SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

R. K. TALREJA COLLEGE OF ARTS, SCIENCE AND COMMERCE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

R. K. Talreja College of Arts, Science & Commerce, Ulhasnagar-421003 was established in 1961 with the aim of imparting quality education to people of Ulhasnagar city (Literally meaning 'the city of joy'). Ulhasnagar city comes under Thane district of Maharashtra State and is located about 60 km away from Mumbai, the financial capital of the Country. The College is conducted by Seva Sadan's trust,established in 1950 by the visionary philanthropist Seth Parasram Parumal for serving the people of Ulhasnagar and especially the "Sindhis" who migrated here from Pakistan after the partition of India. The College at present is the oldest one in Thane district and caters to all sections of Society.

The College is permanently affiliated to the University of Mumbai under the category of linguistic minority. It is also included under section 2f and 12(B) of UGC Act 1956. The College at present has two campuses, the main campus from where it is governed is situated near Shivaji Chowk, Furniture Bazaar at Kalyan-Badlapur road. The College is multi-faculty (Arts, Science and Commerce) and offers a total 31 courses (19 UG; 09 PG and 03 PhD) leading to degree. All classrooms and laboratories are spacious and have adequate facilities to meet the requirements of teaching-learning processes. Most of the classrooms and laboratories have been provided with smartboards and internet connectivity. Faculty used the smart boards during routine teaching-learning and for blended learning. During Covid-19 lockdown period, teaching-learning was however done online from home using Google Meet and Google Classroom platforms. For this the teachers were trained by joint efforts taken by the Faculty Development Cell and Website and Technical Committee of the College.

Vision

R. K. Talreja College under the Seva Sadan's Management strived hard to inculcate moral values among the students, making them mentally strong, confident to face various challenges in life that was much prevalent in the society after the partition of the India.

The Vision Statement envisioned as follows to achieve their ideology.

"CHATRA: SANSKAREN SUJANA BHAVANTU"

Even today the vision statement apt for the current generation. The efforts taken during the last five years were much focused and in accordance with the Vision statements of the College. The students were empowered for overall development and the SANSKARAS was kept in the center assuming that SANSKARS" are necessary for the development of the moral and ethical characters of an individual human being and gaining it at an early stage of life could create a strong foundation.

Mission

The Mission Statement of R. K. Talreja College

“OUR MISSION IS TO EDUCATE, ENLIGHTEN AND EMPOWER STUDENTS IN GENERAL AND GIRLS IN PARTICULAR THERE BY DEVELOPING THEIR MENTAL, PHYSICAL AND EMOTIONAL DIMENSIONS IN ORDER TO CREATE BETTER CITIZENS AND SOCIETY. TO THIS END WE ENDEAVOR TO MOBILIZE THE AVAILABLE RESOURCES WHICH ARE NECESSARY FOR HIGHER EDUCATION AND ADD TO EXISTING ONE”

The management whole heartedly planned and set up institutions that could provide environment to achive UG and PG degree in Government aided fee structure so that the students become emplyoable after acquire of the degree. Within the campus, a college of education was also established so that as tudent graduating can also be graduate in aductaion, ready for the profession of teaching. This mission of the management has provided many teachers for schools and colleges arround us.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **The college is multi faculty and bilingual for subjects in arts faculty. At present the college offers a total 31 courses (UG:19, PG 9 and PhD 03) leading to a degree in various disciplines. Majority of the courses are aided and grantable. A total 06 full-fledged courses are being conducted under the self-finance scheme.**

2. **The college is the oldest one in the Thane District of Maharashtra State and is imparting quality education to all sections of the Ulhasnagar city from its inception in 1961. ‘SANSKAR’ is very much instrumental in all types of academic and administrative work.**

3. **Most of the teaching staff members have acquired PhD degrees. Rests are on the way to achieve this. Some of the teachers are the guides of Mumbai University and were/are guiding students for research leading to a PhD degree.**

4. **Several academic and administrative committees/cells were/are being constituted in order to strengthen the academic and administrative atmosphere of the college. These committees/cells worked for every stakeholder and conducted programs/events/group activities for overall development of the students.**

5. **NSS and NCC units of the college contributed significantly and worked for local society and local administration. For example**

1. **NSS volunteers helped Ulhasnagar Central Hospital and Ulhasnagar Municipal Corporation during the events organized by them.**

2. **NCC volunteers helped local traffic police and local administration during various festivals and**

conduct of pulse polio abhiyan.

6. Smartboards based teaching-learning process-Smartboards based teaching-learning processes have been started in the college. The teachers were skilled enough to handle these smartboards for effective delivery of knowledge to the students.

7. Library has very rich collection of text/reference books, online/offline journals, online databases for resource materials etc. Library has a separate section for students appearing for various competitive examinations. The aspirants who couldn't afford competitive books/materials availed the facility from this section of the library. Library also took initiatives and approached the people of nearby villages with the various reading materials. This initiative of the library was named as Mobile Library.

Institutional Weakness

Although our college is very old and reputed in terms of imparting quality education to all sections of the community, it has some weaknesses too. These included-

1. **Lack of clear cut Policy/Procedures/SOPs- Many of the units/sections of the college did have well written/devised Policy/Procedures/SOPs. Prevalence of oral not of written policies/procedures were more in these units.**
2. **Lack of sufficient number of research centers- Although most of the teachers were with the PhD degree and had ability to do independent research, research centers are very few in the college.**
3. **Lack of short-term career oriented need based courses for the students-Most of academic departments are spacious and well in physical and intellectual infrastructures and can run short-term career oriented need based courses for the students but we did not.**
4. **Lack of sufficient number of Linkages/Collaboration/MoUs with other institutions.**
5. **Lack of professionalism in daily academic and administrative activity. Teaching and non-teaching staff members were not skilled enough to handle the academic and administrative issues with a professional approach.**

Institutional Opportunity

The College can take the following measures to improve academia and to achieve excellence.

1. **can develop policy for providing consultancy in specific areas and revenue generation.**

2. **can work to promote research and establish research centers in maximum no of subjects. This will popularize the college on various platforms of local, national and international repute**

3. **can work towards having skilled based short-term courses in specific areas.**

4. **can work on the PPP model to enhance the academic atmosphere in the campus.**

5. **can use potential/expertise of teachers for prospective growth of institution .**

Institutional Challenge

The college faces certain challenges

1. **To maintain and retain the sanctioned strength of students in various programmes due to new colleges being established around the college and in the nearby areas**

2. **The college being an old institution, to compete with nearby colleges in terms of modern infrastructure.**

3. **With the existing area available for the institution and the stringent policy of municipality,delay in vertical growth of college infrastructure .**

4. **Lack of industrial contribution towards Research or sponsored programs ,though Ulhasnagar is an industrial center.**

5. **To influence local industry to give placement to students.**

6. **To establish an excellent center for extra curricular activities.**

7. **In the existing condition to convert present institution into university**

8. **No new appointment/replacement against superannuation/death of staff due to Government policy.**

9. **Lack of motivation among administrative staff to cope up with additional work pressure.**

10. **To create new courses and curriculum in the existing infrastructure.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College being multi faculty offered a total 31 courses (19 UG, 09 PG and 03 PhD) leading to the degree. Total 06 courses, 02 in Science faculty and 04 in Commerce faculty were of Self-financed. For these courses, the syllabus which was taught was framed by the affiliating university. Most of our teachers however were the members of the committees/bodies that were involved in syllabus framing. At all levels, the curriculum delivery was much planned and effective. The infrastructures (both physical and intellectual) assisted in effective curriculum delivery. The teaching aids, computers labs, LCD projectors, smart boards, etc. were all available and ensured the best teaching practices in the classrooms and laboratories. For the effective curriculum, different pedagogical tools like PPTs, Case Studies, Role Play, Group Discussion and discussion on contemporary issues to make the sessions more and more interactive & effective. The College invited experts and professionals from different areas to interact with faculty members and students. To bridge gaps in the curriculum, to acquire industry readiness and to enhance the knowledge of latest technology amongst the students; number of webinars, seminars, workshops, etc. are organized at the College. The College provided opportunities for better exposure to the students by conducting field trips, industrial visits, etc. There is a mechanism to obtain feedback from students and other stakeholders on curriculum.

Teaching-learning and Evaluation

The institution admitted students on the basis of rules & regulations of the State Government of Maharashtra. The efforts were put to address the needs of student diversity as slow learners, advanced learners and differently abled students. Most of the Department had adopted a flipped classroom learning strategy as Learning Management System (Google classroom) and a good reservoir of e-learning materials were made available to all the students. The excellent mentor-mentee system of the institute helped in addressing the academic issues of the student. Academic-Calendar and Teaching-plans were followed to a great extent. The experienced faculty put an effort to make a learning process enjoyable with use of different ICT based tools in teaching, giving practical knowledge by arranging study tours, guest lectures and also motivating students to participate in research activities. The College scored 4th Position at University Avishkar 20-21.

The College had introduced several reforms in the examination system in order to make a stress-free environment for students. Semester wise Examinations conducted at the end of the semester as per the University guidelines. The system is fool-proof and transparent. Results were declared within 40 days from the date of the last examination. The fully computerized examination section put all the examination related information displayed on the college website. Students provided feedback on all aspects of teaching-learning and corrective steps were followed wherever necessary.

Research, Innovations and Extension

The College had i) Research Development Cell for faculties ii) Undergraduate Research Cell for the students and iii) Entrepreneurship Cell in order to promote the research and innovation in the field. These Cells/Centers worked throughout the year and encouraged the faculties and students for transfer/exchange of research and technology knowledge with the others. Students were encouraged to come up with research topics of their interest and then the faculty members/ guides mentor them in their dissertation work. Students were also encouraged to publish joint research with faculty members. Students presented their papers at National and International conferences. Students of UG, PG and PhD programs were motivated to participate in the Avishkar Research Convention, designed by Department

of Students' Development, University of Mumbai. The registration fee and travel expenditures were borne by the College. In order to promote research activities, the College library provided facilities to researchers in terms of journals, reference books, online databases such as Sodhganga, N-List etc and Research room. The institution was also actively involved in extension/outreach activities to help the local villages. NSS and NCC units had contributed towards inculcating social responsibility, ethics, etc among the students by organizing Blood Donation Camp in campus every year, Awareness Programmes on AIDS, Disaster management, Voting right, Adult literacy, Plantation to make city green, Cleanliness drive, Women empowerment, Polio eradication drive, Relief funds for flood/drought/earthquake affected areas etc.

Infrastructure and Learning Resources

The college had two campuses (2 acre each) and accommodated a good number of classrooms and laboratories in order to facilitate teaching-learning processes. Maximum no. of classrooms and laboratories are ICT enabled. To supplement online teaching-learning, Zoom software was subscribed. G Suite was subscribed and provided to teachers in order to facilitate teaching-learning. The college hadthree seminar halls with ICT facilities for conducting various

programs. College library was fully automated with SOUL software version 2.0. The College Library was a big one in the Thane district and had a good number of text/reference books, journals, and online databases etc. The College has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc. The Gymkhana of the College is spacious with an area of 35,530.6 sq. meter and is well equipped for indoor games such as carrom, chess, and table tennis. There are a total of 256 computers in academic and administrative units. Of which 178 were available for academic use for the students. The students : computer ration was 25:1. All computers in Computer Lab 1 were upgraded with i7 processors. Additionally, Windows 10 was also installed in these computers as an operating system with 1 TB hard disk and 8 GB RAM to meet the present requirements.The bandwidth of internet connection was more that 50 MBPS. The policies and procedures for the maintaining and utilization of physical and academic support facilities including classrooms, auditorium, laboratories, computers libraries, gymkhana and sports grounds were in place and uploaded on the college website

Student Support and Progression

Every year a good number of students were benefited with the scholarships and freeships provided by the Government and the College. The percentage of benefits is about eight percent. The college had several initiatives towards capacity building and skill development/enhancements. These included i) Training to students for soft skills ii) Language and Communication skills iii) Life skills such as YOGA, Health and Hygiene and Physical fitness and iv) ICT/Computing Skills. The College had the provision of Guidance and Counseling to students for career building and life related problems. Percentage of students benefited by guidance for competitive examinations and career counseling is about 32.20 percent. Student Grievance Cell (SGC) was in place and resolved the grievances when received from the students. Although our College is non-professional, the Placement Cell took much effort in conducting interviews for the placement of cells. The average percentage of placement of outgoing students and students progressing to higher education during the last five years is about 17.69. The students were encouraged for qualifying state/national/ international level examinations during the last five years. The success rate is about one hundred percent. The students were also encouraged to participate in

games/sports/cultural activities conducted at various level. The success rate in terms of getting awards/medals is about 29.6percent. The College had a registered Alumni Association. Alumni members contributed significantly towards organizing activities for the betterment of students.

