLR cameras, tripods, gimbals, flash units, light meters, green screen, lighting setups, and reflectors, a pre-production and production room along with post-production studio facilities and audio-video production.

Institution Innovation Cell and Incubation Centre: Institution Innovation Cell and Incubation Centre, formerly known as Mithibai Entrepreneurship Development Cell, mentors the students for entrepreneurship. The college collaborates with Atal Incubation Centre to incubate entrepreneurs.

Computing Facilities: The computer laboratories have the latest version of software and anti-virus software. The institute has sufficient computing facilities. The college has Microsoft licences each with 1TB storage 10 servers, 51 printers, among others.

LMS facilities: The college has procured licenses for the MS Teams platform, which is used as a learning management system (LMS) for blended learning during the pandemic. In-house developed, Students Portal is used for sharing educational courses, continuous assessment scores providing scope of improvement of grades, and for making announcements of important notices/ updates.

Library: The library is well-furnished and spacious, housing books, journals, CDs, subscriptions to N-LIST and other online databases with 24x7 global access. The library has a separate Database Hub for the users, RFID security system with self-service facility, CCTV cameras and a Braille Embosser printer to assist visually impaired students.

Cultural activities: The institute has two ICT-enabled seminar halls to host co-curricular, extracurricular and cultural activities. In addition, there are three state-of-the-art auditoriums viz. Mukesh Patel Auditorium, BJ Hall and Mini Auditorium are available for all the SVKM institutes.

Gymnasium and Facilities for Sports: The college has amenities for indoor games viz- Badminton, Boxing, Judo Karate, Yoga, Gymnasium, Carom, Chess, Table tennis. For outdoor games i.e. Athletics, Cricket, Basketball, Baseball, Softball, Kabbadi, Lawn Tennis, Football, Handball, Hockey, Throwball, Shooting, Swimming, Volleyball, Roller Hockey, Roller Ball, and Water Polo. Coaches have been appointed for the students. The Gymnasium is equipped with treadmill, exercise bikes, pull up bars, and other sports equipment.

Dispensary: Two doctors are available on the campus. First–aid boxes, stretchers and wheelchairs are available to deal with emergencies.

Other facilities: The college campus is secured with CCTV and RFID entry gates. To foster inclusive learning, the college campus has ramps and specially designed washrooms for Divyangjan. There are 18 elevators in the college premises. Girls' common room and Satva-Vatika are available on the campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 33.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
135.59	53.20	28.40	209.88	441.64

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

Name of the ILMS Software: **Koha**

Nature of Automation: **Fully computerized**

Version: **22.05.06.000**

Catalogue: **WebOPAC**

Year of Automation: **2009**

Jitendra Library is a fully computerized library with RFID security system.

ILMS: The library automation was initiated in 2009. Currently, the library uses the KOHA Open-Source Web-based ILMS-22.05.06.000 version. The Library has adopted all KOHA modules, including resource acquisition, cataloguing, serial control, reports module, online circulation, bibliographic data import from the Library of Congress, union catalogue, and Web-OPAC.

The union catalogue of KOHA supports the Inter-Library book Loan facility among the SVKM institutions. KOHA is integrated with RFID Security System Middleware software to enable book transactions through RFID staff stations.

Customization in ILMS: Customization through KOHA generates various reports as per requirements. The ILMS has been integrated with ERP-SAP system, Students Portal, and the RFID Security System Middleware, for migration and synchronization of users' data.

RFID System: The college library has procured a RFID security system to avoid intentional/ unintentional book theft and to support open access to stacked books. The library has a Self-Book-Issue Kiosk, a Self-Book-Drop Machine, and staff stations. This technology facilitates the library users for a self-driven book circulation process without the intervention of the library staff. Thus, the college has a fully automated library with effective integrated use of ILMS and RFID technology.

Security: The library has a 24/7 surveillance system with 25 digital CCTV cameras and a display unit.

The library is well-furnished with air-conditioning, situated on the ground floor, spread over 6900 sq. feet, with a seating capacity of 232 users.

E-resources: The library has a Database Hub for academic and research purposes of students. The library has subscriptions to N- LIST and ProQuest databases with 24x7 global access through individual user ID and password. The library users can also access databases under SVKM Consortia via a proxy server. The databases include 30671 e-journals, 532 e-books, research database and other 2192 online resources for the courses of Arts, Science and Commerce. Web-OPAC (Web Online Public Access Catalogue) is available for all users to browse library collections metadata. Users can access the Library repository for question papers from previous years. The link and the QR code are available to users on the Library notice board.

Books and periodicals: The library is segmented into a stack room, Reference Section, Journal Section, Reading Hall, and Database Hub. The library has a collection of more than 57200 books, categorized into textbooks, reference books, self-help books, research methodology books and competitive exams books. The library subscribes to various journals and online databases.

Library Publication: The library publishes a bimonthly newsletter for users to update them on library collection, new arrivals and upcoming library activities.

Usage: Library is fully utilized by the stakeholders.

Other facilities:

·   The library also has a Braille Embosser printer to assist visually impaired students.

·   Separate reading space is provided for the faculty members.

·   A suggestion box is installed for suggestions and feedback.

·   Book display activities are conducted regularly to promote library resources to the users.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.54

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
19.15	23.43	10.40	23.23	15.74

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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:

IT Policy: The policy applies to all stakeholders of the college and covers relevant ethical aspects of using computing facilities. It elaborates on the usage of college network facilities meant for academic and research purposes in accordance with existing national laws and regulations. The Chief Information Security Officer (CISO) shares the information on security practices with the users to avoid security breaches like secrecy of passwords, desktop/laptop security, handling of sensitive business information, security incident management, usage of approved software, mobile computing devices usage, E-mail

usage, internet usage etc.

Bandwidth: The campus is outfitted with 83 Wi-Fi access points that are supported by leased lines for internet and can accommodate up to 10,000 users simultaneously. For internet connectivity, 2 lease lines are made available, viz. Blazenet (350Mbps) and Airtel (200Mbps).

The 200 Mbps leased Wi-Fi connection has been upgraded to a 350 Mbps connection. Sufficient bandwidth is provided for the students with 350 Mbps internet leased line**.** The Internet Speed per student is 50 Mbps.

IT facility updation: The college periodically upgrades and updates its IT facilities as per the enrolled students, thereby ensuring high-quality teaching, learning, and allied functions. A special budget is allocated for the same. Purchase of computers, laptops and other IT equipment is done annually. All computers and IT facilities are maintained by SVKM's IT department. All printers are multifunctional, with a scanning facility, USB access, Wi-Fi connectivity, and secure access to the mailing system. A media studio is set up to enhance skills in audio-video production. The college has upgraded 337 CCTV units at several locations for security purposes and to monitor campus activities.

Description	In 2017-18	In 2022-23
Databases	-	24
No. of computers	319	1201
No. of servers	6	10
No. of routers	83	83
No. of CCTV	25	337
No. of smart boards	30	87
Internet bandwidth	200 MBPS	350 MBPS
No of internet connections	-	2
Studio	-	Installed Media Studio and Sound Laboratory

To prevent the entry of trespassers into college property, the college has installed an RFID flap barrier at all entrance gates. A record of valid RFID card possessors' entry and exit from the college building is generated through this system. The RFID cards are printed in the college library. The ORACLE information system, HRs People Management System, is also connected to this.

Cyber Security provisions: The College website is secured through the installation of original software and use of HTTPS. Licensed software and antivirus protection are installed on all computer systems. A firewall has been installed for the Security of the internal Network. All machines are installed with authentic antivirus programs. All faculty members, students and staff have been provided the individual login ID and password to access internet facility on the campus. While using the internet on campus, the user is required to authenticate his/ her presence every 9600 seconds and the login passwords need to be reset every 3 months. FortiGate1200D protects users from internet browsing threats and blocks adware/spyware/malware. FortiGate200E protects all IT-Servers internet browsing, application threats and blocks the adware/spyware/malware. FortiWeb1000E protects all application threats.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 4.48

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

Response: 1201

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The college has a dedicated media studio and sound laboratory. It offers students an opportunity to explore and develop their mass media skills and expertise through the availability of a wide range of media equipment. The media laboratory provides access to essential tools like DSLR cameras, tripods, gimbals, flashlights, a light meter, chroma cloth (green screen), Elinchrom lights and reflectors, crucial in exploring different styles and techniques of photography. Using DSLR cameras, the learners get hands-on experience in capturing high-quality images with exceptional resolution and clarity. Hands-on training helps them get effortless internships/jobs in film production firms. Learners also learn about lighting techniques, which are an important component of professional photography. Learners are exposed to the use of chroma cloth (green screen), which is particularly useful for learners interested in digital editing and compositing techniques. It enables the learners to replace the green background with any desired background or image, creating a completely new image. These tools allow the learners to experiment and explore different styles and techniques, ultimately enhancing their abilities and creativity. The facilities of the sound recording lab include creating podcasts, voice recording, and sound design. Learners use the

recording lab for various audio-visual assignments. Learners use the podcast equipment to create podcast series on numerous topics, ranging from news and current events to pop culture and entertainment. The learners also use the studio for recording voiceovers for various video projects. Licenses for Adobe software, Audition for sound editing, Premier Pro for video editing, Photoshop for image editing, and Illustrator for creating graphics have been procured by the college to further facilitate learning and e-content development by learners and faculty members. Faculty can record lectures using Smartboards with inbuilt cameras. The recording can be shared with students via a link or can be uploaded on the Student Portal.

