SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BHARATIYA VIDYA BHAVAN'S HAZARIMAL SOMANI COLLEGE OF ARTS AND SCIENCE AND JAYARAMDAS PATEL COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

BHAVANS HAZARIMAL SOMANI COLLEGE OF ARTS AND SCIENCE JAYARAMDAS PATEL COLLEGE OF COMMERCE AND MANAGEMENT STUDIES, KULAPATI K.M.MUNSHI MARG, CHOWPATTY, MUMBAI - 400 007 400007
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharatiya Vidya Bhavan's Hazarimal Somani College of Arts and Science and Jayaramdas Patel College of Commerce and Management Studies, Chowpatty, Mumbai, is one of the many institutions, under the auspices of the prestigious Bharatiya Vidya Bhavan, an educational trust founded on 7th November 1938 by Kanaiyalal Maneklal Munshiji, an educationist, a visionary, a philosopher and a pioneer in the framing of the Indian Constitution. From small beginnings, the Bhavan has grown into an International cultural and educational movement.

Nestled close to the magni?cent dome structured parent body, at K. M. Munshi Marg, Chowpatty, the college was inaugurated in June 1965 in the august presence of its Founder President. A generous donation by the late Shri G. D. Somani, in memory of his grandfather late Shri Hazarimal Somani, paved the way for the establishment of Bhavan's Hazarimal Somani College of Arts and Science and within a span of four years was permanently af?liated to the University of Bombay (now Mumbai). Taking note of the growing demand for commerce courses and facilitated by a magnanimous gesture by Shri Jayaramdas Patel, the Jayaramdas Patel College of Commerce and Management Studies came into existence in 1980.

Today the college offers: B. A., B. Sc., B. Com., B. M. S, B. Com. (Accounting and Finance), M. Sc. in Chemistry (By papers), M. Sc. in Chemistry and Zoology (by Research), M. Com. (Management), Ph. D. in Chemistry, Zoology, Commerce and Commerce (Trade and Transport).

Being accredited with 'B' Grade in the ?rst cycle of accreditation in 2004 and with 'B' grade with a CGPA 2.61 in the second cycle of accreditation in 2015, the college is striving hard to improve its quality by working on most of the suggestions given by the Peer team in 2015. The Current Re-accreditation and Assessment Report is an attempt to summarize the activities and achievements of the college in the past five years and hopefully it will help in taking our institution to greater heights in the years to come.

Vision

Bhavan's Hazarimal Somani College of Arts and Science and Shri Jayaramdas Patel College of Commerce and Management Studies is under the auspices of the prestigious Bharatiya Vidya Bhavan. It is an internationally acclaimed institution, with its branches both within the country and outside, and therefore, it is a reflection of the teachings and principles of its Founder President Kulapati Dr. K. M Munshiji.

Munshiji avowed "The value of education lies in cultivating all the faculties of the student and making him/ her fit for the eventualities and relation of life. Unfortunately, the Universities lay down the content of our education. We cannot change it by voluntary effort. We can only change its method, spirit and goal. True knowledge demands an alert mind." This is in keeping with the vision of our institution,

which emphasizes on the holistic development of the student. This will also enable our students to imbibe virtues, develop their personality and adapt to the ever-changing environment.

As the scriptures rightly say, we believe that 'Where there is no vision, the people shall perish'. At Bhavan's we also uphold the idea of "Vasudhiava Khutumbakam" meaning 'The World is one Family'.

Our motto is: "Aa No Bhadraah Kratavo Yantu Vishwataha" meaning 'Let Noble Thoughts Prevail'.

Mission

The Mission Statement of the College is: "AMRUTAM TU VIDYA" meaning 'Knowledge is Nectar'.

This appears on the Emblem at the entrance, as well as in all our college documents. The goals and objectives of the institution focus on the well-being of the students by laying emphasis on their education and moral and spiritual development. At the Induction programme conducted every year for the First-year students, the Principal addresses the new entrants and their parents, highlighting the goals and objectives of Munshiji's teachings, as also the goals and objectives of the Institution. A series of academic and extra-curricular and co-curricular events are organised throughout the year and at every event,the Bhavan's prayer encompassing its objectives, is recited before the commencement of the event.

Students are encouraged to participate in various activities and at each stage they are guided to reflect on the principles laid down in Munshiji's teachings. These principles and virtues provide the students with the fundamentals of education and build a strong foundation with ethical, cultural, spiritual and literary values. With these goals in mind, the student will be trained to survive in the world and become a responsible member of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college has a talented bunch of students who excel at sports, art and other creative activities.

2. The college has a strong Research culture substantiated by 2 Research Laboratories, publications of patents, papers and projects undertaken by the faculty. Seven Minor Research Projects were sanctioned by the University of Mumbai in 2019-2020 worth Rs. 3,20,000/.

3. Under the aegis of the IQAC, several departments have organised workshops and seminars in collaboration with prestigious academic bodies and organisations.