Governance, Leadership and Management

The College Management was committed to justify the objectives envisaged in the Vision and Mission statements through creating, executing and disseminating the knowledge in the areas of Arts, Commerce and Science. The College made every effort to realize its mission of developing competent human resources through quality education, by creating innovative educational environments and promoting creativity to develop skilled human resources. The College Management was very supportive and provided opportunity to every stakeholder to work in college systems. To achieve this the College Administration formed various Committees/Cells/ Clubs/Associations every academic year to create an academic and administrative atmosphere in the college. Technology mediated work in i) Administration ii) Finance and Accounts ii) Student Admission and Support and iv) Examination was initiated in the year 2018. The College with the IQAC institutionalized the submission of a duly filled Self Appraisal Report (SAR) at the end of every academic year by the teachers. The college havelaunsed several schemes for welfare of the teaching and non-teaching staff members. For professional development of teachers, the college provided administrative and financial support to teachers. The college also encouraged teachers to enhance their professional skills by attending professional Developments Programmes (FDPs) organized by UGC-HRDC and/or any other similar bodies. The College had well established mechanisms for optimal utilization of funds and human resources. IQAC of the College had taken several initiatives towards establishing quality benchmarks in the last five years.

Institutional Values and Best Practices

This criteria mainly aimed to check the approach and efforts taken by college to imbibe ethics, sensitivity and responsibility among students at college level as students and as a human being at society level. Innovative ideas and best practices practicesd and followed by college makes students aware and sensitize them towards various current status of the society.As the college was established to impart education to girls only, the college approach towards gender equity is clearly visible. To promote gender equity in the functioning of various sections of the college, several programs on gender equity were organized in the last five years.Blood donation camps, old age home visits,donation drive camps are the key steps of initializing social activities and concern for people in general . Various job fairs and Interviews help students to face the glimpse of life after college. Short term courses give students an opportunity to learn the latest courses which help them in future to get the jobs. Bio gas plant, vermicompost ,e-waste management, rain water harvesting,solar panels makes students understand the practical approach of the subject. NSS and NCC activities made students learn and think out of the box solutions to situations and problems. These activities make them sensitive towards society and creates a loving, caring and helpful atmosphere at college level.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R. K. TALREJA COLLEGE OF ARTS, SCIENCE AND COMMERCE
Address	Chatrapati Shivaji Maharaj Chowk, Kalyan Ambernath Raod, Ulhasnagar District Thane,
City	Ulhasnagar
State	Maharashtra
Pin	421003
Website	www.ssrkt.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Geetha S. Menon	0251-2730297	9821347020	0251-2701079	principal@ssrkt.edu.in
IQAC / CIQA coordinator	Ajai Kumar Singh	-	9545828532	-	iqac@ssrkt.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority status .pdf
If Yes, Specify minority status	
Religious	
Linguistic	Lingustic
Any Other	

Establishment Details	
Date of establishment of the college	01-06-1961

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

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	14-11-2014	View Document
12B of UGC	14-11-2014	View Document

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

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

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1665395664.pdf
If yes, has the College applied for availing the autonomous status?	No

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	Chatrapati Shivaji Maharaj Chowk, Kalyan Ambernath Raod, Ulhasnagar District Thane,	Urban	4	1579.35

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	BMS,Commerce	36	Intermediate	English,Hindi,Marathi	60	59
UG	BCom,Commerce	36	Intermediate	English,Hindi,Marathi	60	60
UG	BCom,Commerce	36	Intermediate	English,Hindi,Marathi	60	32
UG	BCom,Commerce	36	Intermediate	English,Hindi,Marathi	720	701
UG	BCom,Commerce	36	Intermediate	English,Hindi,Marathi	60	50
UG	BA,Arts	36	Intermediate	Marathi	30	3
UG	BA,Arts	36	Intermediate	English,Hindi,Marathi	30	17
UG	BA,Arts	36	Intermediate	English,Hindi,Marathi	30	13
UG	BA,Arts	36	Intermediate	English,Hindi,Marathi	60	38
UG	BA,Arts	36	Intermediate	Sindhi	30	2
UG	BA,Arts	36	Intermediate	Hindi	30	17
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	60	35
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	15	10
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	15	2
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	60	57
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	15	9
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	15	10

UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	15	4
UG	BSc,Science	36	Intermediate	English,Hindi,Marathi	40	27
PG	MCom,Commerce	24	Graduation	English,Hindi,Marathi	120	109
PG	MA,Arts	24	Graduation	Marathi	120	5
PG	MA,Arts	24	Graduation	Hindi	120	11
PG	MA,Arts	24	Graduation	English,Hindi,Marathi	120	34
PG	MA,Arts	24	Graduation	English,Hindi,Marathi	120	12
PG	MA,Arts	24	Graduation	English,Hindi,Marathi	120	8
PG	MSc,Science	24	Graduation	English,Hindi,Marathi	10	10
PG	MSc,Science	24	Graduation	English,Hindi,Marathi	10	10
PG	MSc,Science	24	Graduation	English,Hindi,Marathi	10	7
Doctoral (Ph.D)	PhD or DPhil,Arts	36	Post Graduation	Hindi	8	3
Doctoral (Ph.D)	PhD or DPhil,Science	36	Post Graduation	English	8	4
Doctoral (Ph.D)	PhD or DPhil,Science	36	Post Graduation	English	10	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				86
Recruited	0	0	0	0	0	0	0	0	31	42	0	73
Yet to Recruit				0				0				13
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				122
Recruited	57	19	0	76
Yet to Recruit				46
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	3	9	0	5	5	0	23
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	9	4	0	11	12	0	36
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	11	0	13
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**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2227	0	0	0	2227
	Female	1874	0	0	0	1874
	Others	0	0	0	0	0
PG	Male	88	0	0	0	88
	Female	267	0	0	0	267
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

NAAC

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	270	235	213	259
	Female	247	246	269	302
	Others	0	0	0	0
ST	Male	34	14	17	16
	Female	26	21	26	46
	Others	0	0	0	0
OBC	Male	157	124	122	125
	Female	164	178	200	196
	Others	0	0	0	0
General	Male	1854	1387	1099	1221
	Female	1704	1468	1237	1365
	Others	0	0	0	0
Others	Male	0	246	426	387
	Female	0	169	376	290
	Others	0	0	0	0
Total		4456	4088	3985	4207

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College is permanently affiliated to the University of Mumbai and all aforesaid programs are CBCGS (choice based credit and grading system) based and are being run as per the provisions made by the affiliated university. Some of the Departments offer courses/subjects to the students of other Departments. Botany department for instance offers Horticulture as an applied component to third year BSc students of Zoology. Commerce students also study environmental science as one of the major subjects. Departments and Committees/Cells of the college often have a multidisciplinary/interdisciplinary approach whenever they organize programs/events/ group

	activity for the students.
2. Academic bank of credits (ABC):	College will follow the ABC rules and regulations whenever it will be adopted by the affiliating university.
3. Skill development:	The skill development/enhancement programs are organized by the Departments and various Committees/Cells of the College. The Student's Placement cell of the College for instance conducts many skills based programs for all Arts, Science and Commerce students during the year with an aim to groom students employable. In order to make the skill programs more effective, the placement cell also invites experts from the industries and arrange hands-on training for the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College through Marathi Vangmay Mandal, Hindi Sahitya Association, Sindhi Association and English Literary Association promotes the languages and culture among the students. Many Departments arrange visits to popular places/monuments in order to strengthen the experiential learning among the students.
5. Focus on Outcome based education (OBE):	The College is ready to adopt outcome based education as per the National Education Policy, 2020 whenever the same is implemented by the affiliated university.
6. Distance education/online education:	The College, in capacity of expertise and resources available, is planning to have vocational courses for all Arts, Science and Commerce students. In addition an initiative has also been taken to start need based, career oriented and value based short term courses in order to enhance the knowledge and skills of the students of conventional courses. The courses will be framed under purview of UGC and NEP 2020 and will be conducted through both offline and online modes.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	33	33	32

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
31	31	31	31	30

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4456	4088	3985	4207	4820

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1890	1890	1890	1890	1890

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1298	1263	1171	1443	1480

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	71	79	83	71

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	82	82	91

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 61

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
256.92	319.45	240.159	236.33	280.19

4.3

Number of Computers

Response: 261

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college being affiliated to University of Mumbai followed a predetermined syllabi set by the parent University for all UG and PG courses. At the beginning of each academic year, the Head of the respective Departments in the College distributed syllabi amongst teaching faculties on the basis of their expertise, interest and experience. Several faculty members were actively involved in syllabus framing, restructuring, or up-gradation either as the member of Board of Studies or in individual capacity as assigned by the Board of Studies/ University. For making the classroom teaching and learning more effective, interactive and interesting the curriculum was delivered using modern teaching-learning tools like use of Smart boards, Projectors, PowerPoint Presentations, Videos, Animations, etc in addition to the use of traditional teaching pedagogy methods. The faculty members also used teaching aids like Charts, Maps, Models and Specimens, wherever applicable, for easy demonstration of experiments / practicals. Also for impressive and efficacious delivery of the curriculum, the mechanisms like Seminar, Group discussion, Quizzes, Debates, Poster making, etc. were used. Moreover, the teachers' self-developed study materials, Hand-outs, Notes and Question banks were also provided directly in the classrooms and through electronic media platforms like e-mails, WhatsApp and Google classrooms. Several Departments of the College organized Industrial visits, Field- Study visits, and visits to the popular places, Historical places and monuments to strengthen the knowledge about existing syllabus and to extend the teaching facilities beyond the classrooms. The Department of Zoology, Botany, Microbiology, for example, conducted a number of Field-Study/ Institution visits and excursions in the last five years. All the visits were very much planned and in accordance with the requirements of the syllabus of the University. Some Departments, especially the Science Departments develop their own mechanism for effective implementation of the practical syllabi. The teachers concerned ensured that the list of requirements for the practicals is shared with the Laboratory assistant well in advance so that the specimens and chemical-reagents are ready for smooth conduct of regular practicals. The Laboratory attendant distributed all the requirements to teacher and students at the time of conduct of practicals.

The faculty members were allowed to participate in professional development courses including workshops, seminars, meetings, orientation courses, refresher courses, short term courses, content writing, teaching-learning methodologies, MOOCs, etc. to upgrade and enrich the knowledge and expertise, and to make curriculum delivery more powerful. During the outbreak of COVID 19 and subsequent lockdowns declared from time to time by the Government, a new adaptive curriculum delivery methodology was developed and brought into practice as per the directions received from the University, which involved the use of online platforms like Google Meet, Classrooms, Jamboards, WhatsApp etc. Syllabus was supplemented with curricular and co-curricular activities including webinars and workshops organized and conducted online by various departments.Besides many Faculties engage in mentoring and monitoring students involved in research projects as part of their

PG project/dissertation work. Both subject related guidance provided through practical and counselling for those who need to set up small-scale projects.

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

Response:

The College prepared its academic calendar, adhering to the arrangements of Terms released by the University of Mumbai. Master timetable and Department timetables were then prepared by all Head of the departments in consultation with the IQAC. Academic calendar including tentative dates of total number of working days and holidays, dates for the flagship programs, commencement of academic year and commencement of both regular and ATKT examinations, winter and summer breaks were made available to all stakeholders through the College Website, and by displaying on prominent locations in the campus and on notice boards. For easing the accessibility of the information to all stakeholders, the exam related notices and exam-schedules were also uploaded on the College website. All the Internal examinations and submission of Assignments/ Projects were planned according to the academic calendar. The college had a defined committee for the conduct of examinations that constituted both the teaching and non-teaching staff members.The examination committee under the purview of academic calendar planned for the internal examinations and disseminated exam related notices to various departments and academic units.

Scheduling the Assignments, Projects, Practical examinations components under the internal score were managed by the Departments in coordination with the Examination Committee. Continuous evaluation and assessments of both theory and practical are achieved through Assignments, Laboratory courses, Project work, viva, etc. All administrative and academic Committees adhered to the academic calendar while planning the activities. At the time of any change or modification in the academic calendar by the university, the college soon incorporated the necessary changes accordingly. The prospectus with all details including courses, departments, teachers, fee structure, scholarship, free-ship, etc. was made available on the College website. The College conducted curriculum feedback every year from different stakeholders like students, parents, teachers, alumni to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences.