Smartboards, Wi-Fi connectivity, and internet access are available in every classroom and laboratory, which facilitates the teaching-learning process through multimedia. The college has acquired licenses for the MS Teams platform. The faculty can effectively deliver lectures online also by scheduling a meeting on MS-Teams which can be joined by students as participants. It permits screen sharing and captures the video through the webcam and audio using the microphone. Thus, it serves multiple roles, such as a lecture-capturing system (LCS), a platform for e-content development and the LMS.

The total e-content developed by our faculty members: 1179.

The following are some of the e-content developed by our faculty members.

Name of Faculty	Department	Link
Ms. Khushali Adhiya	Psychology	https://www.youtube.com/watch?v=8nu_5xcWjQI
Ms. Khushali Adhiya	Psychology	https://www.youtube.com/watch?v=rsHSzDP-ypg&t=1809s
Dr. Vidya Premkumar	Foreign Languages	https://www.youtube.com/watch?v=YQg0nrycEUo&ab_channel=VidyaPremkumar
Dr Sunita Maral	Commerce	https://youtu.be/FAS34yg6a-8
Dr Sunita Maral	Commerce	https://youtu.be/kLK8iNHGynk
CA Dr. Vijay Satra	B.Com (Management & Finance)	https://youtu.be/8Tz3CIIg97M
CA Dr. Vijay Satra	B.Com (Management & Finance)	https://youtu.be/sDQtRTkFfpo
CA Dr. Vijay Satra	B.Com (Management & Finance)	https://youtu.be/hokf_Xu79Vo

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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

Response: 58.55

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
1174.35	69.85	98.02	100.65	79.56

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The infrastructure pertaining to physical, academic, and support facilities in the college is regularly maintained by the college as per its Infrastructure policy.

Maintenance of Physical facilities: The institution has outsourced the housekeeping work to an external agency.

- The task of security is assigned to an external security agency. Security guards are assigned at every gate ensuring the verification of the identity of stakeholders and visitors entering the premises. Female security personnel are available on campus.

- CCTVs are installed over the campus to ensure man and material security.

- Fire extinguishers are available in every department and on the floors. Fire safety drills are organized periodically for preparedness in emergency.

- The housekeeping staff works in two shifts to maintain the cleanliness of the campus.

- Water tanks are cleaned regularly. UV and RO-based water purifiers are available on the campus to ensure the availability of potable water.

- College follows the segregation of waste and dispose of biodegradable and nonbiodegradable waste separately. The college also organizes e-waste collection awareness drives to sensitize all stakeholders about the significance of the appropriate e-waste disposal.

- Annual Maintenance Contracts (AMC) are done to maintain Fire extinguishers, CCTV, air-conditioners, water purifiers, lifts and gardens.

- Complaints regarding repairs and infrastructure are registered with the college maintenance section for further action.

Maintenance of Computing and IT Facility: Maintenance and upgradation of Smartboards, Wi-Fi facility, Student's Portal (LMS), laptops and computers are managed by the IT department. Printers, Smartboards are covered under AMC. In computers, desktops and laptops antivirus software have been installed.

Maintenance of Laboratory: The college has laboratory assistants and attendants to ensure the proper upkeep of the various laboratories. The calibration, repair, and maintenance of sophisticated equipment are covered under AMC. SOPs and user manuals are either pasted on or kept next to the instrument to facilitate the use of the equipment. Deadstock registers are maintained in laboratories.

Maintenance of Library: Requisitions of books, periodicals are collected from the Heads of the departments. The library procures books through registered vendors with SVKM. The maintenance of Koha ILMS is outsourced for back up and upgradation purpose. RFID security system, fire alarm system in the library are under AMC and are verified at regular intervals. The library has an open-access system. Shelving of books is done on a daily basis. Pest control is done regularly.

Sports and Gymkhana: The Gymkhana committee ensures the maintenance of the sports equipment as per college policy. The Sports Director is in charge of the various sports facilities.

Other: Regular maintenance is necessary to preserve both civil and electrical equipment, which is managed by the institution's electricians and masons.

Sr. No	Agency	Purpose of AMC
1	Solar Square Agency Pvt. Limited	Solar Panel AMC

2	Airtech Enterprises/Daikin Air Conditioning Pvt Ltd/ Circular Aircon Services Pvt Ltd.	Air conditioning AMC
3	OTIS Elevator Company India Limited	Lift AMC
4	BlackHawk Security System Pvt Ltd/ Vedant Construction/ Eagle Techsec Communications/ Super Protection Security Services Pvt. Ltd.	Super Security AMC
5	Alfa the UV Expert/Ace Hygiene Products Pvt Ltd	Water Purifier AMC
6	Shivam Water Care	Water tank Cleaning AMC
7	Mark Enterprises	CCTV AMC
8	RapidRadio Solutions Pvt. Ltd.	Library RFID Security System AMC
9	Western Region Instrumentation Centre, Mumbai	AMC of laboratory equipment
10	Satguru Enterprise	Housekeeping Services

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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: 64.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
2542	6059	6230	2474	2172

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The students may face challenges in choosing the right career. Career counselling plays a major role in helping the students in taking the right decisions. Through career counselling they choose a field that is in tune with their skills and job expectations.

- **Workshops and seminars**- Faculty members guide the students in their choice of profession by conducting seminars, workshops and lecture series. For enriching technical knowledge and skills, the departments conduct workshops and certificate / value added courses to augment their employability skills. For instance, the students are given opportunities to work as naturalists in the forest department, gardens, eco trails, etc. which make them acquainted with the skills in identification of flora and fauna thus helping them to become entrepreneurs in the field of ecotourism or to seek self-employment.

- **Challenges:** To motivate the youth for self-employment, the college has developed Mithibai Entrepreneurship Development Cell (MEDC). The cell conducts motivational talks, guest lectures, and presentations by students on current developments in the business environment. To help the students convert their ideas into viable business opportunities, the cell has organized business mixers which provide a platform for the exchange of ideas and feedback between students and experts from diverse backgrounds. They have participated in 'Chancellors Challenge' and the 'Business Incubation Programme' of SVKM, and in 2018-19 and 2019-20, Mithibai students bagged the top podium. 'Pitch the Plan' competition by Mithibai Entrepreneurship Development cell (MEDC) motivates the participation of students in developing innovative ideas in business.

- **Career fair**-Department of Life Long Learning (DLLE) organizes career fairs for undergraduate and postgraduate learners, to provide an insight into employment opportunities in various specializations. 'SVKM Mastermind' Career Fair is held every year to help students choose the right career path. The fair also caters to students who to desire pursue postgraduate courses and higher studies.

- **Career Counselling sessions** – Such sessions are regularly conducted for students, which has aided them in getting good employment offers.

- **Field / Industrial visits:** Visits to various industrial organizations and research institutes are a crucial component of the educational experience, offering real-world insights and opportunities that are invaluable for student development. The college has incorporated a compulsory internship as part of the syllabus of the postgraduate program, which has helped the students gain access to employment opportunities and to gain valuable first hand learning experience of the workings of the industry.

- **Competitive examination coaching**: The learners are given guidance for clearing Competitive Examinations. Experienced faculty members conduct sessions for the NET / SET/ GATE/ PET Examinations. Through these efforts, many learners have cleared the examinations. 16 learners of the college who had appeared for the PET examination passed the exam.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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: A. All of the above

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

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: 46.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
779	1176	554	974	1111

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.37

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
70	58	42	28	35

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 events during the last five years

Response: 147

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	16	21	26	18

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

A healthy relationship between the major stakeholders of an education institute and the administration is indispensable for achieving the mission and vision of the institute. The learners are involved in the administrative and academic activities through:

1. Student Council

2. IQAC

3. Various committees and associations.

Student representatives across programs are nominated/elected to various college committees that provide support for academic, co-curricular and extracurricular activities augmenting their managerial skills, transforming the learners into well rounded individuals.

1. **Student Council**

- Student Council is a statutory body with elected student representatives. Each class has a class representative from whom members are elected for administrative positions, through secret ballot by simple majority of votes. They provide moral support to the student community, assist in problem solving including providing financial assistance, and presents student concerns to the college administration and management.
- Student Council discusses the issues of the student community. The members of the council facilitate the organization of academic, cultural, sports, outreach activities under the guidance of in-charge faculty.
- Student council members acquire effective communication skills, leadership qualities, decision making and administrative skills. Competition for excellence in a healthy environment leads to academic and professional proficiency boosting self-confidence

- Student Council members are vigilant about ragging and report any untoward incident.