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 90.32

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

Response: 28

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

File Description	Document
List of Add on /Certificate programs	View Document

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

As the college is affiliated to University of Mumbai, it followed the prescribed syllabus. The recent syllabus included several cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability. Besides the College through its various Committees/Cells, Departments also conducted programs/events/group activities through the academic year on these issues. The College believed in rigorous implementation of professional ethics. All students were made aware of Intellectual Property Rights through multiple webinars. Students of final year programs like Microbiology, Zoology, Economics, and first year Commerce UG program, studied Environmental science and sustainability. Final year UG students of Zoology studied Wildlife, its management and conservation. First year commerce undergraduates learn Business Communication, Business Ethics, and Corporate Social Responsibility as a part of their syllabus. Students of political science, languages, and foundation courses learn Gender, public awareness, and human values. The college organized several events under the banner of Swachata Abhiyan to inculcate with the importance of environment amongst the students. Several days of National and International importance like Minority Right Day, Rashtriya Ekta Divas, World No Tobacco Day, etc were celebrated in the College to help in sensitizing the students about all the above-mentioned important issues required for preparing them to be responsible citizens of the country. N.S.S. promoted conservation of the environment through tree plantation and other sustainable developmental activities. N.S.S. conducted several activities in and around Ulhasnagar city as well as in Karawale village during the special camps. In these camps, N.S.S. organized various environment related programs including tree plantation, village cleanliness, plastic free drive, etc. National commemorative days like Independence Day and Republic Day were celebrated every year in the College, which served as a platform to enliven patriotic and moral values.

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

Response: 21.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	08	08	09	02

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 14.05

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

Response: 626

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

1.4 Feedback System

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

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

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

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 62.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
4449	4101	4013	4510	4810

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

2020-21	2019-20	2018-19	2017-18	2016-17
6990	6990	6990	6990	6990

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 75.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
1043	985	991	1914	2167

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Response:

Apart from having the summative approach of assessment, the college also evolved several mechanisms to assess the learning levels of the students. These included-

1. **Conduct of regular internal tests on units taught.**
2. **Allocating assignments on the topics and subtopics**
3. **Group discussion**
4. **Quiz**
5. **Essay writing**
6. **PPT/Poster making**
7. **Concept based Rangoli making**
8. **Activities/group activities.**

Using above listed assessing tools, the learned were identified as slow, medium and advanced and accordingly they were assigned the tasks to finish. The following strategies were adopted to enhance the learning skills of slow and medium level students.

1. **Learners were provided with simple and lucid notes/handouts on topic and subtopics taught by the teachers**
2. **They were suggested with a list of textbooks adhering to a simplified way of explanation.**
3. **Learners were provided with a question bank developed by the subject teacher.**
4. **The scholastically weaker students were given special guidance, explanation of topics possibly in vernacular language through extra lectures, and repetition of practicals especially in science subjects.**
5. **Various Strategies were implemented and followed to enhance performance of slow learners and academically weak students that included periodic counselling and guidance, discussion of the previous examination question papers and revision and remedial lectures organized at the departmental level for slow learners if necessary.**

The advanced learners were guided and motivated to participate and lead the co-curricular and extra-curricular activities including research, writing and presenting research articles. Advanced learners were also encouraged to use different open access e-resources and advised to enrol for career oriented add on courses, knowledge based Swayam courses organized by NEPTEL. Specific books and reference materials were suggested to acquire more knowledge,

Advanced learners were shortlisted with innovative projects/ideas and selected for participation in the University Research convention titled Avishkar. In 2020-21, a total 25 project proposals were submitted by UG, PG and PHD students. Of these total 08 project proposals were shortlisted for final presentation and evaluation. Finally, a total of 03 project proposals were selected for one first and two second prizes.

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

Response: 68:1

2.3 Teaching- Learning Process

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

Response:

Interactive, participatory and group discussion strategies were followed during teaching in the classroom. The learning plans were based on experiential and practical teaching in addition to the classroom teaching. In order to make classroom teaching more effective and viable, students were encouraged for experiential learning through visits to Institutions, Industries, Popular places, Historical places and monuments and by conducting various programs/events/ activity on subject concepts. Teaching tools /aids like the Charts and models are used in science laboratories and classes that enable the students to understand the concept and ensure better understanding of the concerned topics. Students were also encouraged to write literary Articles, Poems, Essays, and reports for the College Magazine in the language of their choice (English,Hindi,Marathi & Sindhi)

Science students were exposed to practical training in laboratories and practical learning was also imparted by arranging study tours to various industries, research institutes, natural sites, nature parks and sanctuaries. All PG students were also involved in project work. The students were driven to refer to the study material in the Library and download relevant material from the internet, so as to answer the assignment questions as a part of the syllabus.Learning process was made student-centric by continuous encouragement from the teachers for active participation in seminars/workshops/conferences on the current topics. Students from language departments were motivated to make presentations with regard to Communication Skills. All the students were encouraged to take up small projects under the guidance of the teachers at department level to further present research work at conferences, seminars and research meet.The students were also motivated to write the literature review and research papers in various research journals. Learning levels of the students were assessed through the internal interactive, participatory and group discussion.

Special effort had been made to reach out to differently abled students. The teachers motivate and pay special attention to the studies of such students. As per university examination rules, extra time and a writer facility were provided to the students who were differently abled. Special seating arrangements were made for such students at ground floor.

To enhance the understanding between the knowledge gained through curriculum and its application in daily life situations, students of Commerce were advised to keep track of current changes at stock market proceedings; time to time developments in finance and economic sectors of the country; declaration of assets, liabilities and profit by the companies; income tax and business law changes, etc. from newspapers, business magazines and internet.

Science students were suggested to collect interesting science news items from newspapers or any other periodicals and journals and were encouraged to participate in subject related activities organized at college and University levels.

Merit certificates, prizes, cash awards and appreciation certificates were given to the toppers in the university examinations. Programmes based on development of Numerical ability skill, vocabulary skills, resume writing and mock interviews on various topics; guest lectures by the experts etc. were organized by the concerned Department and the Placement and Career Guidance Cell of the college periodically.

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

Response:

All the teachers have adapted to ICT teaching pedagogy. There were about 15 ICT ready classrooms with smartboards. During the Covid – 19 Lockdown, almost all teachers had to follow ICT for online teaching in order to deliver lectures and complete the syllabi. Different online teaching tools like Google meet for live streaming of classes (Theory and Practicals), Google slides for making lectures presentations, Google classroom platform for creation, distribution, and grading assignments in a paperless way, sharing reference books and study material, Google forms for conducting online tests, quizzes etc were used routinely. ICT tools like Google Jam board, Mentimeter have been tried for making online learning more interactive with fun-filled activities to ensure maximum participation of the students. The flipped classroom learning strategy was used by sharing videos, animations as well as reference material in advance to make the classroom teaching and learning more effective and interactive. All the online teaching attendance of the students was recorded by Google meet attendance app. During the lockdown period, dedicated Google classrooms and class-wise WhatAapp group were used for communication to solve one to one basis student's problem. Teachers shared compiled study notes, question banks, assignments etc. via WhatsApp groups, e-mail, photocopies. At the department level, several teaching materials and model question papers, question banks were made available to the students.

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

Response: 223:1

2.3.3.1 Number of mentors

Response: 20

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

2.4 Teacher Profile and Quality

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

Response: 88.53

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document

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

Response: 27.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	23	22	19	17

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

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

Response: 17.47

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

Response: 1153

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

2.5 Evaluation Process and Reforms

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

Response:

The College at its level conducted all internal examinations and assessments including the assessment of Assignments, Student seminars, Project works wherever applicable. To conduct all internal examinations and evaluation smoothly, the College devised its own policy and constituted a full-fledged Examination Committee (EC) in order to complete the various tasks. EC was entrusted with all kinds of works such as making of exam-time table, issue of Hall tickets to students, allotment of duties to teachers, conduct of internal examinations, evaluations upto results declaration. Further, to maintain confidentiality and transparency, EC was revised/reshuffled every year and the new members appointed were trained as per the need. After smooth conduct of all internal examinations, EC allocated the task of evaluation to teachers. Before COVID-19, all evaluations were offline and the teachers were asked to complete the assessment process in the college premises only and within the stipulated time. On daily basis, the teachers were asked to submit the answer scripts (Assessed and Non-assessed) to the EC members. The College had holistic approach towards assessment of the learners at both UG and PG levels through conduct of programs as follows-

- **The case studies**
- **Poster making**
- **Book review/article review**
- **Dissertations**
- **Online/Offline Quizzes**
- **Writing of reports**
- **Group discussion**

- **Essay writing**
- **Objective tests**
- **Concept based rangoli**
- **Class tests**
- **Activity bases test**
- **Co-Curricular activities**
- **Journal writing**
- **Class, home and field assignments**
- **Poster making and poster presentation**
- **PPT making and PPT presentation**
- **Conduct of seminars**
- **Rapid fire questions**
- **Role play**
- **Debates**
- **Field based report writing**

In the academic year 2020-21due to the COVID 19 lockdown, all internal examinations and assessments were done via online platforms preferably through the Google classrooms, Google forms and Ruh Robotics, a vendor that provided software platforms "Exam for Winners". Teachers used Google forms and Google classrooms for assessing the projects, assignments, and internal tests. Some of the projects were assessed in the form of the seminars conducted online using Google meet platform. For midterm and year end internal examinations Ruh Robotics, software specially designed and developed for the purpose was used. To make the online assessment transparent and robust, multiple choice question papers (MCQ) with answer keys were provided to satisfy the need of the system for uniform and easy assessment. With respect to large students and the reeling pressure on the exam committee, it was decided to empower the exam committee by assigning the mentor role to the teacher to address all issues related to the exam. Examination Committee members were also trained for solving the technical difficulties and to have an observation on students appearing for online examinations. To achieve the same, an exam desk board was created with live data monitoring system software, available online through login. All semester examinations were held successfully. The assessment was robust, fully automatic and software based, and results

were declared accordingly.

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

Response:

The Examination Committee (EC) was the main body that dealt with all internal examinations related grievances and provided solutions to students in time. During the offline examinations, no major grievances were received in the last five years. All the grievances received were mainly related to non receipt of Hall tickets and nonpayment / delayed payment of examination fees, which were sorted out immediately by the EC and the supportive College administration. Though few exams related grievances were connected with student attendance, especially among the Science students due to the shortage of attendance in the practicals to less than 50% and the subsequent inability of the students to appear for the examinations. The same was reviewed and the student's with attendance shortage were motivated to attend revision classes. All science departments took efforts in this direction and arranged revision practicals for students who had missed practicals because of absence. Dedicated class wise WhatsApp groups and google Classrooms were used to share information related to conduct of revision practicals with the students.

Issues raised by students who had missed any College examination on medical grounds or due to some genuine reason and those students caught with malpractices during examination were addressed by the College grievance redressal system. The not satisfied cases of the students were taken to the Principal in person and were settled amicably.

In 2020-21, a separate policy was made in order to handle the grievances received from the students related to online examination. All the grievances received whether related to pre-examination, during examination and post examination were resolved on one to one basis by examination committee members and online examination handling software company officials through a Google meet. Also cases like auto submission issue, internet issue, electricity issue and sync issue (sync issue occurred when the paper was submitted but marks were not reflecting) were dealt with smoothly.. In "post examination" type, the grievances were mainly related to marks. To resolve these grievances in a live environment dedicated faculty wise virtual meeting rooms were opened where along with exam committee exam software personnel were handling their grievances. Because of our effort towards providing transparent and time-bound solutions to these grievances, total absence of students in all internal examinations was minimal, less than 1-2%.

2.6 Student Performance and Learning Outcomes

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

Response:

Programme and course outcomes for various courses/programmes were already at place and posted

on the official website of the college. Programme and course outcomes were communicated to teachers and students by referring to the College website. The soft copy (pdf) of syllabi were also distributed to the teachers and students by all the heads of the departments concerned. The individual teachers in his/her capacity were told to discuss the programme and course outcomes in detail with students in opening sessions of regular lectures for all classes.

File Description	Document
Past link for Additional information	View Document

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

Response:

For attainment of programme and course outcomes, the departments had been asked to guide or help and to track their students in terms of

1. **getting admission to higher classes**
2. **in cracking competitive examinations/test**
3. **in getting placements in the subject and**
4. **Self-employability in the subject studied.**

In order to have the same; the departments approached the passéd out students through social media platforms especially Facebook,Whatsapp and emails. The Departments created Whtasapp group for every Undergraduate (FY, SY and TY) and Postgraduate (Part I & Part II) class. of each academic year. The students were asked to post any updates if they (students) have in their academic career in the Whatsapp group. The students who cleared the competitive examination/test, got the opportunity to study/work abroad were recorded and appreciated for the achievement(s).