Student Council is associated in preparation and execution of multiple college events:

· **Guru Poornima, Teachers Day, Thanksgiving Day:** Student Council organizes the celebrations acknowledging the contributions of teaching and non-teaching staff.

· **College Days**: The days leading up to the college Annual day are celebrated as Chocolate Day, Rose Day, Traditional Day, Twin Day, Ink Day, Bollywood, and Carnival Day ensuring camaraderie among the learners.

· **Annual Sports Day:** Student Council members help in conducting the Annual Sports Day with the Sports Committee.

· **College Annual Day**: Student council members help in organizing the College Annual Day with the members of the Cultural Committee and during Covid pandemic it was conducted live on YouTube.

· **Annual Degree Distribution Ceremony**: Student Council plays an important role in the conduct of the ceremony where academic rank holders and meritorious students are felicitated.

· **Newsletter**: To highlight the events organized by college committees and departments, the Student Council started the monthly from 2023.

· **Student Induction Program (SIP):** Student Council joins hands with the committee and coordinates the programs with SIP committee, set up under UGC guidelines to orient the freshers.

· **Motivational events**: During the pandemic, motivational events were organized by the Student Council.

2. IQAC

The IQAC has student representatives on the cell. They act as liaisons between the student community and the college conveying feedback regarding syllabus, teaching-learning, internal and external evaluation to the administration.

3. Various committees and associations

Student representatives play an active role in all major committees of the college like-

- Board of Studies (BoS)
- Anti–Ragging Committee
- Training and Placement Cells
- NCC
- NSS
- DLLE
- YAMI (Young Ambassadors of Mithibai)
- Mithibai Entrepreneurial Development Cell
- Cultural Committee

- Gymkhana Committee
- Film Society
- Magazine Committee
- Media Relation Committee
- Rotaract
- nstitutional Social Responsibility
- Nature Club

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 20.21

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
8.90	7.48	1.78	2.05	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Mithibai Alumni Association (MAA) is a registered body bearing Registration No. F-42130 (Mumbai), dated 18 August 2011. MAA has been playing a pivotal role adding to the value of the institution. It conducts the plethora of activities. yearly maintain and engaging with the alumni who are from all walks of life, of the institution. The mission of the MAA is to foster connection and rapport with the alumni and to keep them apprised of the progress of the college. MAA since its inception has been instrumental in attracting the alumni back to the college in various capacities like speakers, judges, entrepreneurs, and counsellors to the current students.

Academic Contributions:

- Every department invites alumni members for **career guidance sessions**for their current students.
- The alumni members have been associated **with the Cultural Committee** and dedicate their time in training the students in various cultural activities, which has helped our college gain laurels.
- They contribute effectively to **Curriculum reforms** by beingrepresentatives on the Boards of Studies. The alumni contribute for continuous development and pertinence of the curriculum to integrate diverse international perspectives and updates into the academic program.
- The **statutory bodies** also have alumni representation.
- The alumni members strengthen the industry academia **linkages** by providing **internships** to the students. They also serve **as recruiters** for their companies.
- **Guest Lectures and Workshops:** Alumni have been welcomed to conduct guest lectures and workshops on current industry practices, career progression, and personal growth. Their insights from the industrial field provide students with a clearer perspective on the demands of the professional sphere and the competencies needed. Several alumni have delivered talks that have proven advantageous for the students.
- **IQAC:** The enhancement of the institute's academic standards greatly benefits from the input of alumni. The alumni, as invited members, provide ongoing support to the Internal Quality Assurance Cell (IQAC), ensuring its effective operation.

Financial Contribution

The alumni members also contribute financially to their alma mater to cater to the needs of the institution.

Social Contribution

The Alumni Association helps achieve the vision and mission of the college through **participation in activities** related to tree plantation drive, entrepreneurial skill development, field activities, cultural and sports activities. Through the Mithibai Entrepreneurship Cell (MEDC), the alumni members provide vocational guidance for professional and career development.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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:

Vision

To be recognized as a premier educational institution that practises quality pedagogy, encourages innovation and research while instilling values and providing a vibrant environment for the comprehensive development of the learners into valuable global citizens.

 Mission

By strengthening the teaching-learning process through innovative practices, the institution will stimulate the spirit of scientific enquiry and discovery in academics. By providing state-of-the-art institutional infrastructure and excellent human resources the college will foster a better educational environment. The institute will also impart training in entrepreneurial and life skills for enhancing employability.

The alignment of institutional governance and leadership with the vision and mission is imperative for creating a conducive environment for education and for achieving institutional excellence. Effective governance is mediated through strong self-governance involving well-defined policies and the appointments of institutional leaders on merit. Transparent and collaborative governance is adopted involving all stakeholders in decision-making. A cycle involving inclusiveness, compliance, participation, accountability,

effectiveness, efficiency, and feedback-based improvisation backs the governance. The vision and mission rooted in inclusiveness leads to suitable framing of policies. Teachers and non-teaching staff participate and comply with assigned tasks ensuring accountability. Based on stakeholders' feedback, the college reinforces its motto, 'Higher still and Higher.'

The institute's governance model embraces decentralization, empowering statutory bodies to strategize actions aligning with the vision, mission, and objectives.

The management has appointed a **Mentor**, from its office bearers, who is the link between the management and the college. The **Principal** is the academic and administrative head, with the **Vice-Principals** supporting the Principal, in maintaining academic quality and in ensuring implementation of policies. The administration is headed by the **Registrar** and the **non-teaching staff** make up the support system.

The practice of shared leadership is evident in the roles and duties of the heads of departments and committee heads. 49 committees work autonomously to accomplish the objectives and goals according to the institutional perspective plan. The in-charges oversee compliances like adherence to the academic calendar, addressing student grievances, conducting necessary statutory meetings. This collaborative approach ensures timely responsiveness.

The college has incorporated tools and techniques, enabling the faculty to practice quality pedagogy and to encourage innovation and research.

The governance prioritizes quality education, expansion of the range of programs offered, promotion of research, leading to sustainable growth. "Empowered Autonomous Status" conferred by the University of Mumbai is indicative of the college having sustained growth.

Implementation of NEP from 2023-24 was mediated through participative governance.

Leadership level 1: The Government notification was discussed by the Principal with the Management.

Decentralization Level 1: NEP committee was constituted to study the regulations with suggestions on the course structure.

Participative Management

Level 1:

The proposal was presented at the Heads of Departments meetings initially and later with the faculty members.

Level 2:

Department members designed the syllabus that was deliberated at the Board of Studies meetings and suggestions were incorporated.

Decentralization Level 2: The syllabi approved by the respective BoS was presented at the Academic Council and forwarded to the Governing Council for approval.

Leadership Level 2: The approved syllabi was sent to the University for notification.

Decentralization Level 3: Reference books, laboratory requirements, software, and the like were procured and the syllabi has been implemented from the academic year 2023-24.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Effective leadership develops a 360-degree perspective plan with the objective of enhancing the quality of education imparted and for imbibing the culture of excellence. The effective execution of the prospective plan is based on the participation of all associated stake-holders. In 2016, after reaccreditation, a prospective plan was articulated and deployed. The plan being deployed currently was formulated in 2021-22. The governance of the college is decentralized with the management, administrative authorities, teachers and non- teaching staff working towards accomplishing the same. Time- bound deployment is monitored by the statutory bodies , viz. Governing Body, Academic Council, Board of Studies, CDC and Finance committee, and revision/ moderation of plan, if needed are made.

The Principal, Vice Principals, Heads of departments, and faculty members steer the academic functioning in the college while the administrative responsibilities are handled by the Registrar, office superintendent, head clerks, junior clerks, laboratory assistants, and attendants.

The norms and statutes prescribed by the University of Mumbai guide the appointment and service rules of the institution. policies have been revised and approved by the statutory bodies for efficient management and proper functioning of the college.

Grievance redressal system is quick because of the proactive functioning of Internal Complaint Committee, Student Grievance Redressal Committee and Anti-Ragging Committee to safeguard interests of the learners.

Career progression has been achieved for 54 faculty members since 2016-17 and 26 in progress, through CAS. Non teaching faculty members have also been promoted.

Major transformations include-

- **Technology integration in teaching-learning and evaluation**:
    - Use of multiple andragogy tools mediated through smart boards and the use of audio-video studio for production and post-production of media content.
    - Use of LMS-Students Portal and MS Teams to upload learning resources and to conduct evaluation. The students are informed of their performance in continuous assessment through LMS. Microsoft Office (MS) applications are also used for evaluation.
    - Automation of examination system manages student profile entry, the generation of certificates.
    - Question Bank Management system for question paper generation.
    - Onscreen marking facilitated from anywhere on the globe.
    - Digital Evaluation wherein marks entry, results processing, and generating detailed reports is expedited.
    - Security Features like secure printing of mark sheets to prevent tampering.