2.6.3 Average pass percentage of Students during last five years

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
1299	754	906	1145	1175

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

2020-21	2019-20	2018-19	2017-18	2016-17
1347	1108	1180	1443	1480

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 13.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.4	0.24	3.3	8.91

File Description	Document
List of endowments / projects with details of grants	View Document

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

Response: 13.64

3.1.2.1 **Number of teachers recognized as research guides**

Response: 09

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 8.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	03	02	02	01

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The College had set up various committees to create an ecosystem to instill creativity and develop confidence among the students of all faculties especially to promote research and innovations. Research Development Cell (RDC) was constituted with the aim to develop and promote research culture among the teachers. Undergraduate Research Cell (URC) is dedicated for the students, Entrepreneurship Cell, Innovation and Incubation Centers work throughout the year and encourage the faculties and students for exchange of research and technology knowledge with the others. The RDC encouraged teachers to attend conferences, seminars and workshops and to enhance their subject knowledge and skills of writing and publishing research papers in journals of National and International repute. Teachers were guided and promoted to apply for research grants to support research. In the past five years teachers have published more than 164 research papers in Peer reviewed/UGC notified journals, 68 books/Book chapters at State, National and International level publishers. The Undergraduate Research Cell catered to upgrade students, organizes seminars, webinars and workshops to develop skills of literature review, survey-based research and presentation of research work. The students of both UG and PG programs were motivated, guided and mentored by faculty members enabling them to participate in the University Intercollegiate Research Convention "Avishkar" 2020-21&2021-22 and won prizes. Students participated in conferences and symposia to present posters and papers. Faculties of PG departments guide students for research projects towards partial fulfillment of syllabus as per the Mumbai University Guidelines. Few teachers who are recognized as research guides have registered students as.Ph.D. Scholars. The College has facilities to support the growth of research like a library with research journals, laboratories with computers enabled with good internet connectivity. The library was well equipped with the INFLIBNET program and BCL for easy access to various research journals with multilingual search options. College faculty took initiatives to organize various study visits to research institutes or laboratories for students to make them familiar with different aspects of research. Post graduate students and staff attended the open day organized by ACTREK to get acquainted with the advanced research happening related to cancer.

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

Response: 4

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

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

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

3.3 Research Publications and Awards

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

Response: 0.78

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

Response: 07

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

Response: 09

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

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

Response: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	11	19	31	05

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

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

Response: 1.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	19	27	31	13

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

3.4 Extension Activities

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

Response:

The College through its various academic and administrative units conducted several extension activities in order to sensitize students towards the social issues and for their holistic development. National Service Scheme (NSS) which falls under the Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports organized several activities and programs to develop the personality of student volunteers, to sensitize and inculcate holistic development through different community services like blood donation drive, polio vaccination drive, tree plantation drive, etc. Rastriya Ekta Divas, Minority Right Day, AIDS awareness Day, etc. were celebrated as an opportunity to reaffirm the inherent strength and resilience of our nation to withstand the actual and potential threats to the unity, integrity and security of our country. Essay writing competitions on "Socio-economic issues", Story writing competitions on "Mental illness" were organized to sensitize the students towards social, economical and health related issues. A talk was organized by the Economics department and NSS unit on the occasion of International women's day "Economic to highlight aspects of women Empowerment". Anti-plastic awareness rally and street play was organized by NSS volunteers in 2019 to encourage people to minimize the use of plastic which causes

harm to nature. Several webinars on entrepreneurship skills, job opportunities, and financial services were organized for holistic development.

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

Response: 0

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

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

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 219

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	41	35	69	25

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 77.15

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2315	3273	4410	4145	2147

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College was/is functional at two well-maintained campuses of two acres each. In both campuses the College had an adequate number of spacious Classrooms and Laboratories to meet the requirements of teaching-learning processes. In the academic year 2016-17, a total of 40 classrooms were available for teaching- learning processes. Realizing the need for more Classrooms in the campus, the College converted some of the rooms of the Gymkhana building and the Staff Quarters in the administrative building into classrooms. At present there were a total 58 Classrooms together in both the premises of the College. All Classrooms had proper seating arrangement, adequate no. of LED tube lights and fans, white boards/black boards, and CCTV camera. Some of the Classrooms were/are of larger capacity accommodating around 120 students at a time. Maximum no. of Classrooms was ICT enabled.

During the COVID 19 Pandemic,the teachers subscribed to Zoom software to supplement online teaching-learning, and G Suite was provided to teachers to facilitate teaching -learning processes. The College had three seminar halls with ICT facilities for conducting various programs/events. Each and every Science Department had a sufficient number of Laboratories for experiential learning. Supportive equipment such as Scanners, Printers, Laptops, different softwares was also available for the computer Science and IT laboratories in the campus.

All computers in Computer Lab 1 were upgraded with i7 processors. Additionally, Windows 11 was also installed in these computers as an operating system with 1 TB hard disk and 8 GB RAM to meet the present demand of courses and the students. Further, Computer Lab 1 was also equipped with Raspberry Pi kits to perform IOT practical.

Computer Lab 2 was upgraded with i7-4th generation processors, Windows 11 as an operating system, one TB hard disk and 8 GB RAM. Wi- Fi connections were provided in the staff room, Microbiology labs (total 2) to facilitate online lectures and other activities.

For easy and smooth functioning, most of the Departments and other sections of the College have computers, LAN and printing facilities. Departments and all sections availed these facilities for both administrative and academic works. The students were also allowed to access these facilities available in the laboratories as well in the library for completing the project's work and report writing for submissions towards partial fulfillment of the syllabiasper the University guidelines..

The College library was fully computerized and has a rich collection of books in four languages – English, Hindi, Marathi and Sindhi. It also holds the physical collection of general books, reference books, competitive exams books, bound volumes, CD's, and rare books. It has an N-List database and other open access resources. Special study room is available for teachers and research scholars

with computers, internet and Wi-Fi connectivity. The Book-Bank scheme supported by the parent University of Mumbai is available for the students.

The College separately had a centralized facility (CAP) for online assessment of answer scripts of University examinations conducted by the affiliating university for the students of Third year graduation and two years of post graduation. Total 8 computers with the software have been installed on the 1st floor of the administrative building of the main campus of the College for the convenience and to facilitate the college teachers appointed as evaluators by the University for Online Evaluations.

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

Response:

The College had adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc. At present the College had two playgrounds (of which one is cemented), having dimensions of 1200 and 666 sq. meters. In addition, the College had sought permission from the external authorities to use the facility at UMC VTCground, Ordinance ground, for the students for the outdoor sports and games practice sessions. Outdoor games included- Volleyball, Badminton, Kabaddi, Kho-Kho, and Football. Athletics include – Running, Javelin throw, Discus throw, Shot put, Hammer throw, Half marathon (ascending as well as descending), and Cross Country running. For these games, the students practiced regularly under the able guidance of well-trained coaches/trainers appointed for the purpose. Many times, the alumni sports student members were invited to train and share their experiences/tips with the present students to enhance the skill of students enabling them to develop better game/sport specific skills. The facilities for the above games/sports were made available to students all times so that they could avail the facilities whenever they wish to after their routine classes for the practice sessions. The students were also motivated to participate in sports activities organised by the local bodies/organisations. The College provided all facilities including the expense for travel and refreshments to the participating students.

The Gymkhana of the College was/is spacious with an area of 35,530.6 sq. meters and was well equipped for indoor games. Following Games/Gyms were made available for the students in the Gymkhana.

1. **Carom**
2. **Chess**
3. **Table tennis**
4. **Weightlifting**
5. **Powerlifting**

6. **Multistation Gym equipments**

    1. **Bench press**

    2. **Chin up**

    3. **Bar dips**

    4. **Pulley systems**

    5. **Ab Workout**

Separate sections were maintained for boys and girls, available for students during College hours. Gymkhana attendants and Trainers were present to support the students.

InternationalYoga day (21st June) was celebrated every year in the college by inviting yoga experts. Library basement was used for yoga activities as it is spacious and can accommodate approximately 100 mat space at a time. Open auditorium and room number G-3 (Seminar hall with audio-visual facilities) were used for all kinds of cultural activities.

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

Response: 55.74

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

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

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

Response: 8.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.97	18.46	41.16	15.05	41.53

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

4.2 Library as a Learning Resource

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

Response:

The library is fully automated with the Integrated Library Management System (ILMS). The ILMS software used is SOUL version 2.0 (Initial) and 3.0 (Latest). It was implemented in the year 2009. Library is fully computerized with a barcode-based issue-and return process. An online public access catalogue (OPAC) facility is made available in the library, which is used by students and faculty members, with the help of library staff, for search of books by Title, Author, Subject name etc. using a good internet connectivity.

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 5.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.459	4.779	6.309	5.408	9.497

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

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

Response: 0.35

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

Response: 16

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Computers with internet facilities were available in almost all sections of the College including the Library, College office, Principal's room, Conference Room, Exam rooms, Staff room, all Science Departments and Computer labs. Most of the teaching faculty used ICT enabled teaching methods. In the academic year 2016-17 and 2017-18 total no. of computers was 163 and 164 respectively.

In the year 2018-2019, 43 computers were added in total and distributed to different Departments/Units. Both the aided labs were upgraded with the latest technology available. Four Departments namely Botany, Physics, Zoology and Microbiology were upgraded with the Smart board and four browsing centers .

New Fixed Asset Software was purchased for administrative work. Further, 3 DVRs, 10 Bullet cameras & 2 Dome Cameras were installed at different locations in the campus. One Canon printer, Six UPS, One Inverter and One Samsung Refrigerator were added in Departments and College offices. Additionally, a total 04 were later upgraded with smart boards.

Five months on-the- job training on SOUL software was given to the newly appointed staff members on contract basis and/or staff members transferred from other section of the College

Two copier machines were purchased for Question paper Printing & training on the same was given to non-teaching staff.

In the year 2019-2020, two computer labs and 50 computers were added in the institute. The internet bandwidth was upgraded to 100MBPS .

In the year 2020-2021 all computers in Computer Lab 1 were upgraded with i7 processors. Additionally, Windows 11 was also installed in these computers as an operating system with 1 TB hard disk and 8 GB RAM to meet the present demand of courses and the students. Further, Computer Lab 1 was also equipped with Raspberry Pi kits to perform IOT practical.

Computer Lab 2 was upgraded with i7-4th generation processors, Windows 11 as an operating system, one TB hard disk and 8 GB RAM. Wi- Fi connections were provided in the staff room, Microbiology labs (total 2) to facilitate online lectures and other activities.

Service of Edunext pandemic situations in the month of November 2020.

To conduct online examinations during the COVID19 pandemic, a separate software was hired "Exam for winners" by Ruhh Robotics.Special training was given to Teachers ,non teaching staff and the students to handle the online mode of exam conduct.Moreover, Web cameras and head sets were purchased for teachers to conduct online lectures from College campuses. To cope up with COVID-19 pandemic all new platforms like zoom, webex, google meet, whatsapp, telegram etc. were used for teaching learning and administrative work. The graph for the update in the technology is always upwards.

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

Response: 17:1

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 50.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
216.19	200.17	209.97	30.62	12.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

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

Response:

The College has well established policies for the maintenance and utilization of its physical and academic support facilities including classrooms, auditorium, laboratories, computers libraries, gymkhana and sports ground.

1. **Each classroom has been given a unique identity in terms of specific number and this enables the students for easy identification and also to locate whether it is situated on 1st, 2nd and/or 3rd floor of the College building.**

2. **On the first day of College reopening, the Classrooms were allotted to conduct lectures as per the time table of the subject concerned. The Classrooms were taken care of by the classroom attendants. The attendants took all responsibility right from opening up to the closing of Classrooms and also kept everything in order which is required for smooth conduct of lecture. Any shortfall in the Classrooms was notified by the attendants and improvements initiatives were taken by the Principal.**

3. **The College at present has two well equipped (audio-visual systems) Auditoriums to facilitate the conduct of programs/events/activities in the College campus. The responsibility of these Auditoriums remains with the Principal's office. Any faculty interested to use the Auditorium has to inform the Principal’s office in advance. In the Principal’s office a log book was maintained to record everything related to use of the Auditorium.**

4. **Laboratory attendants acted as the caretakers and ensured that everything in the laboratory was in order and the equipment had been kept properly and were functional. The practicals/experiments whenever conducted were mentioned in the laboratory's log book in advance so that the necessary requirements (preparation of chemicals, checking of instruments/equipment etc) could be made ready by the attendant. The Physics Department of the College had the facility to repair and maintain the instruments by the teaching and non-teaching staff members of the Department. The facilities available in a Department were made available to another Department on consent Head of the Department concerned and Principal. The maintenance of equipment was done on an annual basis through proper channels and by following the policies framed out by the College for the purpose.**

5. **The College Library was/is known as the biggest library in Thane district, in terms of having a large number of books / reference books, space and other related physical infrastructures. The Library provided membership to all students on roll and issued a library card with barcode facility. Library had various sections each with a Library person/attendant to help the students in searching/providing the book(s). The books were issued to students for a period of 07 days and later the students shall return the book on or before the expiry of this period. Library had a common computer and internet facility for both students and teachers. It was mandatory for both students and teachers to enter their details in a logbook kept for the purpose before and after the use of the computer facility. The work of the library was mostly computer and software based hence their maintenance was done regularly following the policies laid down by the College.**

6. **The gymkhana has facilities for both boys and girls separately and follows strictly the policies of the institution for its functioning.**

http://www.ssrkt.edu.in/uploads/Policies_and_procedures_for_Classrooms_Laboratories_Library_and_Gymkhana_of_the_College.pdf

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 11.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
433	423	383	528	785

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

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

Response: 0.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	23	20	99

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

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document

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

Response: 35.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
5630	458	254	284	1331

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 1.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	35	16	12

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 79.43

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

Response: 1031

File Description	Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 100

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	4	11

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

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

Response:

Student's representation in various academic and administrative bodies/committees was reflected through participation of students and the coordination rendered by students Council volunteers in conducting a variety of programmes under the aegis of associations and committees.

A) Administrative

1. **College Development Committee (CDC)- Adhering to the Statues 97 of Maharashtra Public University Act 2016 ,in CDC, representation of students -two student members were nominated by the Principal of College.**

2. **Internal Quality Assurance Cell (IQAC)-Adhering to the guidelines issued by the UGC & the State from time to time ,the IQAC strives constantly establishing quality benchmarks in various academic and administrative systems of the College. IQAC nominated one student from the student stakeholder .**

Nomination criteria was based on merit. Student members brought out the students' related issues during CDC meetings.

1. **Library Committee- The committee worked to conduct of programs/events/ group activities (semester wise) for its effective functioning and popularization of library resources among the staff, students and local community members. The students participated as members of the Library committee and played a crucial role in achieving the task.**

2. **Admission committee- The students worked as volunteers at the time of admission.**

B) Curricular and Extracurricular activities

1. **The annual Cultural program 'Expressions' for 3 days managed by the students group under the guidance of teachers. All Events,and the preparation of three weeks , to conduct of program from invitation, thanking letters, bouquets, escort of guests, arranging mementos and all the related arrangements, were handled and managed by the students. Students also coordinate with other colleges for participating in intercollegiate competitions.**

2. **Marathi Bhasha Pandharavada', a program of 15 days as per the guidelines by the state of Maharashtra with the perspective of preserving the culture of Maharashtra, was organised by the College from 1st January to 15th January. Student volunteers showed their enthusiasm in participation and rendered help in conducting the program successfully.**

3. **Students of Gymkhana give support in various sports activities under the guidance of sports instructors and gymkhana members from teaching staff.like take care of the equipment, materials and different sports items issued to them and the team ,helped in scheduling of various intra-collegiate competitions and keep track of intercollegiate competitions to be held in various colleges during the year. On Annual sports prize distribution day ,students handle various task and conduct events with zeal and responsibilities.**

4. **NSS and NCC volunteers took up various social responsibilities as a part of their regular course by taking up special responsibilities such as taking care of discipline, preparation of banners, spreading awareness of the issues of social, educational, cultural and political significance. NSS unit conducted residential camps, blood donation camps, cleanliness drive, voter's awareness program etc.Independence Day and Republic day were celebrated in the institution with great enthusiasm,students displayed their talents and awards achieved during the year.**

5. **Student volunteers along with Alumni took interest in preparation for Mock parliament which first was conducted at college level and later showcased in intercollegiate competition.**

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

Response: 36.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	72	37	39	31

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

5.4 Alumni Engagement

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

Response:

The Alumni Association as a unit was formerly registered under the charity commission in the year 2016. The alumni are ever eager to participate in various College activities. Special mention is about NSS, whereas senior volunteers helped in completing day today work schedule and organizing various events during week-long NSS camp at the selected village site. They also guided the young NSS volunteers and often helped in kind like donating provision of food items and training them to become leaders. During cultural fest "Expressions", the alumni flocks to the campus lending their support to organize and prepare schedules of the programs and delegating jobs to the juniors. They mentor the participants for "Mr. and Miss. RKT" held every year. As our institution in the Linguistic minority with Sindhi language, the alumni participated actively in mentoring the students into choreographing, cultural dance, drama and skits. These activities were showcased/ presented during the inter-collegiate events at various Sindhi minority institutions affiliated to the University of Mumbai. We take pride to announce, we were winners on many such occasions. The alumni also took initiatives in conducting Placement for students in association with Students' Placement Cell. They helped us to conduct seminars, workshops, sessions to enhance employability skills, etc. Alumni students play a significant role in college committee programs for Gymkhana, Science Association, Language department, etc. All alumni students were generally treated as volunteers and assigned some kind of job to train our students as per their capability. Such involvement helped us in developing leadership self-reliance and also helped in creating the bond between the stakeholders, thereby initiating team building and concrete work towards society.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The College since its inception in 1961 is imparting quality education to the students of Ulhasnagar city. The founder members perhaps were of the opinion that growth and excellence in academia and administration would be impartial if "SANSKARS" are implanted in all matters of working/functioning of the College. "SANSKARS" are necessary for the development of the moral and ethical characters of an individual and gaining it at an early stage of life could create a strong foundation.

"Vision Statement"

" ??????% ????????? ????? ?????? "

Meaning: May students develop into good citizens through "Sanskaras"

"Mission Statement"

"OUR MISSION IS TO EDUCATE, ENLIGHTEN AND EMPOWER STUDENTS IN GENERAL AND GIRLS IN PARTICULAR THEREBY DEVELOPING THEIR MENTAL, PHYSICAL AND EMOTIONAL DIMENSIONS IN ORDER TO CREATE BETTER CITIZENS AND SOCIETY. TO THIS END WE ENDEAVOR TO MOBILIZE THE AVAILABLE RESOURCES WHICH ARE NECESSARY FOR HIGHER EDUCATION AND ADD TO EXISTING ONE"

The Governing body/Management respected all and gave equal opportunity to every stakeholder including the students and local community members when important decisions were taken in interest and smooth functioning of the College. Some of the Committees/Cells such as CDC (College Development Cell) and IQAC (Internal Quality Assurance Cell) remained in centre and the ideas were invited/incorporated in prospective plans including the college development plan. The involvement of teachers in decision making bodies were clearly evidenced in various Committees/Cells that were constituted at the beginning of every academic year. For example-

1. **CDC (College Development Committee) was/is a democratically constituted committee with representatives of all stakeholders including the local society members. Management's representatives, the President and the Secretary were the part of CDC. CDC played a crucial role in making a concrete development plan for all academic and**

administrative units. Plan was discussed in CDC's meeting and sent to management for final approval and sanction.

2. **In the beginning months after joining, newly recruited teachers/non-teaching staff/ CHB teachers were given advance money against salary by the Management. Management was of the opinion that the newly appointed staff should not suffer because of late salary by the Government.**

3. **College Management supported student's activities such as blood/organ donation camp, tree plantation, Cleanliness drive, and visit to old age houses/orphanages etc that could promote SANSAKARS and SOCIAL RESPONSIBILITY among the students.**

4. **Financially weaker students who were not able to pay their fee but wish to continue study were given financial help by the College Management through various schemes like Freeships, Earn While You Learn (EWYL), etc. To promote and continue the study, students were also provided a loan facility and were asked to return the fee money as per their convenience without paying any additional amount (interests). Other facilities of paying fees like in installments, against scholarships etc were also provided by the Management.**

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

Response:

The college's management is very supportive at every level and provides opportunities to every stakeholder including the teachers to work together for achieving excellence in academics and administration. For example-

1. **College Development Committee (CDC), a committee with representatives of all sections (teacher, support staff, students, management and outside members) played a crucial role in making a concrete development plan for all academic and administrative units. The Management Secretary told CDC members to make a prospective development plan covering all sections/units. The Management Secretary actively participated in almost all meetings of the CDC and gave his inputs/suggestions wherever feasible.**

2. **In order to achieve the growth and excellence in academics and research, several committees/cells/clubs/associations (total 53 in present academic year) were constituted at the beginning of every academic year. Committee's conveners/chairpersons were given full freedom to decide and make the policies and/or conduct programs/events/ group activities for the students and local community members. Committee's conveners/chairpersons were told to adhere with the vision and mission statements of the college while conducting such programs/events/ group activities. College management provided all kinds of support including financial and administrative support to these committees/cells/clubs/associations.**

Participatory role of management was clearly visible during the conduct of programs/events/ group activities.

3. **Admission at entry level (First Year of BA, BSc and BCom) is done by the Admission Committee of the college. Admission committee that has teachers, students and non-teaching staff as its members made policies as and when required in order to streamline the processes of admission. The Admission Committee at last sends the entire admission data to management for final approval.**

4. **The college runs unaided/self-financed courses leading to bachelor degree in Accounting and Finance (AF), Business and Insurance (BI), Finance and Management (FM), Management Studies (MS), Computer Science (CS) and Information Technology (IT). To facilitate and popularize all these programs, the In-charge/ Coordinator of these programs are entrusted with all kinds of academic and administrative responsibility.**

5. **In all other crucial committees/cells like the Purchase Committee, Library Committees, IQAC etc, teachers, students and support staff were decisive and played an important role in the functioning of these committees/cells.**

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

As there was huge uncertainty due to Covid 19 pandemic and subsequent lockdown, the academic year 2020-21 started late in the month of August 2020 with the permission of affiliating university and the state government. In such a scenario there was a challenge for all of us including the college for how to start admission, teaching-learning processes and internal examinations online staying at home? The College even was not having sufficient physical and intellectual infrastructures to meet the requirements of online admission and teaching-learning processes. The College staff members especially the teaching staff members were also not well versed with the technology knowledge and use of online teaching-learning tools. Having this entire conciseness, the college teaching and non-teaching staff showed their willingness to work together to achieve the tasks. To train teachers for online teaching-learning processes and use of online technology tools, Website and Technical Committee of the college came forward and made a plan that included trainings on i) Google Meet for live streaming of lectures/practicals ii) Use of Jam board for easy illustration of topics/subtopics iii) Google extensions for daily attendance record iv) Google Classrooms for posting of reading materials, giving assignments, projects, and any other tasks as per the subject's demand v) recording of lectures/practicals conduct of unit tests and vi) Google form for conduct of unit tests. To achieve the same, the college utilized its existing resources and training was started by the Website and Technical Committee. All teachers were trained for the Google meet video lecture, Google classroom, Google extensions (for attendance), JAM board etc in order to facilitate the teaching-learning processes online. After successful training provided by the College and Website and Technical Committee, the teachers were able to use these online platforms in routine lectures and

practicals that became approachable to far sitting students.

The teachers were also trained for smooth conduct of all internal and external examinations online. For this the College and Website and Technical Committee in particular trained the teachers for how to set question papers (multiple choice questions) in given templates. The College and Website and Technical Committee also trained the teachers in general and Examination Committee members in particular for easy handling and operation of softwares for online examinations. Because of this effort by the college all examinations at UG and PG levels were conducted successfully and results were displayed on time.

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

Response:

The college adhered to the rules and regulations and the guidelines as and whenever issued by the regulatory bodies for the service rules, procedures, recruitment, promotional policies and the grievance redressal. For easy implementation of these rules, the college had its own administrative setup that included the Management, Principal, Vice-principal, Registrar, Heads of various Departments, IQAC, Conveners/ Chairpersons of various Committees/Cells/ Associations/ Clubs and heads/in charges/coordinators of various functional units. The new and important decisions such as appointment of Teachers, Non-teaching staff members, and any other support staff, grant of leaves/special leaves to teachers for their higher study/other work, release of advance salary to teachers and non-teaching staff etc were taken by the Governing body of the College in its collegiate board meetings. The College had clear policy(s) for every section/subsection in order to streamline and maintain the academic and administrative processes. Appointment of teaching and support staff on contractual/Clock Hour Basis (CHB) was done every academic year by the Local Selection Committee (LSC) constituted for the purpose. LSC involved the Management Secretary, Principal, Heads/ In charges and Subject Experts (subject experts were invited from other nearby colleges/institutions). LSC followed all procedures that had been laid down by the regulatory bodies for selections of permanent staff.