- Implementation of **5 new programs** and **59 value added courses**, post approval and modifications suggested by Board of Studies, Academic Council and Governing Body.
- The recommendations of IQAC to enhance teaching and learning, research development, and infrastructure has been crucial in embedding and institutionalizing quality processes.
- Rs. 5 crore grant has been received from RUSA under component 2 for enhancing quality in selected autonomous colleges.
- Research Development Cell has augmented the quantum of research with improved research output. Rs. 31.59 lakhs has been provided as seed money and Rs. 4.35 lakhs provided as incentives to teachers.
- Upgradation of research facilities at the expenditure of Rs. 1.89 Crore to enhance research facilities.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. Administration including complaint management
2. Finance and Accounts
3. Student Admission and Support
4. Examinations

Response: A. All of the above

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

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:

The management believes that it is crucial to support employee-friendly policies to improve the quality of both their professional and personal lives. The institution provides academic and other facilities to improve the professional competency and the quality of life of its employees. Teaching and non-teaching staff are both given perks in accordance with government regulations.

Career Development/Progression:

- **Financial Support/Incentives:**
    - Appointment of Unaided staff members as per VII pay recommendation.
    - Financial assistance to attend Faculty Development Programs.
    - 25% fee concession to the wards of the staff members studying in institutions run by SVKM management.
    - Advance payment against salary to newly recruited staff members.
    - Seed money for research work
- **Faculty Enrichment:**
    - Felicitation of staff members on completion of twenty-five years of service
    - Workshops and seminars for professional development
    - Training programs to enhance the use of digital tools
    - Encouragement to attend FDP, Orientation and Refresher Programs
    - Duty leave to attend national/international seminars/workshops for professional development
    - Efforts are made to deliver the pension order on the last day of work.
    - Silver memento on retirement.

- **Career Advancement:**
  - The career progression of 49 faculty members has been achieved through CAS since 2018-19 and 26 cases are in progress. 27 faculty members have been promoted from stage 1 to 2, 13 from stage 2 to 3, 7 from stage from 3 to 4 and 2 from stage 4 to 5 progressions have been approved.
  - 38 non-teaching faculty have also been promoted.
  - Seminar on Career Advancement Scheme for faculty
- **Welfare Measures:**
  - **Medical Incentives:**
    - Rs. 1,00,000 Medical insurance cover for all staff members and their family members which was increased to Rs.2,00,000/- due to COVID.
    - Rs. 10,00,000/- Accident coverage for all staff members and their family members
    - Medical services of two doctors and a fire officer are available on campus.
    - Maternity leave as per government norms to permanent as well as contractual employees
    - Child care leave
    - Annual Preventive health check-up
    - Covid-19 vaccine drive
- **Additional Benefits:**
  - Computer, internet, and gymnasium facilities for all teaching and non- teaching staff
  - A registered society was formed for the employees, in 2001-2002 with a strength of 304 members. It has been awarded an 'A' grade for five consecutive years. Profit is shared with its members, in the form of dividends of approximately 14% for the past two years. The society distributes Diwali gifts to all its members. The members of the society can avail loan up to Rs. 6,00,000.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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: 61.16

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**

2022-23	2021-22	2020-21	2019-20	2018-19
141	106	18	66	124

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 64.65

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
115	126	60	140	40

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The college is a government grant-in-aid college. It has a well- defined financial policy ensuring optimal utilization of finances

for academic, administrative, and research activities. Emphasis is laid on developing strategies for efficient resource utilization and mobilization for optimal use. Annual budget for successive years is prepared by the Finance Committee after gathering input from departments/ committees in December, for ensuring institutional growth. Finance committee reviews the budgetary allocations for academics, research, extension, and administration and as per the financial requirements budgetary provision is made. The same is presented to the College Development Cell and Governing Body for scrutiny and final consent to ensure effective utilization of funds

Mobilization of Grants:

- Government grants, fees, research initiatives, and management funds are the primary sources of college funding.
- RUSA, DBT-STAR, autonomous grants, UGC and DST-FIST are among additional funding sources.
- Funds for the college are also provided by teachers, supporters, alumni, sponsorships and benefactors.

- The Finance Committee oversees the utilization of funds by the Purchase Committee and Library Committee for the optimum utilization of resources. The Finance Committee manages the optimum utilization of funds for various recurring and nonrecurring expenses.
- The Purchase / Library Committee seeks quotations from vendors to purchase computers, laboratory equipment, chemicals, books, and other requirements. These committees include members from the teaching faculty and the non-teaching staff. The purchase committee scrutinizes the quotations before making the final decision. The Principal, Vice-principals, Finance Committee, Library Committee and Purchase Committee, ensure that the expenditure is within the allotted budget.

Funds Utilization:

- Expenditures for infrastructure development, expansion and maintenance.
- Offering financial assistance for seminars, workshops, conferences, and endowment talks.
- Granting financial aid to deserving learners
- Paying employees' salaries
- Seed money for Research
- Expenses incurred for carrying out extension activities
- Expenses associated with creating a clean, green campus
- Expenses incurred in computer maintenance, internet facility and e-governance
- Payment towards library resources.
- Honorarium to resource persons, invited speakers of seminars, workshops, conferences and endowment lectures.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 322.21

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
96.85	2.15	102.65	0	120.56

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The College uses Finance and Controlling Module under ERP- SAP. College conducts regular external and internal audits for both government and non-government funds to ensure transparency in financial matters.

- The Institute of Chartered Accountants of India's guidelines are followed for conducting internal and external audits.As per the requirement of educational institution, **internal Audit** is carried out regularly by the auditing team appointed by the management. The team is guided by the government guidelines for grant-in-aid program expenditure & management policies/ guidelines for unaided program expenditure.
- **Regular external financial audits** are conducted quarterly and at the end of the financial year by Auditors-Kishore Parikh and Company / P M Kumawat & Associates Chartered Accountants.
- The management appoints separate auditors for the two audits to bring about complete disclosure of the financial operations.
- The audit report created, delivered, and certified by the audit company is available to the Institutions' stakeholders.
- **Government audit** by the Regional Joint Director and Account Officer from the Audit department of Higher Education.
- The college policy encourages transparency in all aspects. Approval of budget and financial statements is mediated through the College Development Committee (CDC), Managing Committee, and then the Finance committee, followed by the Governing body, which deliberates on and approves the same.
- Periodically, the Utilization Certificates of various government programs are presented to ensure

prompt and efficient use of financial grants.

- Audit objections if any that are raised, are regularly discussed in the finance committee and are rectified. The annual budget is presented during the committee meeting at the conclusion of the academic year.
- The team reviews that these guidelines are properly implemented. They verify bills, vouchers, receipts, cash books, asset registers etc.
- A team of Chartered Accountants conducts an annual audit of the amounts and disclosures in the financial statements.
- The external representatives from the Government of Maharashtra, Government of India, UGC, MHRDA, and others have visited the college to review the expenditure under the grants received.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC) is a proficient think tank that deliberates on quality, policies, and strategies related to quality enhancement and enrichment. The cell evaluates the qualitative initiatives and improvements, drawing insights from stakeholder feedback and teacher engagement. The IQAC team has been instrumental in making substantial contributions to the institutionalization of numerous quality initiatives, strategies, and processes.

Two key areas as per the perspective plan constituted in 2016 in keeping with the college's vision,

involved the use of strategies that were employed to achieve academic excellence and the use of technology in teaching learning.

Enriching Quality Culture through

a. Excellence in academics

IQAC advocated a goal-centric, institutionalized structure for a comprehensive academic delivery and to ensure quality education.

Outcome Based Education: Focusing on OBE adoption to support the institution's strategic objective, IQAC organized workshops to train teachers for OBE. The Program Outcomes were developed in accordance with the institution's mission and vision statements. Course Outcomes and Programme Specific Outcomes were set in accordance with the Programme Outcomes.

Smartboards: Smartboards are available in every classroom and laboratory to facilitate interactive learning.

Blended Learning:

Online Courses: Both learners and faculty members signed up for different MOOCs that Swayam, NPTEL and Coursera were offering. The college obtained 500 licenses to help the stakeholders enrich their skills which were successfully completed by teachers and learners.

Soft Skills training: Soft skills training equips one with the   essential interpersonal and professional skills . Compulsory soft skill training is provided as add-on -courses to the learners to enhance employability.

Research: Courses in Research Methodology are mandatory for all postgraduate programs and also have been included in undergraduate programs. Research projects and internships have

assisted the learners in developing analytical reasoning and critical thinking.

Entrepreneurship: The Entrepreneurship Development Cell (MEDC) was initiated in 2016-17 and has helped inculcate skills to help learners transform into entrepreneurs.

b. Extensive use of Technology in Teaching and Learning

LMS Portal: The SVKM has developed an in-house LMS- Learners Portal for facilitating teaching-learning. Through these portals, assignments are submitted, announcements about attendance are made and the marks obtained in continuous assessment are declared.

Online teaching learning: The college has procured Microsoft office licenses for all its learners, teachers and non- teaching staff providing access to Microsoft Teams, the platform which was used for online classes during the Covid pandemic.

Webinars: The IQAC conducted 78 webinars on a variety of topics related to the recent developments in career opportunities available to learners, pursuing different programs.

SAP and ORACLE: The college has 3 modules of ERP-SAP, catering to learner admission and progression, HR and Accounts and purchase. Currently, Oracle is being used for Human Resource Management. Lately, module on training and placement is being implemented on SAP-HANA.

Databases: The college library has more than 82000 books, subscription to N-LIST, and ProQuest database, and access to SVKM consortia of databases.

RFID: RFID screening at the entrance ensures greater security within the premises. Accessibility to the campus is by means of RFID cards and biometric access. The KOHA LMS and RFID technologies have automated the library, with self-issue/ deposit book kiosks.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Through evaluation, identification of flaws, improvement through remedial actions, the IQAC has played a crucial role in fine-tuning the teaching-learning process, supports improvements and assesses the effectiveness of transactions.

Examples of two such reforms facilitated by the IQAC are as follows:

1. 360-degree Feedback:

Effective feedback is crucial for the growth of an organization. An honest, growth- oriented feedback leads to examine areas for improvement, brainstorm for efficient operating procedures and their implementation.

IQAC is committed to improving the overall functioning of the college, its stakeholders, in line with and even above the requirements of UGC and NAAC. The stakeholders considered for a 360-degree feedback are

1.   Learners

2.   Teaching Faculty

3.   Non-teaching staff members

4.   Administrative post bearers

5.   Employers

6.   Alumni

7.   Parents of current batch of learners

Procedure

The aim is to explore the perceived satisfaction of all the identified stakeholders with the other stakeholders. Contextually designed, self-report questionnaires were given to the stakeholders, voluntary feedback was invited, complying with mandates of confidentiality. The stakeholder rates the experience as strongly agree, agree, neutral, disagree and strongly disagree (Likert-type rating) which is analyzed with measures of central tendencies (frequency distribution, graphical representations, mean and standard deviation) and is conducted in two parts: firstly, after the data is cleaned, organized and scanned for missing data or acquiescent responding, frequency distributions and graphical representation of the percentage of responses is calculated. Secondly, the average satisfaction scores are calculated, scored as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The total satisfaction score, average satisfaction score and standard deviation of the sample data is calculated.

Feedback of the learners is conducted in two processes: (a) the Feedback Committee, conducts feedback of learners, and (b) Learner Satisfaction Survey, in compliance with the NAAC requirements is also conducted.

2. Outcome Based Education

Autonomy in education allowed us to customize outcomes based on our mission, local needs, and student demographics. OBE has greater significance, as college is empowered to tailor curricular and pedagogical approaches to meet the needs of learners. The college acquired TCS-ION software licenses in 2019–20. Online evaluation and automatic question paper generation based on the question bank management system is offered. By leveraging online marking schemes, educators can effectively implement OBE, align assessments with learning outcomes, promote transparency and consistency, and facilitate continuous improvement in the process. Automatic question paper generation software can significantly streamline the assessment process by ensuring that questions align with specific learning outcomes. By taking the prescribed route, the college made sure that Bloom's taxonomy and difficulty levels were consistently upheld, even in the multiple-choice exam used during the pandemic. Bloom's Taxonomy classified questions and tasks based on cognitive levels, which provided insights into the depth of understanding achieved by learners. Several sessions for teachers were held on topics such as mapping of PO, PSO, and CO, and reviewing and strengthening assessment practices. Specific and measurable learning outcomes that align with our educational goals and societal needs were ascertained. In 2022-23, the college followed the same strategy and obtained Eklavya software for online evaluation. College began to map PO, PSO, and CO with learner's performance. This endorsed for a comprehensive understanding of learner's achievement and allowed educators and institution to continuously improve teaching methods.

File Description	Document
Upload any additional information	[View Document]()
Provide the link for additional information	[View Document]()

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

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:

- The ethos the College is marked with a strong guiding philosophy of providing education to all levels of the learner community, irrespective of barriers like caste, gender or economic background. Inspired to accomplish SDG-5 -Gender Equity, the college initiated Gender audit. The objective being to sensitise stakeholders towards gender equity, promote equal rights, opportunities, and acknowledge diverse needs. The college has a proactive Women Development Cell that works towards SDG-5. The following measure have been adopted for gender equity-

- Equal Opportunities: Women learners, teachers as well as non-teaching staff representatives are involved at all levels of governance and leadership.

- Grievance Redressal : As per the Government guidelines, an Internal Complaints Committee (ICC) is constituted to address complaints, if any. Awareness is created about POSH 2013 guidelines. ICC has a stringent time bound grievance resolution procedure

- Embedding gender equity within both curricular and co-curricular aspects- Gender equity and Indian Constitution are mandatory subjects in undergraduate programmes. 202 courses were offerered that catered to gender related issues

- Awareness and Sensitization: Women Development Cell, NSS, NCC and various departments organize different programs to foster gender sensitization. These programs centre around creating awareness on women's rights, gender equity, human values and self-defence.

- Research projects and assignments: Learners especially from Sociology and Economics are involved in assignments/ research projects associated with the topic.

- Safety and Security Facilities Provided for women

- 312 CCTV cameras fixed across the campus at various prime locations with security stationed for continuous central monitoring. This ensures the safety and security of all in the campus.

- RFID gates with male and female security personnel on duty round the clock in the college campus. .

- A doctor on campus caters to emergency services for all in the campus.

- Counsellor: A counsellor guides the learners and resolves their issues.

- Common Room facilities are provided for the female learners.

- Staff rooms are available for the teachers with necessary amenities. All science departments have departmental staff rooms.

- The wash-rooms are equipped with sanitary pad vending machines.

- Impact: Currently women constitute 62.37%, 57.28% and 16.71 % of the total percentage of learners, teachers and non-teaching staff, respectively on the campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Solid waste management:

- Dry solid wastes generated, viz- paper and plastic waste, are collected at the end of each day by the housekeeping department of the college and handed over to BMC. Waste bins are placed in the common areas, classrooms and laboratories.

- Old answer books are shredded by Vasant Trading Company . This shredded paper is recycled by Jagani Paper Mart

- Biodegradable waste -Composting is the sustainable way to manage wet waste generated in the college canteen and nutrient-rich soil is used for plants in the campus

Non-Biodegradable Waste:

The college has adopted a policy to minimise the use of plastic in the campus. Awareness drives are organized by various departments and committees to reduce the use of plastic. Students use waste plastic bottles to grow plants which beautify the campus.

Liquid Waste Management:

Liquid waste in the form of sewage produced by toilets are disposed by means of a functional waste disposal system that is linked to the sewage canals of the BMC.

Bio-medical waste management:

Bio-medical waste is discarded as specified in Code of ethics in research policy and Green campus policy. Biodegradable waste is discarded through the common agency (SMS Envoclen Pvt. Ltd.) catering to all the institutes under SVKM.

- The departments of Microbiology and Biotechnology autoclave microbial cultures before disposal.

- The Botany Department regularly prepares Herbariums from their laboratory waste

.

E-waste management:

- All stakeholders are provided 1TB one drive cloud access reducing the constant upgrading and replacement of physical devices, which contributes to e-waste

- The college organizes e-waste collection drive in association with the Nature Club.

- Regular services and maintenance for all gadgets and accessories are conducted, minimizing the chances of hardware failures, extending the life of the appliances, and reducing waste generation.

- The e-waste generated is disposed in adherence to the Maharashtra state government norms for disposal. The e-waste generated is transported to Shirpur campus.

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Hazardous chemicals:

- The college disposes the hazardous chemical waste generated in various laboratories according to the college policy on Code of ethics in research. The acids/bases, are neutralized, before disposal.

- All learners are briefed about safe handling of hazardous chemicals using rubber bulbs before the practical sessions involving such chemicals. Pipetting is strictly prohibited.

- When dealing with intense acids, alkalis, or toxic chemicals in the laboratories, staff and learners wear lab coats. The laboratory is equipped with exhaust fans, fuming hood to expel fumes and gases formed during experimentation. Organic chemical waste is segregated and disposed as per the norms.

Sustainable Practices

- The water let out during the process of distillation is used for watering the Satva-Vatika. The waste water from the distillation units are used to wash glasswares.

- The learners participate in Swachh Bharat Abhiyaan and and contribute towards waste management

Impact: We have been able to address SDG 3 (good health and well-being), SDG 6 (clean water and sanitation), SDG 7 (affordable and clean energy), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 13 (climate action), and SDG 14 (life below water)

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The Green Campus commitment of the college is represented in the Green campus policy. It encompasses a range of environment friendly and education aimed practices at promoting sustainability and eco-friendly behaviour on campus. This provides an opportunity to develop new paradigms that address the environmental, social, and economic needs of humanity.

The following initiatives have been put forth-

Clean Campus Initiatives:

- To control the use of plastic on the campus, the canteen has **replaced plastic plates and glasses with sustainable alternatives like stainless steel. Additionally, paper bags are used to package food items.**

- The college has embraced **digitization and the use of ICT** to minimize the use of paper. By digitizing college data and the administrative processes, the reliance on paper-based systems has

significantly decreased.

- Channel for **internal communication is Outlook emails with messages to printed only if required**.