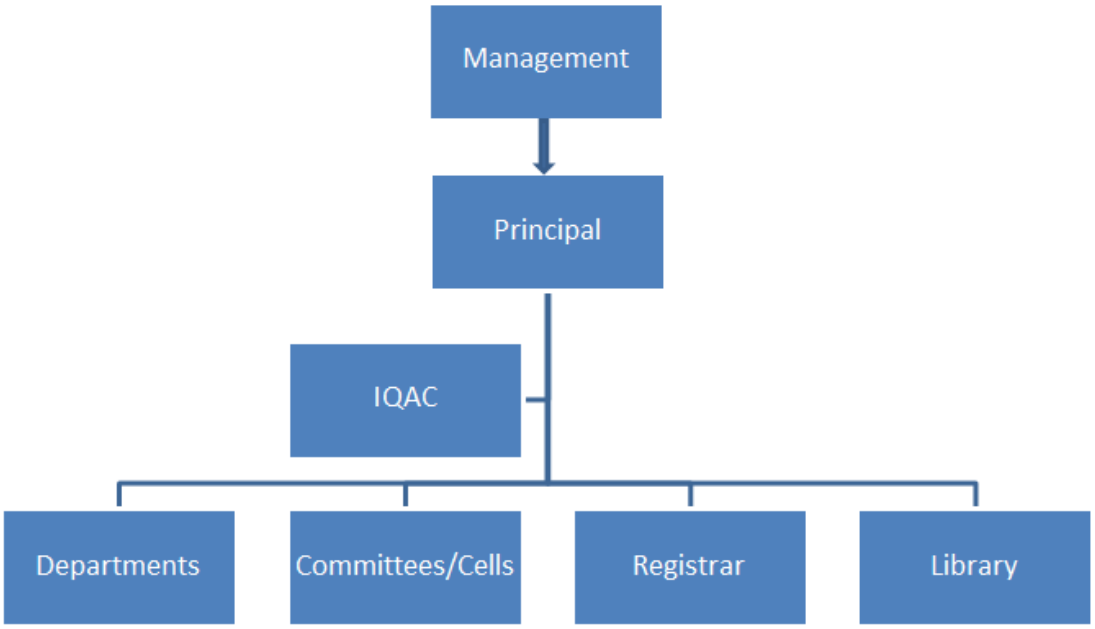
In order to strengthen curricular, co-curricular and extracurricular aspects, the College constituted several academic and administrative Committees/Cells at the beginning of every academic year. Some Committees/Cells such as Internal Quality Assurance Cell, Women Development Cell, Internal Complaint Committee, Grievance cells etc, were constituted as per the law and provisions made by the regulatory bodies. The Convener/Chairperson of these Committees/Cells was entrusted with the responsibility of conducting programs/events/group activities throughout the academic year for all stakeholders including the alumni and society members under the purview of vision and mission statements of the College.

The Internal Quality Assurance Cell (QAC) has played a leading role in making the policy(s) related

to establishing the quality benchmarks in academia and administration. In the last five years, IQAC has made significant contributions towards smooth running of various functional units/sections of College in order to establish and sustain the quality benchmarks. Some of them are i) Self-Appraisal Report (SAR) for teachers ii) Department Evaluation Report (DER) for the Departments and iii) Group Activity Report (GAR) for Committees/Cells/ Clubs/Associations.

For promotion of teachers under Career Advancement Scheme (CAS), The College has constituted a Teacher's Placement Cell (TPC). TPC took all efforts that were necessary for CAS promotion of a teacher. These included- i) Guidance to teachers due for CAS promotion ii) updating teachers knowledge about new guidelines/requirements of CAS iii) Assistance to teacher while preparing of CAS file iv) Assistance to individual teachers and College office at the time of CAS interview.

ORGANOGRAM



6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college had several welfare measures for teaching and non-teaching staff members . These included-

1. **Financial support to staff-All Teaching and Non-teaching staff members who wished to attend Seminar/ Conference/ Workshop/ Training/Any other programs of academic and administrative importance were given financial support in terms of registration fee and TA and DA.**

2. **Provision of Cooperative Credit Society (CCS)-Teaching and Non-teaching staff members together has set up a Cooperative Credit Society and made contributions to this CCS from their salary on a monthly basis. CCS is solely managed by the college office and the Principal as chairperson of the CCS. On demand,the CCS quickly provided loans to teaching and non-teaching staff members after minimal paper formality. During Covid-19 pandemic, CCS was the boon for many employees of the college to meet the unexpected medical expenses..**

3. **Deduction from salary towards contributions made for other Credit Societies- In interest and welfare of the employees, the college has extended the facility of paying contributions of teaching and non-teaching staff members for other Credit Society from the salary. The college also provided office/administrative support to the teaching and non-teaching staff members in getting benefits from these societies.**

4. **Provision of Salary Saving Scheme (SSS)- Under Salary Saving Scheme (SSS), college provided the facility of paying premiums of insurance companies, especially the LIC directly from the salary of the teaching and non-teaching staff member concerned.**

5. **Financial support to newly recruited staff- College management provided financial support to those newly recruited teaching and non-teaching staff members whose appointments were on regular basis but were not getting regular salary from the Govt. due to delay in completing official formalities.**

6. **Other welfare and support facilities to staff-**

- **DCPS facility to teaching and non-teaching staff recruited after 2005.**

- **Provision of having a Welfare Committee for teaching and non-teaching staff in order to felicitate them on their retirement. College administration allowed deduction from salary towards contribution to the Welfare Committee.**

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

Response: 29.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	24	28	16	36

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

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

Response: 0.8

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

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

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 41.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	49	4	43	40

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

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

Response:

The college has a well-established performance based appraisal system for the teaching staff since the 2018-19 academic year. The same has been implemented in the name of SAR (Self-Appraisal Report) and was devised in accordance with NAAC requirements and then guidelines of University Grants Commission (UGC), New Delhi and the Affiliating University for promotion of teachers under Career Advancement Scheme (CAS). In the academic year 2020-21, SAR was revised based on the latest guidelines of UGC and Affiliating University. Submission of SAR by the individual teacher was made compulsory through the respective Head of Department (HoD). HoD verified/verifies the factual data provided in the SAR with the supporting documents enclosed herewith. The HoDs sent duly completed SAR to IQAC for documentation and record.

For non-teaching staff, SAR is in process and yet to be implemented from academic year 2022-23.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

College has a well-established system for both internal and external audits. For internal audit, the

college has appointed an auditor for the purpose. The auditor looks into every financial aspect of the college and advises if necessary for better financial management. External audit is done by the external auditor appointed by the Government of Maharashtra at the end of the financial year.

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

Response: 0

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

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

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

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

Response:

Policies laid down by Central and State Governments, University Grants Commission and University of Mumbai were strictly followed for mobilization and management of all kinds of resources including the human resources. The college also has devised mechanisms for optimum utilization of existing resources. The college for instance

1. **Encouraged teaching and non-teaching staff members to upgrade themselves with advanced technology knowledge in order to meet the needs of the subjects. For this the college provided administrative and financial support to teaching and non-teaching staff to participate in training and other similar programmes required to develop/enhance their skills.**

2. **Initiated interdepartmental assistants on mutual understanding. The departments especially science departments extended their facilities to other departments whenever needs for these Departments arose.**

3. **Allowed individual teachers to work as examiner, moderator, evaluator, paper setter, syllabus constructor etc. for other colleges/institutions and the affiliating university.**

4. **Gave freedom to the departments to plan for smooth conduct of academics and other**

curricular, co-curricular and extra-curricular activities in the interests of the students.

5. **Worked to have improved/upgraded and technology mediated teaching -learning processes. To achieve this, the college installed smart boards and projectors in classrooms and laboratories. At present, a total of 11 classrooms and laboratories had smart boards facilities. Black/Green boards and chalks were replaced with white boards and the markers.**

6. **Upgraded almost every functional unit with a computer and LAN facility and staff members were trained to operate these.**

7. **Made the Library fully automated with SOUL software and also Library personnel were trained for this.**

8. **Took assistance of past students to train existing Gymkhana/Sport students.**

9. **Utilized the skills of physics department staff, especially the non-teaching in correcting/repairing the lab equipment/instruments. This not only minimized the cost of repairing but also ensured timely availability of instruments/equipment for the practical.**

10. **Invited the teacher's expertise to assist in office work especially in placements, fixation, auditing etc Commerce and Account teachers with CA degrees for example assisted in financial auditing. Teachers with a Law degree were entrusted with the responsibility of crucial committees/cells of legal nature.**

11. **Utilized all funds that were collected/ received for the purpose. The college's management had one centralized system for all purchases and any other financial activity. For purchases, requisition slips were duly filled and were submitted to the Principal by the unit/section concerned for further evaluation and consideration. Once evaluation was completed, the same was sent to the management's centralized system for further action. All payments were done through the digital payment systems preferably the RTGS/NEFT. The resources that are available in both the campuses of the college were utilized for the purpose for which they have been made/created and all rules and regulations concerning the same were strictly followed.**

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) of the College has contributed significantly towards assurance and sustenance of the quality benchmarks in the last five years. Two of them are highlighted as-

1. **Preparation and Implementation of Self-Appraisal Report (SAR) for teachers- As most of the information required in Criterion 1: Curricular Aspects, Criterion II: Teaching-learning and Evaluation and Criterion III: Research, Innovation and Extension come from the teachers IQAC realised to have a system that can help in collecting all these information from the individual teacher. Keeping this in view, IQAC developed a proforma in the name of Self-Appraisal Report (SAR) to collect information from individual teachers and the same (SAR) was made mandatory from academic year 2018-19. During design and development of SAR, some more facts were taken into the consideration for example i) it should be concise and easy to fill ii) it should should be based the provisions made in UGC and University guidelines/circulars for CAS promotions of teachers and III) It should cover all key aspects mentioned in Self Study Report (SSR) and Annual Quality Assurance Report (AQAR) of NAAC. From 2018-19, SAR was made mandatory for every teacher. In the 2021-22 Academic year, SAR was revised in order to meet the latest requirements of NAAC and UGC guidelines for promotion of teachers under CAS.**

1. **Preparation and Implementation of Group Activity Report (GAR) for Committees/Cells/Associations/Clubs- As the expectation of NAAC office in Assurance Report (AQAR), SSR and Data templates was continuously changing, Annual Quality , IQAC of the college developed a common proforma in the name of Group Activity Report (GAR) for all functional committee/cell/club/association. The same was implemented in 2018-19 and the Conveners/Chairpersons/ Coordinators/Programme Officers and Heads of various Departments were said to submit activity reports in format only at the end of the program. The GAR contained-**

    1. **Title of acidity**
    2. **Day, Date and Duration**
    3. **Level (College/University/State/National/International)**
    4. **Name of Committee/ Department**
    5. **Name of Chairperson**
    6. **Name of Convenor/Co-convenor**
    7. **Name of Coordinator/ Co-coordinator**
    8. **Name of members and their functions**
    9. **Name of Resource person/invited guest/speaker with affiliation**
    10. **Publicity methods (within and outside college campus)**

11. **Target groups-**
    1. **Students (M/F)**
    2. **Faculty (M/F)**
    3. **Community people (M/F)**
12. **Objectives**
13. **Outcome**
14. **Photographs/Snapshots (ONLY TWO) (In case of offline, Geotagged photographs are required)**
15. **Feedback (summary)**

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

Response:

The institution did regular monitoring of teaching learning processes and methodologies for the effective implementation of curriculum at various level. To acheive this the IQAC devised a mechanism of collecting and analysing the feedback on curriculum from the different stakeholders such as students, teachers, alumni and in addition from parents also. On the basis of feedback collected the departments were approached with the suggestive measures. The attendance committee was said to collect attendance sheets from every individual teachers on monthly basis to monitor the attendance of students and teachers. IQAC promoted the faculty members to enhance the professional knowledge in academia by atttending workshops, conference, and various professional development programs.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above	
File Description	**Document**
Upload details of Quality assurance initiatives of the institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The College has its own history regarding gender sensitivity as the College was started initially as a girls minority institution with the aim of imparting quality education to girls only. Later on and after releasing the need for education to both boys and girls, the College became a co-educational institution. Since inception, the College's priority was to promote women and women's activity in the College campus. The same was also reflected in various policies of the College where the women have been entrusted more. The College had constituted WDC (Women Development Cell) and ICC (Internal Complaint Cell) for overall development of the women and to prevent any harassment including the sexual harassment at work place. WDC and the NSS unit of the College constantly worked for betterment of the women and organized several sensitization programs (Total 20) on different issues/themes in the last five academic years. The College through its other Committees/Cells also organized gender awareness/sensitization programs for both girls and boys. ICC has been constituted with the aim of preventing any discriminatory behaviour against the women in the College premises. Women security remained the priority of the College hence several initiatives have been taken in the past. These included-

1. **Installation of CCTVs cameras at every place including the classrooms, office and teaching staff room of the College. For daily monitoring and reporting to the Principal and Management, a female staff was appointed.**

2. **Appointment of female security personnel. Female security personnels have been appointed to handle and resolve the cases related to the girls students.**

3. **The Counselling Centre of the College under the able guidance of Psychology experts provided counselling on personal/academic problems and helped the girls students in getting rid of and to live normally.**

4. **Provision of Girls' Common Room. A Girls' Common Room has been made on the 2nd floor of the College's building, Teaching staff room. A female observer cum security guard has been appointed to take care of the Common Room. Girls students have asked to utilize the Common Room during their leisure time.**

5. **Recently the Planning Forum of the College with the help of the local municipal corporation has installed sanitary napkin vending and disposal machines in Girls Common Room. Installation of sanitary pad vending and disposal machines in Girls Common Room. Sanitary pads were/are available at nominal cost.**

During conduct of curricular and co-curricular activities and other sensitisation programs, both girls and boys were provided equal opportunities to express and dignities of both were maintained.

In annual fests the organiser gave equal weightages to both male and female participants. Mr. and Ms. RKT was organised every year for both boys and girls during the cultural fests. Also while visiting popular places/monuments and institutions in order to fulfil the curricula requirements, both male and female staff members always accompanied the students.

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

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

1. Solid waste management was done by segregating dry waste and wet waste at the time of collection. For this purpose separate dustbins were kept in biology labs, canteen . Dustbins are kept in every Classroom, at each corner of the floors, Laboratories, Common Rooms, Campus ground, Library, Principal rooms and in the Office (both UG and PG). Proper care is taken to dispose of the waste daily to UMC garbage collecting vehicles.

2. For liquid waste management, plans are in active process. As liquid waste is mainly required in

chemistry laboratories, a proper outlet from the sink to the main storage requires some connecting pipes and processes.

3. There is no facility of Biomedical waste management.

4. E-waste management – Every year the Physics Department arranged an E-Waste drive, where systematic planning was done starting with the awareness among students from all streams, Office staff, Teaching and non teaching staff. Student volunteers from Physics Department and all Science departments went to every Department, Classrooms, Laboratories and offices within the College campus, Classrooms in New Era School and trust office for creating the awareness regarding E-waste and its harmful impact on the environment owing to improper disposal. Students prepared posters and banners and spread the information about what was actually E-Waste and how it could be managed at College level. Posters and banners were displayed in college campuses to make everybody aware about the hazardous impact of e-waste. E-Waste collection boxes were kept in the College and students and teachers were told to bring all the e-waste materials from their home and from their neighbourhood and drop them in the boxes. Previously the collecting boxes were kept for some days, but during current Academic year proper Inauguration of E-Waste collecting Box was done by Principal Dr.Geetha Menon and it is been decided to keep the E-Waste collecting boxes throughout the year so that more and more E-Waste could be collected before donation. E-waste was also collected from the Physics Department after verification of some devices which were beyond repair with permission of College authorities. The collected E-Waste was handed over to Echo-Richo and E-waste Management company.

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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

The college took several initiatives in promoting tolerance and harmony towards cultural, regional, linguistic and communal socio economic diversities. To achieve this, the college has Marathi Vangmay Mandal (for promoting Marathi language and literature), Sindhi Association (for promoting Sindhi language and culture, Hindi Sahitya Association (for promoting Hindi language and literature) for overall development of the students and staff. The college Committees/

Cells/Association has organized programs/events/group activities for inculcating culture with social responsibilities. Some of the programs/events/group activities are as-

1. **Spit-free India Movement in September- November 2020 to prevent the spread of Covid-19..**
2. **Jagruti 2021 – A District Level Elocution Competition was held on 19th jan 2021.**
3. **Perspective of Preparing & Implementing the Swachh Bharat Abhiyan was scheduled on 6th March 2021.**
4. **Marathi Bhasha Pandharwada organized programs on "Maitri Bolishi" and "VeshBhusha Spardha" on 16th January2021 and 25th January respectively.**
5. **Sindhi Sahitya Association organized on "Devotion of Sindhi to spirituality, Sindhi culture and Sindhi language" dt 10th April 2021.**
6. **Intercollegiate activity on "Value Quiz" on 5th June 2020.**
7. **Donation drives for the underprivileged,**
8. **Visit to Central hospital Ulhasnagar and old age homes,**
9. **Screening movies on socially relevant issues**
10. **Students Volunteered the Pulse polio duty in November 2017 and January 2018.**
11. **Blood donation camps were organized by the NSS unit at Seva Sadan college on 27/01/2017 & at R.K. Talreja college on 18/01/2017.**
12. **Street play on social issues and rallies for creating awareness on social issues were organized.**
13. **Delivered guidance lecture to NSS Volunteers on 8th December, 2017 at the CampSite of Karavale village to promote reading culture in the new generation and encourage them to prepare for different administrative posts.**
14. **A lecture on "Blind Faith and Superstition" was organised in August 2017**
15. **Donation drive from 2nd January to 8th Jan 2018 for old age home "Kamaldham" in Ambernath to replenish Medicines and food grains stock.**
16. **Donation drive for the underprivileged people in Singapore Gaon, Murbad in collaboration with AAI foundation, Ulhasnagar on 30th january 2018 collected materials were donated on 30th January 2018.**
17. **Blood donation camp was organised jointly by Students council and NSS in association with Central Hospital Ulhasnagar.**
18. **Street play on HIV / AIDS on 29/11/2016**

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

Response:

The NSS and NCC units of the college organized several sensitization programmes for the students and staff during the year.

1. **Minority Right Day was celebrated on 19th Dec 2020.**
2. **Satark Bharat Samridh Bharat & Pledge and Ekta Divas were celebrated on 31st Oct.2020.**
3. **Rashtriya Ekta Diwas, Unity Is Power and Quiz Competition were arranged on 31st Oct. 2020.**
4. **Constitution day was celebrated on 26th Nov. 2020.**
5. **Tree plantation at Home and surrounding on 21st June 2020.**
6. **Poster making competition on AIDS on 1st December 2020.**
7. **International Yoga Day on 21st June 2020**
8. **Minority Rights Day on 19th December 2020**
9. **World No Tobacco Day (Poster Making) competition was celebrated on 31st may 2021.**
10. **My Environment My Responsibility was arranged on 5th June 2021.**
11. **Water Conservation & Water Harvesting Session (District Level) program was organized on 7th July 2021.**
12. **E-pledge initiative on Maajhi Vasundhara conducted on 14th Jan. 2021.**
13. **National road safety awareness quiz conducted on 26th Jan. 2021.**
14. **My Environment My Responsibility on 05 June, 2021.**
15. **Polio Vaccination drive on Feb. 2021**
16. **Republic Day celebration on 26th January 2021.**
17. **Road Safety & Accident Prevention program on 21st January 2021.**
18. **Police/Army raising day: Street play on 10th January 2021.**

19. **Blood donation on 1st January 2021.**

20. **Distribution of food during corona period**

21. **World Environment Day on 5th June 2021.**

22. **Manjhi Vasundhara on 14th January 2021**

23. **Consumerism Financial Literacy in Covid-19 Times on 13th January 2021.**

24. **NSS students volunteered for Pulse Polio Duty on 25/09/2016.**

25. **Cleanliness drive at Ulhasnagar railway station on 2nd October 2017.**

26. **Enrollment of new Voters. A drive conducted by the Political Science Department and Students' Council in July 2017.**

27. **Talk on "Protection of Women from Sexual Harassment at Work Place" on 18th January, 2019.**

28. **Poster-making Competition on "Women Empowerment" on 06th March, 2019.**

29. **Anti-plastic awareness rally and street play was organized by NSS volunteers on 08/09/2018 to encourage people to minimize the use of plastic which causes harm to nature.**

30. **Traffic control along with Traffic Police by NCC cadets during Ganpati Visarjan**

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

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

Response: C. 2 of the above

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

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

Response:

The college celebrated national and international days and events-

1. **Hindi Diwas was celebrated on 14th Sep. 2020.**
2. **Rashtriya Ekta Diwas, Unity Is Power and Quiz Competition was arranged on 31st October 2020.**
3. **Constitution day was celebrated on 26th November2020.**
4. **Minority Right Day was celebrated on 19th December 2020.**
5. **Poster making competition on AIDS 1st December 2020**
6. **World Hindi Day was celebrated on 11th Jan 2021**
7. **Urban Wildlife Conflicts & Conservation On Account Of World**
8. **Forestry Day was organized on 21st Mar.2021.**
9. **International Workers' Day was celebrated on 1st May 2021.**
10. **World No Tobacco Day(Poster Making) competition was celebrated on 31st May**
11. **International Yoga Day on 21stJune 2021**
12. **National Youth Parliament Festival 2021 was celebrated on 23rd Dec. 2020 up to 13 Jan 2021.**
13. **Theme-based Dance "Save Girl Child" 18/03/2019.**
14. **Swami Vivekanand Birth Anniversary Celebration on 12th January, 2019.**

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 01:

1. Title of the Practice

Inculcating research aptitude among the students

2. Objectives of the Practice

- **To comprehend the value of research and its necessities in deciding career.**
- **To introduce research and its prerequisites through seminars/webinars.**
- **To instill self-assurance, critical and logical thinking, and scientific communication skills among the students.**
- **To improve and broaden students' aptitude for research towards problem-solvingin day to day life.**
- **To entice students to participate/present research findings in various research conferences, conventions, seminars, and other platform(s) like Avishkar of Mumbai University.**

3. The Context

Research is very crucial for students, to help them to think of ideas and focus on their objectives. Students can gain the benefits from the exchange of insightful knowledge, novel approaches, and innovative methods. The introduction of research techniques not only stimulates young minds to become more adept at problem-solving, but also improves their concept, working efficiency and lastly enhancing their employability. Usually the students in general,the postgraduate students were involved in project activities and undergraduate students were more concerned with coursework, academics, and extracurricular activities. Hence, since 2016 an attempt was made to attract/involve postgraduates towards/in research activities. Later keeping this in view, in 2019 it was decided to form a separate research cell in the name of Undergraduate Research Cell and the committee was constituted in 2020. URC took several initiatives to attract the students, especially the undergraduate students for the research.

4. The Practice

Sincere attempt was made to inculcate the research attire amongst students by giving them a proper training at departmental level for paper presentation at seminar, conferences and research meet. In

the academic year 2016-17 under the aegis of Research Development Cell, PG students from the Microbiology department participated in a poster presentation at National level Research meet organized by Konark group in association with VES College, Mumbai. Students were motivated to pursue research work , write literature reviews and research articles. In 2018-19 five research articles were published in research journals, 4 by PG students of Microbiology department and 1 from Zoology UG student. This led to the idea of URC.There has been improvement in the active participation of the students in the research activity during the academic year 2019-20. As the participation of undergraduate students in research was found to be less, attempts were made to encourage them for the same.

In order to inculcate research aptitude among the undergraduate, following measures were taken-

- **An International Webinar "Research Convention: A Path Towards Success" was organized on 20th February 2021 with the aim to develop research inclination among students. the dignitaries/resource persons who were the part of this International webinars are-**
    - **Dr. Kalpana Agnihotri (Principal Scientist, Biosecurity Science Laboratory, Queensland Government, Australia)**
    - **Dr. P.U. Krishnaraj (Prof and Head, University of Agricultural Sciences, Dharwad, India)**
    - **Dr. Avani Shah (Asst. Prof. Institute of Commerce, Nirma University, Gujarat) has provided students with information about Emerging Research Areas in Commerce and Finance.**
- **An Orientation Programme on "Research arenas to Undergraduates" was organized on 9th March 2021.**
- **Mentoring Avishkar University convention. Throughout the mentoring sessions both students and mentor teachers worked with perseverance and enthusiasm.**

5. Evidence of Success

- **Total 500 participants were present in the International webinar "Research Convention: A Path Towards Success".**
- **Four research papers were presented at the International Conference on Fundamental and Applied Sciences (ICFAS 2021) 24th March to 26th March, 2021 by the students.**
- **Nishad Sanjay Supugade (S. Y. BSc) and Dnyaneshwari Deepak More (S. Y. BSc) Presented paper titled "Work Distribution: Way To Happy Family" at "Anveshan 2021", Annual Intercollegiate student Research paper competition, Organized by Maniben Nanawati**

Women's College 25th June 2021 (won the first prize (Rs.5000/-)

- **Six research articles/ papers were published in books/ research journals/ proceedings.**
- **Total 46 students from Arts, Science and Commerce participated in 15th Intercollegiate Avishkar Research Convention 2020-21 and presented 25 research project proposals from 5 different categories with 3 different levels [UG (24 students), PG (17 Students) and PPG (5 Students)] organized by University of Mumbai. Ms Saili Chabuskwar (PG) and Ms Renu Jaisinghani (PPG) from Microbiology department were awarded first rank and Ms. Arya Mane with second rank. College was awarded as Overall champion in Zone in Thane district including Navi Mumbai (Zone III) and Overall Champion in Agriculture and Animal husbandry category.. The College scored 4th Position at University Avishkar 20-21.**

6. Problems Encountered and Resources Required

Undergraduate students' approach towards any subject was only concerned with getting a good score and hence were initially hesitant towards participation in research related activities. As per the University program pattern a student selects the subject of interest only in the final year of graduation, thus limited availability of the student for research activity due to different subject combinations at undergraduate level. Owing to accessibility issues, faced problems while conducting coordinated research-based activities. Pandemic restrictions posed limitations on the field-based research. sessions. Limitations for availability of laboratory facilities,like instruments and equipments, consumables and lack of hands-on training and financial assistance caused major hindrance for the research.