- The college involves the learners in hands-on activities and initiatives, like participating in **tree planting** and **beach cleaning drives**. These practical experiences enable them to understand the importance of environment stewardship and instil a sense of responsibility towards the planet.

- **Workshops, seminars/webinairs, and guest lectures** on topics such as sustainable development, waste management, energy conservation, and biodiversity conservation, are regularly organised.

- The college was recognised for its beach cleaning activities by **Khusiyaa Foundation with Beach Warrior Award in 2019-20**.

Breathe free initiatives:

- With the mission to reduce pollution, the management has **restricted the entry of automobiles** and provided **central parking facility** for its staff. The campus is **pedestrian friendly.**

- The stake-holders are motivated to use **e-vehicles and bicycles**. Some of our faculty members regularly use bicycles and vehicle pooling to commute to college.

- Students and faculty are encouraged to **use public transport and use car pooling**.

- As per the National Tobacco Control Programme (NTCP) 2007-2008 guidelines, the college **prohibits smoking and the use of other tobacco products**.

Aesthetic Initiatives:

- With the limitation of horizontal extension, the college has invested in **green vertical garden**.

- **Landscaping** has been provided around the college boundary wall.

- The college has **planted medicinal plants on the campus**. This helps the learners of biological

sciences to enrich their knowledge on Indian plants and their uses. One of the thrust areas of research in the college is evaluating the pharmacological properties of Indian plants, and samples for the same are made available to learners and teachers to conduct their studies.

Energy efficient initiative:

- **Solar panels generating** 11KBPS energy have been installed and this is wheeled to the grid

- Water conservation is achieved through **sensor-based water fouchets**.

Impact: These initiatives and activities demonstrate the commitment of the college to create a **green campus**. By combining environment-friendly practices, education, and community engagement, the college is fostering a culture of sustainability, equipping its learners with the knowledge and values needed to become responsible stewards of the environment. Through these efforts, the college strives to create a more sustainable and eco-friendly campus for the benefit of present and future generations.

By integrating green spaces, sustainable practices, and environmental education, **the college addresses SDG 15- Life** on land and have put forth our contribution to these global goals.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environmental audit
2. Energy audit
3. Clean and green campus recognitions/awards
4. Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

College Policy:

It is founded on the Right of Persons with Disabilities Act, 2016, a legislation that aims to ensure no discrimination in any form. The College firmly believes in promoting inclusivity especially with regards to disability. The primary objective is to create a comprehensive and inclusive teaching and learning environment where learners and employees who are differently abled are treated with respect and fairness. The college is dedicated to fostering an environment that facilitates the overall development of differently-abled learners. The college strives to improve its facilities, policies, and practices to meet the diverse needs of the differently-abled learners . The college faculty and staff members diligently adhere to these guidelines.

Physical infrastructure:

The college is designed to be differently abled-friendly, with a barrier-free environment that ensures that the campus is accommodating for the differently abled individuals. The college has installed **ramps** for easy access alongwith **lifts** for easy mobility. **Wheelchairs** are available in the campus to facilitate mobility of divyangjan. These infrastructural modifications enable individuals with mobility challenges to navigate the campus independently and without obstacles. A **dedicated washroom and restroom** has been facilitated. **Signage, display boards, and signposts**, are strategically placed throughout the college for easy navigation.

Admission:

Admission to various courses offered by the college have seats reserved for the differently-abled learners. The college makes concerted efforts to create opportunities for differently-abled learners to participate equally in **curricular, co-curricular, and extra-curricular activities**.

Library facilities:

The college is a life time member of M.P.Shah All India Talking book centre and has procured 6 titles as desired by the students.

To cater to learners with visual impairments, the institution has procured a **Braille embosser.** This device provides Braille versions of essential course materials, ensuring that visually impaired learners have equal access to educational resources.

Assistance for examinations:

MS Teams licences enabled with assistive technology were procured that proved beneficial for divyangjan learners to attempt examinations during the lockdown.

An additional time of 20 minutes for one-hour examination is granted during examination. For individuals who require additional support, the college provides human assistance, readers, scribes, and extra time during examinations. In the last five years, **317 students** have availed this facility.

By fostering an environment that empowers individuals with disabilities, we aim to create a truly inclusive educational experience for all members of our college community.

Divyangjan accessible website:

Digital accessible website ensures that no one is excluded from accessing important information and services. The website information is made available through **audio**.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

The College offers an opportunity for academic exploration and the all-around growth of learners from diverse backgrounds.

Communal Inclusivity-

- The College **celebrates national festivals** like Independence Day, Republic Day, and Maharashtra Day to inculcate nationalism and patriotism to the learners.

- National Constitution Day is celebrated every year to commemorate the **adoption of the Constitution of India.** The book on the subject is under display in the library. This exposes the learners to explore and gain more insight into our constitution.

- Various departments and student committees undertake **outreach activities** every year to express gratitude toward people who provide service to society like police officers, health sector employees etc.

- Student committees organize events on World Cancer Day, Women's Day, National Science Day, World Environment Day, etc., to **imbibe awareness amongst learners**. Every year, the Students' Council and Cultural Committee host a **variety of events** depicting communal inclusivity.

Linguistic inclusivity-

- The college is a **Gujarati minority institute** and admits learners of the linguistic minority as per the admission reservation policy.

- The college celebrates **days of regional languages**. Gujarati day is celebrated every year on 24th August. Discussions on Gujarati literature are held that popularizes the regional literature. The Institution celebrates Hindi Bhasha Diwas, on 14th September to promote the importance of the national language. The state language literature and culture is commemorated on 28th February as Marathi Divas. The college has a Marathi Wangamay Mandal that rejuvenates the state literature and culture.

- The **library has a collection of books** on various regional languages and it regularly organizes exhibitions of these books.

Cultural Inclusivity-

- The college conducts an Induction program for first year undergraduate and post graduate learners annually to familiarize them with the **college environment**.

- Learners regularly **participate in various cultural activities** like drama, street play, classical, folk, and western dance, elocution, debate, etc. The college organizes an Annual Talent Search to identify and groom talent. These learners then represent the college at various inter and intra collegiate events.

- The annual international **cultural festival-Kshitij** of the college, is one of the most sought-after festivals in the country. Even during the pandemic, Kshitij received international participation.

- Departments conduct **annual festivals** like Chemtrek, Sapatparni, Finanzza, RITE, Luminescence, Numero, Finanza, Animaux and the like. Various events organized at these festivals which range from academic to extra- and co-curricular activities lead to holistic development of learners.

Socio-economical inclusivity-

- The **Institutional Social Responsibility Committee** (ISRC) conducts various outreach activities for local and neighborhood community. BMC school learners are invited to the college to motivate them for higher studies. Activities as donation drives, to help underprivileged children, are regularly organized by **mithibai SOLACE** (a collaboration with TATA Memorial hospital) and **NGO bazar**.

- The college organizes **blood donation camps regularly and also conducts health camps** for learners and staff.

- To raise awareness of the importance of yoga, **International Yoga Day** is celebrated every year.

- The college conducts field visits, industrial visits, outreach activities, and social activities through which learners get **opportunities to interact with people from different sectors of society.**

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The college strives to provide a unique setting which ensures that every learner who graduates develops life skills and remains committed to the society.

Awareness through the curriculum-

- **Undergraduate programs through part of curricular teaching sensitiz**e the learners on the preservation of the ecosystem and environment. Learners are also sensitized to adopt green practices, conservation of natural resources, alternative sources of energy, and renewable energy.

- In the first two years of undergraduate programs, **a foundation course is mandatory**. The syllabi cover topics on Indian Constitution, human rights and duties, Environmental Science, Gender Equity Components, code of ethics, human values etc.

- Many undergraduate programs and all Postgraduate programs have a **course on Research methodology** with the objective of acquainting learners with ethics in research.
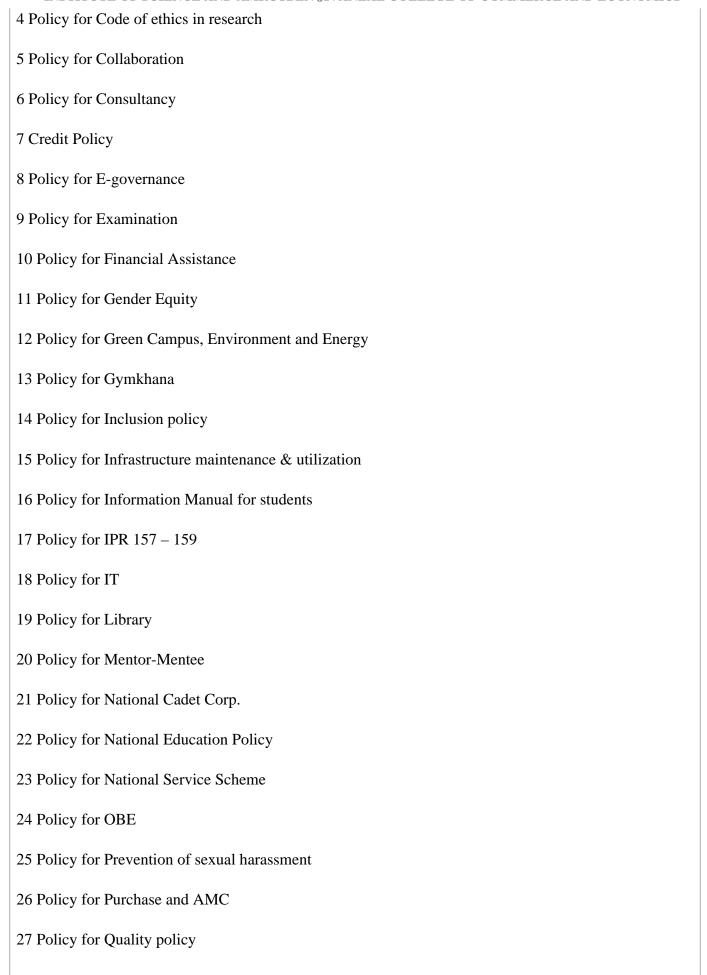
Awareness through activities-

- An induction program is organised for first year under graduate and post graduate learners to familiarize them to their **role as responsible stake holde**r of the college.