The participation of the students in research activities would be encouraged by implementation dedicated time allocated for research in the timetable. For the science departments, a centralized instrumentation facility center would promote coordinated research activity. Financial support for the research is required..

Best Practice 02:

1. Title of the Practice

To sharpen/develop soft skills to improve employability and provide career guidance.

2. Objectives of the Practice

- **To familiarize students with the various career options available in the field of their choice and businesses.**
- **To provide the students the best possible chance of succeeding during the interviews by thoroughly prepping them.**
- **To enhance students' resume-writing skill.**
- **To increase their self-assertion and improve their communication abilities in order to meet the requirements by group discussions and personal interviews.**
- **To develop/enhance soft skills among the students by organizing various training programs.**
- **To inculcate the event organizational skills and leadership among students.**

3. The Context

A college supports the overall growth of the students and enhances their personality in addition to acquiring their academic qualifications. After graduating, individuals must deal with the difficulties of the hiring process in the physical world. When transitioning out of college, they can experience jitters and bewilderment when going through the interview process, which can result in demotivation, lack of confidence leading to low self esteem. Students also struggle with résumé writing and interview communication. Additionally, they are unable to comprehend industry standards and how to prepare for positions that are sector specific. They also have a limited knowledge about the various career options available to them. There aren't that many major assets that can help their résumé stand out. In preview of all these challenges the thought process of organizing a career fair along with the workshops for enhancement/development of the soft skills of the students was initiated.

4. The Practice

The Students Career Guidance and Placement Cell of the College initiated the practice of organizing the Career Fair as means to provide benefit to students in terms of the following.

- **1. Empowering students' to enhance soft skills through a series of workshops and improve employability.**
- **2. Career advice from notable figures from multiple sectors.**

The College in collaboration with the strategic partner BrightWayz arranged a career fair in 2016-2017 where eight lectures were conducted on topics covering resume writing, group discussion and personal interview. Workshops on Prezi and Powtoon softwares were also conducted focusing on the skill development of the students. Experts from different industries delivered lectures to guide students to apply in different job fields. Students from the 20 different colleges also participated.

Observing the enthusiasm and response of students the practice was continued in the succeeding years i.e. 2018-2019, 2019-2020 and 2020-2021.

In 2018-19 a two-day program on "Career and Job Fair" was organized on February 8th and 9th, 2019, The program included a number of presentations and workshops covering the needs of students required for job and skill development/enhancement. The target group for this program was UG and PG students of the College and other nearby Colleges. The following areas were covered during the program.

- **Expectations of today's industry from the new generation.**
- **Training on how to prepare and crack UPSC, MPSC, and SSC/ Banking examinations.**
- **How the MBA programme is useful and employable in the present scenario.**
- **Career in the capital markets.**
- **Careers in the CSR and NGO sectors of society.**
- **Careers in media and tourism.**

In addition to the lectures delivered on topics/subtopics specific, Seminars on SAS, advanced Excel, Prezi, Powtoon and Resume writing were organized to improve the students' presentation and analytical skills. Student's communication abilities were strengthened through rigorous group discussions and conducting personal interviews.

In continuation of improving soft skills of students, the College through its Students Career Guidance and Placement Cell (SCGPC) expanded the horizon of job opportunities available for the students and hence organized a mega Career Fair programs in the years 2019-2020 and 2020-2021. During those seminars/ webinars on careers in Healthcare industry, Teaching, Tourism, Social sector, Stock Market, Banking, Hotel Management, Music, CPA and CA, Entertainment Industry, Library Science, MBA and Law were conducted. Soft skills based workshops included Artificial Intelligence, Fintech and Financial market, Advance Excel, Prezi and Powtoon, Advanced Excel, Digital Transformation and App Development.

5. Evidence of Success

The success of program(s) conducted during last five years was rated on following-

- **Overwhelming response was recorded in all programs.**

- **Positive feedback on almost all programs.**
- **Students were encouraged for UPSC/MPSC/SSC/ MBA/BANK competitive examination**
- **Students were able to draft a good resume as per the company/institution needs.**
- **Students started using SAS/Advanced Excel, Prezi, and Powtoon softwares to enhance the quality of presentation.**
- **The sessions on personal interviews and group discussions increased the students' levels of confidence. This resulted in increased number of students appearing for interviews in the subsequent years on and off the college campus.**
- **Student volunteers realized the importance of participation and learned the aspects of event's management.**

6. Problems Encountered and Resources Required

The popularity of Career fair spread wide among students of other colleges too. While organizing the event ,in spite of planning well, it was very difficult to reach out to all students outside the college. The Vernacular medium students showcased their inability to understand the concepts during the workshops and seminar. and requested to conduct programs in local language too. Few resource persons expressed language limitations and failed to connect with students. Owing to poor communication skills in English, students faced challenges during GD and PI sessions.

Dedicated efforts of SCGPC was necessary to plan the massive event. Renowned experts from various disciplines were required for the organization of seminars, webinars and workshops. Technical team for the organization of online events was needed. Infrastructure facilities like audiovisual rooms were required. For group discussion and personal interview, the classroom was needed to create the whole setup.

7. Notes

Motivated by the overwhelming responses in the past, College is looking forward to continuing this practice in upcoming years too. We would also focus on other skill development workshop sessions during the practice.

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:

R. K. Talreja College of Arts , Science and Commerce under Seva Sadan Trust was established in the year 1961 by the Philanthropist, Seth Parasaram Parumal from Sindh with a goal of empowering the girl students and working for the welfare of society at large. Seva Sadan's Trust a linguistic minority caters to imparting education to students of primary-secondary- higher secondary-graduation -post graduation and PhD, truly adhering to the mission of the trust: "Our mission is to educate, enlighten and empower students in general and girls in particular there by developing their mental, physical and emotional dimensions in order to create better citizens and society. To this end we endeavor to mobilize the available resources which are necessary for higher education and add to existing one". The management with the spirit of seva and a vision, have always contributed towards upgradation of values among students, supporting education for the masses "Chatra: Sanskaren Sujana Bhavantu". As a minority institution the trust has the privilege to prefer and support the admission of Sindhi linguistic students and people belonging to Sindhi Community. Though our institute under their able leadership have extended their seva to everyone in Ulhasnagar, around Ulhasnagar and much beyond Ulhasnagar.

As per the linguistic minority norms the institute is bound to fill 50% seats of minority & remaining seats are allocated to other students and there is no binding on our institute to follow Government reservation policy (University Circular No. Enrol. /Elg./Admission/(2020-21/1820-80of 2021) as that applicable to other regular institutes. In the given background, yet the admission policy of our institute has been very liberal and pro student allowing every student applying for admission in different programs and help the underprivileged section of our society openheartedly. Using this privilege several students seek admission to our college under various categories, SC/ST/OBC/NT/VJNT/EBC apart from the students belonging to Sindhi minority community. Students are admitted as per the quotas prescribed by Government rule on merit basis. All these students avail the scholarship-free ship provided by the state Government. In our institution every year applications from the students belonging to reserved communities are received and admission are given to satisfy 100 % of the seats allotted on merit basis as per the reservation policy. These students after the admission are given guidance to fulfil the eligibility conditions, apply for scholarship on the MahaDBT portal. In the College, a window 05 manned by a non-teaching staff is completely to address queries, issues related to submission of application forms on the online portal.

In the recruitment of staff - teaching and non-teaching in our college, eligibility and quality is always prioritized instead of promoting recruitments based only on Sindhi linguistic minority. In the past to even the isolated post of Principal as Head of Institution has been shouldered by Principal from other linguistic community rather than compulsorily to be a Sindhi. All the selections were made looking at the administrative ability of the individuals suitable for the post of Principal. From the records in the past including present out of thirteen Principals six belong to other linguistic community. Similar policy has been followed for teaching and non-teaching staff recruited in various other subjects and departments in the college. The present count of Non Sindhie staff is more than two times the number of staff belonging to Sindhi Community.

Since the partition the Ulhasnagar city has grown ,progressed and developed fast due to the determined and strong aptitude of Sindhis , that is evident today by the large number of business

setup and small scale industries. Ulhasnagar city now is a center for various small- and large-scale businesses and therefore accommodates large number of workers coming from various parts of the country- migratory workers. The workers are often less educated/uneducated and belong to socially and economically backward classes. Our students enrolled being the first time learners and belonging to economically backward class are not able to pay the fees in time even after giving the facility of paying fees in easy instalments. These students do not get any support from Government agencies. The College with the help of Management, Seva Sadan's Trust launched a scheme named "Earn While You Learn" to help the needy students who are on roll and are not able to continue study further just because of their inability to pay the fees owing to unstable income of parents. Under this scheme, the College identifies the quality/skills of the students and engages them for maximum three hours in offices/ units of the College on working days and pay for them without disturbing their lecture and practical schedule till their target for the needed amount is achieved. The students are given liberty to inform about their absence in advance so that work can not suffer. This scheme has helped few girl students not only in terms of completing the degree but also in terms of getting confidence and the knowledge/skills while operating the software and computers. The aim is to promote the Right to Education of every student stakeholder through this scheme. We have a capacity of 25 students for this scheme though only few students are accommodated yearly in this scheme. The practice of "Earn While You Learn (EWYL)" was continued as distinctiveness in successive academic year also to benefit the students. During the academic year 2020-21 we had one student from S.Y.B.A Sakshi Ghadigaonkar who took advantage of this " Earn While You Learn" practice. However in order to give benefit to more students in future years, a proposal was prepared by Principal Dr.Geetha Menon in October 2021, which is being sanctioned by Patron.Shri Sanjay Dabrai for the academic year 2021-22.

5. CONCLUSION

Additional Information :

The institution over the years has achieved a strong Alumini base in the city of Ulhasnagar. Many of our alumni were/are renowned personalities, to name a few;

1. **Medical practitioners:-Dr. Rajesh Chabria, Dr. Karan Balani and Dr.Kanchan Balani**

2) Lawyers,advocates in session courts and high courts:- Adv. Survanshi,

Adv. Nagasen, Adv. Malesh Kalvade.,Adv. Rahul Garud- Vice president

Bar council -Ulhasnagar etc

3) Architectures- Mr. Laxman Kataria.

4) NAAC advisor and expert:- Dr. Kurup

5) Social work:- Dr.Avinash PatilPursuing Phd in social work associated with NGO

6) Sports:- Melvin Fernandes- Hockey player,

Sujata Helange- Chatrapati Award winner in carrom.

7) Music- Urmila Dhangar -Singer

8) Curator at BNHS-Rahul Khot

9) Defense:- Amol Kulkarni

10) Corporator - Mr.Jamnu Purswani, Mr Prashant Patil, Mrs Rekha Thakur

11) At Mumbai University Assistant Registrar Exam - Mr.Khalane

Head,History (IDOL) - Dr. Anil Bankar

12) Scientist- Dr. Umesh Kadhane(NASA)

Concluding Remarks :

The vision of our Seva Sadan Management to impart knowledge enriched with moral values . The vision to establish an institution from K.G to P.G with a professional skill based educational institute and to provide education with job prospects under one roof. The New Era School, under Seva Sadan Trust caters to Pre-primary, Primary, Secondary, and Higher Secondary education, Likewise R.K. Talreja

College of Arts, Science and Commerce provides Higher Secondary,Undergraduate and PostGraduate programmes. The College was first affiliated to University of Pune later in the year 1976 affiliation was transferred to University of Mumbai. The UG and PG programmes of our institute received aid from the State Government, The Seva Sadan College of Education offers diploma, degree and Postgraduate in education.

Our Institution's objective to support the migrants from Sindh and the populace at large in Ulhasnagar was well achieved . In the due course of the long service to the society in Ulhasnagar, we take pride to claim that we have established our institution and have placed our students and their family high in society. Many of our students have achieved their Niche as well making a path for their children to grow in life and fulfill their dreams.

The library is considered the heart of any educational institution. A stronger heart makes the body function excellent. The college library is one of the biggest libraries in Thane district. It accommodates more than 1.5 lakhs (excluding weedout books) of books and most of them are the text and reference books. Library is fully automated and SOUL software has been installed to control all library services. Library had a separate section for competitive exams books for the students with a dream. Library in the form of "Mobile Library" has extended its services to the people living in nearby villages with the aim of promoting reading culture among the rural people and the students. Library also had a separate room for research scholars and the teachers. The computers and internet installed in this room were made available all the time to teachers and research scholars as a healthy practice towards promoting teaching and research.