- Days of national significance as Independenceday, Republic day, Constitutional Day, are celebrated every year to **instill awareness of their constitutional rights and responsibilities.**

- **Women Development Cell (WDC) conducts various programs** to make female learners and woman staff members aware of their rights and spread the same to the society. Awareness programs of POSH are conducted regularly. Talks on hygiene are also conducted.

- Learners above 18, are assisted in **obtaining their voter ID registration**. Registration drives and orientation programs are conducted.

- **Activities are conducted under the aegis of Swacha Bharat Abhiyan, promoting the significance of health and hygiene**. Road safety awareness campaigns are conducted during Road Safety week every year, in association with the Mumbai Police. Other sensitization programs include, Quit tobacco campaigns, Pledge against drug abuse, Stem Cell and Organ Donation awareness etc.

- To sensitize citizens about precautionary measures during COVID-19 pandemic, programmes were organized where learners participated in activities for **spreading awareness among citizens on societal issues through videos and posters on social media.**

- Learners are **exposed to the values required for a good life,** their obligations, and responsibilities through the life-enriching experiences gained from people who have achieved success. Talks delivered by speakers in TEDx Mithibai, various departmental festivals, Alumni Association inspire the learners to achieve their life goals.

Information is dissemination through policies and manuals printed.

The college has compiled policy documents to sensitize the stake-holders about their rights and duties. It includes:

1 Policy for Admission

2 Policy for Code of conduct - Faculty

3 Policy for Code of conduct- students

4 Policy for Code of ethics in research

5 Policy for Collaboration

6 Policy for Consultancy

7 Credit Policy

8 Policy for E-governance

9 Policy for Examination

10 Policy for Financial Assistance

11 Policy for Gender Equity

12 Policy for Green Campus, Environment and Energy

13 Policy for Gymkhana

14 Policy for Inclusion policy

15 Policy for Infrastructure maintenance & utilization

16 Policy for Information Manual for students

17 Policy for IPR 157 – 159

18 Policy for IT

19 Policy for Library

20 Policy for Mentor-Mentee

21 Policy for National Cadet Corp.

22 Policy for National Education Policy

23 Policy for National Service Scheme

24 Policy for OBE

25 Policy for Prevention of sexual harassment

26 Policy for Purchase and AMC

27 Policy for Quality policy

28 Policy for Research Promotion

29 Policy for Reservation for Linguistic Minority

30 Policy for Resource Mobilization

31 Policy for Safety security

32 Policy for Scholarship

33 Policy for Student Grievance Redressal Policy

34 Policy for Zero Tolerance

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

PARIVARTAN: Technology-Enhanced Transparent Governance

Objective of the Practice

Transparent governance is integral to ensuring efficacy and efficiency in educational institutions. At Mithibai College, we leverage technology to enhance operational transparency and efficiency, thereby elevating the quality of education and overall educational experience. Our approach combines transparency, accountability, and accessibility, reinforcing stakeholder trust and the college's reputation while ensuring responsible and sustainable operations.

Context

Mithibai College, established in Mumbai over 62 years ago, comprises 22 departments across Arts, Science, and Commerce, with a strong emphasis on academic excellence, research, and community engagement. Transparency and accountability are fundamental to maintaining trust, ensuring quality, compliance with regulations, and enhancing operational efficiency in a changing educational landscape.

The Practice

1. Admission and Enrolment:

Admission policies are transparently published via Website, Emails, social media, SAP, and SMS. **Over 77,790 online applications processed, with 30,656 enrolments via the online portal**. **Robust query handling, addressing over 7,500 annual queries via email**, ensures fairness in the admission process.

2. Attendance Management

Attendance information accessible through the institute's website, admission documents, and announcements. **Utilization of a 100% SAP portal for attendance monitoring**, with **notifications for low attendance averaging 36,787 annually**. Fairness ensured through publicizing the final debarred list on various channels.

3. Examination and Assessment

Evaluation criteria, grading system, and results communicated via Website, Student Portal, and Email. Fully online evaluation system for written exams, ensuring consistency and fairness. **Over 3,000+ question papers generated using the Question Bank Management System, with digital assessment of 2,24,590 papers.**

4. Stakeholder Engagement

Feedback collection from various stakeholders including learners, teachers, parents, and alumni. Feedback informs necessary actions, enhancing transparency in decision-making. **A total of 158 feedback entries from teachers, 21 from non-teaching staff, 45 from employers, 562 from alumni, 469 from parents, and over 2,000 from students.** Grievance redressal mechanism promptly addresses stakeholder concerns.

5. Technology-Enabled Teaching and Learning

Utilization of 84 interactive smartboards, 2 multimedia labs, and over 1,400 hours of e-learning content. Platforms like **Google Classroom and MS Teams facilitate online assignments** and collaborative learning. **Hosting 125 virtual events and conferences** enriches learning with expert insights.

Data Analytics

Use of SAP, Power BI, and MS Excel for data collection, analysis, and interpretation. Personalization of learning experiences and identification of areas for improvement.

Evidence of Success:

The integration of transparent governance with technology at Mithibai College has resulted in:

- Enhanced stakeholder trust through transparent communication and open administration.
- Improved academic outcomes and adherence to regulatory standards in examinations and assessments.
- Increased operational efficiency and effectiveness across the institution.
- Enhanced institutional reputation and credibility.

Problems Encountered and Resources Required:

Challenges in implementing technology-enhanced transparent governance include:

- Providing training and support for technology use.
- Ensuring accessibility for all learners.
- Implementing robust data-security measures and privacy policies.
- Allocating financial resources for infrastructure and maintenance.
- Monitoring and evaluating the effectiveness of governance practices.
- Planning and budgeting for technology updates.

Adaptation of effective management strategies and financial planning is crucial to sustain and enhance the benefits of this best practice.

BEST PRACTICE 2

ARPAN: Community Engagement and Empowerment

Objective of the Practice

Our goal is to foster well-rounded student development by promoting empathy, social responsibility, and practical application of knowledge. We aim to empower underprivileged individuals, bridge gaps between online and offline education, raise vaccination awareness, and instil responsibility, compassion, and kindness in students, encouraging lifelong learning.

Context

At Mithibai College, we nurture balanced, sensitive, and tolerant individuals who seek to improve themselves and their communities. Our engagement initiatives reflect our founding values of kindness, inclusivity, and compassion. Our outreach activities develop empathy, social responsibility, and practical learning, embodying Mahatma Gandhi's philosophy of service to others.

The Practice

Our community engagement initiatives include diverse programs connecting students with the community and promoting social responsibility:

Joy of Giving Week

This annual event encourages selfless service and support for those in need. Launched in 2018, **it partners with 59 NGOs** and numerous donors. During the pandemic, students used digital platforms and food delivery apps to provide essential groceries and conducted online educational sessions for children.

NGO Bazaar

This event empowers underprivileged individuals, especially women and young girls, by providing a market to sell their products. It educates students about social sector challenges and opportunities. **With around 1,000 visitors annually, it has generated approximately ?4,13,845 in revenue over five years**, directly benefiting the participating NGOs. The event has expanded to attract NGOs from other states, becoming an inter-state event.

Free Covid-19 Testing and Vaccination Drive Health Awareness Project

This project provided testing and vaccinations for students and staff and conducted awareness campaigns emphasizing vaccination importance. Efforts were made to bridge online and offline education gaps, **with 151 tests conducted and 314 individuals vaccinated**.

Outreach Activities

These initiatives help students apply academic knowledge to real-world situations, promoting social responsibility and learning. Activities include awareness campaigns, paper-bag distribution drives, and creative science education for local municipal school students.

Evidence of Success

- Joy of Giving supported 59 NGOs and adapted to digital platforms during the pandemic, reinforcing our commitment to service.

- NGO Bazaar empowered underprivileged individuals, **generated approximately ?4,13,845 in revenue, and directly benefited 36 NGOs.**
- Free Covid-19 Vaccination Drive Health Awareness Project addressed pandemic challenges, ensured student and staff health and safety, partnered with the Municipal Corporation of Greater Mumbai for vaccination drives, and conducted awareness rallies and visits to health posts and schools.
- Outreach Activities connected students with the community, promoting social responsibility and practical learning, benefiting schools and the community.

Problems Encountered & Resources Required

Despite our success, we faced logistical challenges and resource limitations:

Joy of Giving: Logistical constraints during the pandemic; needs funding for online tools and food delivery logistics.

NGO Bazaar: Limited venue space, logistics, and marketing; requires bigger venues, better marketing, and financial aid for event expenses.

Vaccination Drive & Health Awareness Project: Needs more resources, including funding, transportation, vaccination supplies, and external collaboration.

Outreach Activities: Requires funding for educational materials, transportation, and creative science engagement; needs broader audience support and more school partnerships.

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:

Comprehensive Institutional Enrichment

Comprehensive Institutional Enrichment' encapsulates the overarching mission of our educational institution, where we strive to foster excellence, promote holistic development, and uphold social responsibility. Under this all-encompassing umbrella, we are dedicated to nurturing academic brilliance, facilitating the growth of well-rounded individuals, and fostering a sense of duty towards society. Our commitment to comprehensive institutional enrichment is a testament to our dedication in shaping not only the intellect but also the character and social conscience of our students, making them invaluable

contributors to their communities and the world at large.

In a rapidly evolving educational landscape, where institutions of learning constantly strive for uniqueness and distinctiveness, our college stands out as a beacon of academic brilliance and social responsibility. We have achieved this by focusing on four key pillars of institutional distinctiveness: Excellence in Academics, Holistic Development, Inculcating Entrepreneurship, and Institutional Social Responsibility (ISR). Each of these pillars is instrumental in shaping the identity of our institution and creating a nurturing environment for our students.

a. Excellence in Academics:

One of the cornerstones of our institutional distinctiveness is our unwavering commitment to academic excellence. Our college has embarked on a journey to redefine the standards of education. We have gone beyond the conventional approach of merely delivering content, instead opting to create an environment that nurtures critical thinking, innovation, and research.

Our curriculum is not static; it's a dynamic entity that adapts to the evolving needs of our students and the job market. We have consistently upgraded our content to ensure that our graduates are well-prepared for the challenges of the modern world. Furthermore, our faculty members are not just educators but mentors, guiding students to achieve their full potential. State-of-the-art infrastructure and cutting-edge ICT-enabled amenities support our students in their learning journey.

Moreover, we have redefined the evaluation process, emphasizing analytical reasoning and lateral thinking skills. This shift in focus encourages our students to think beyond the textbook, fostering a culture of innovation and research. Our students are not just passive receivers of knowledge; they are active participants in shaping their own educational experience.

b. Holistic Development:

At our college, we firmly believe that education should not be confined to the boundaries of the classroom. Holistic development is the essence of our approach to education. We understand that students need to be prepared for the global job market, which demands not only academic knowledge but also a diverse skill set.

Our institution provides a platform for students to discover and nurture their talents. We encourage them to transform their passions into professions. The strength of our cultural team is a testament to this approach, as they consistently participate in and win intercollegiate events, bringing laurels to our institution and reinforcing our commitment to holistic development.

The COVID-19 pandemic brought challenges, but it also offered opportunities. With the help of ICT tools, we adapted and continued to support our students' growth. Our annual college festival, Kshitij, transformed into a virtual platform, enabling participation from students across the country, and further showcasing our commitment to providing opportunities for learners.

Departmental activities also play a significant role in promoting all-round development. We offer a wide array of extracurricular and co-curricular activities that enhance skills and abilities beyond the academic realm. This holistic approach prepares our students for a well-rounded future, where they can confidently face challenges and excel in any endeavor they choose to pursue.

c. Inculcating Entrepreneurship:

The 21st century is characterized by rapid changes and evolving job markets. Our institution recognizes the importance of equipping our students with the skills necessary for not just seeking jobs but also creating them. Inculcating entrepreneurship is an essential part of our institutional distinctiveness.

We provide extensive guidance and support to our students in developing entrepreneurial skills. Through workshops and sessions, we help them ideate, understand financial aspects, and learn the art of pitching their ideas. Furthermore, we offer guidance for those who wish to initiate startups. By instilling an entrepreneurial spirit in our students, we enhance their employability and empower them to be job creators, contributing to the economic growth of our society.

d. Institutional Social Responsibility (ISR):

In an era where society faces numerous challenges, it is our responsibility as an educational institution to nurture compassionate and socially responsible citizens. We have a dedicated Institutional Social Responsibility (ISR) committee that plays a crucial role in this aspect.

The activities conducted under the ISR committee serve as a platform for our students to engage with society and develop sensitivity towards various social issues. Events such as 'Joy of Giving,' NGO Bazaar, visits to orphanages, Tata Memorial Hospital, and old age homes are organized regularly. Through these activities, our students actively contribute to the betterment of society, proving that they are not just academically competent but also empathetic and responsible citizens.

In conclusion, our institution's distinctiveness lies in its commitment to academic excellence, holistic development, entrepreneurship, and institutional social responsibility. We are not just an educational institution; we are a nurturing ground for future leaders, innovators, and compassionate individuals who will make a positive impact on society. Our continuous efforts to excel in these areas reflect our unwavering commitment to shaping a brighter future for our students and the world they will influence. With these pillars in place, we stand as a beacon of hope and opportunity in the world of education.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Mithibai College is at the vanguard of innovation and opportunity in education, with the ability to reshape the higher education environment and control growth of the country's future. This independence has empowered us to create and execute a curriculum that is in step with industry trends and worldwide advancements, while also being sensitive to the changing requirements of students. The college has created customized courses that cover recent trends and technology upgradations. By improving student achievement and happiness, this individualized approach creates a more enthusiastic and involved learning community.

Furthermore, the college is promoting an environment of intellectual curiosity and academic independence courtesy empowered autonomy. Faculty members are inspired to experiment with and pursue cutting-edge multidisciplinary projects, instructional strategies, and research without hindrance. This environment has stimulated a vibrant academic community where groundbreaking ideas flourish, leading to advancements in knowledge and practice. Students benefit from this atmosphere of exploration and creativity, gaining exposure to cutting-edge concepts and methodologies that prepare them for leadership roles in their chosen fields.

Another important benefit of autonomy is the capacity to form alliances with prominent figures in the field at various organizations. The college has developed strategic partnerships that improve education, offer practical experiences, and support research cooperation. These collaborations enhance the educational experience while also raising the college's profile and influence outside.

Empowered autonomous status has fostered a vibrant and adaptable learning environment. It has opened doors to creative thinking, scholastic success, and strategic expansion, which has resulted in a more significant and pertinent educational experience. With this flexibility, the college is significantly changing the global and educational scene in addition to influencing the future of its students.

Concluding Remarks :

Our college has gladly accepted the mantle of autonomy as we prepare to enter a new chapter in the history of education. We are dedicated to creating an atmosphere where creativity flourishes and excellence is the standard, given the freedom to choose our own path.

Assuming the responsibility of maintaining the highest academic standards while maintaining the freedom to customize our curriculum, we commit to building a community of learners who are not only ready to face the problems of the present but also to shape the world of the future. Together, we confidently set out on this trip, eager to leave our mark and add to the body of knowledge and advancement that is the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** Answer before DVV Verification : Answer After DVV Verification :67 Remark : DVV has made the changes as per shared HEI clarification.
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years** Answer before DVV Verification : 41 Answer after DVV Verification: 41 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 42 Answer after DVV Verification: 41 Remark : DVV has made the changes as per 1.3.3.1
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 2976 Answer after DVV Verification: 1875 Remark : DVV has made the changes as per considered only academic year teachers experience.
3.1.3	**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years** 3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 23 Answer after DVV Verification: 16 Remark : DVV has made the changes as per SSR.
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

	3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 241 Answer after DVV Verification: 69 Remark : DVV has made the changes as per shared clarification.
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** **3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 240 Answer after DVV Verification: 164 Remark : DVV has made the changes as per shared clarification.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** **3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
114	67	32	33	35 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
96	49	28	28	35	 Remark : DVV has excluded days and repeated activities.
4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** **4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
289.47	120.88	129.34	188.79	157.73	 Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1174.35	69.85	98.02	100.65	79.56

Remark : DVV has made the changes as per shared reports.

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	57	42	28	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	58	42	28	35

Remark : DVV has made the changes as per HEI clarification.

5.4.1	**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	748000	178000	205000	890589

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.90	7.48	1.78	2.05	0

Remark : DVV has made the changes as per HEI clarification.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
141	106	18	64	125

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
141	106	18	66	124

Remark : DVV has made the changes as per clarification.

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	2.15	125	0	249.68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96.85	2.15	102.65	0	120.56

Remark : DVV has made the changes as per shared clarification.

7.1.4

Water conservation facilities available in the Institution:

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions

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1.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 208 Answer after DVV Verification : 188
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
674.57	379.71	315.37	531.25	700.17

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
674.57	379.71	315.37	531.25	699.17