4. The college has a well - equipped and updated library with a collection of rare books.

5. The college has a strong NSS unit.

6. **The college has strengthened the Counselling and Guidance Centre as per the recommendations of the Peer Team during the second cycle of assessment in 2015.**

7. **Over the last five years, we have successfully organised three, nine and two conferences/ seminars/ workshops at the state, national and international level respectively.**

8. **After the outbreak of COVID-19 Pandemic and subsequent lockdown the college has organised 19 webinars on varied themes and topics from April 2020 to August 2020 and 30 webinars from September 2020 to June 2021.**

9. **An MoU has been signed between our College and the Teaching Learning Centre (TLC) of Ramanujan College, University of Delhi, for promoting Faculty Development Programmes in June 2021. An online Induction Training/ Orientation Programme for Faculty in Universities/ Colleges/ Institutions of Higher Education was conducted from 19/06/2021 to 18/07/2021, under the auspices of the Ministry of Education, PMMMNMTT.**

10. **The college has introduced a few certificate courses like Spoken English, Gender Studies, G-Suite and Website Designing during this assessment period.**

11. **The College has a very active Commerce Association and Science seminar which organise various inter-departmental activities. On the recommendation of the I.Q.A.C. The Association for Humanities and Social Sciences was constituted and the same was declared by the Principal in the valedictory session of the CTHSS 2020.**

12. **The IQAC takes pride in the publication of three conference proceedings, one online UGC recognized Journal and two e-books with an ISSN during the last five years.**

Institutional Weakness

1. **Paucity of space is a major constraint.**

2. **The college does not have a playground of its own for outdoor games.**

3. **High turnover of contract/ CHB appointments as there is a considerable delay in issuing NOC for ?lling the vacant regular/permanent teaching posts.**

4. **As non-salary grants are not being released by the government, we face challenges in the development of infrastructure.**

Institutional Opportunity

1. **Being located in close proximity to the of?ces of the concerned public authorities, helps in the smooth functioning of the day-to-day administration.**

2. **The college can propose to start a few career-oriented courses and self-financing courses like the BMM.**

3. **The Guidance Centre for Competitive Examinations could be strengthened.**

4. **Placement and Internship programmes need to be boosted through the Placement Cell.**

Institutional Challenge

1. **Measures have to be adopted to improve the dwindling number of students in the science stream.**

2. **Establishing effective Industry- Institution interface and MoUs.**

3. **Mobilization of financial resources for development.**

4. **Modernization of laboratories.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Choice Based Credit System (CBCS) was introduced by the affiliating University in 2016-17 and it is continued currently. For the Un-aided (self-financing) section at the UG level, there is 75-25 evaluation pattern, whereas in the aided section only in the subject of Foundation Course at the First year and Second year levels, 75-25 pattern is followed (75 marks allotted for the semester-end examination and 25 marks for the internal evaluation). Rest of the subjects have a semester-end examination for 100 marks. At the PG level the 60-40 pattern is followed (60 marks allotted for the semester-end examination and 40 marks for the internal evaluation).

In addition to the five self-financing courses already in existence, during this assessment period, extension was granted to the research laboratory for Ph. D. in Zoology in 2017. The college is also awaiting the approval from the University for two more Research Centres for Ph. D. in Commerce and Ph. D. in Commerce (Trade and Transport) in 2022. Currently, there are 8 research scholars enrolled for Ph. D. in Chemistry and 8 research scholars enrolled for Ph. D. in Zoology.

The syllabus for each course is revised periodically to incorporate the recent developments in the respective fields. The University of Mumbai revises the syllabi every three to five years, highlighting the learning objectives and outcomes as well as programme objectives and outcomes, providing a comprehensive understanding.

Teaching-learning and Evaluation

The college has adopted a student-centric approach. The learning levels of the students are assessed by

evaluating their performance at the previous examination. Advanced learners benefit from the additional inputs provided by the faculty whereas remedial coaching is provided to the slow learners. Thus, the educational needs and requirements of both the categories of learners are satisfied effectively.

In 2020-2021, due to the COVID-19 Pandemic and subsequent lockdown, lectures and practicals were conducted in the online mode. Prior to commencement of the online teaching-learning process, the IQAC of the college conducted online practical orientation sessions for the teachers to acquaint them with the variety of virtual platforms available and doubts raised by the teachers were resolved.

The college follows a transparent and robust evaluation process with the declaration of results in a time bound manner (within 45 days) as per the University guidelines. The Examination and Results Committee regularly puts up notices regarding the conduct of internal assessment and semester-end examination. In coordination with the Unfair Means Enquiry Committee, it also handles the examination related grievances of students. These committees, comprising senior teachers, maintain strict confidentiality.

The college being affiliated to the University of Mumbai, Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the University. Feedback of the students is obtained online at the end of every academic year, which helps to identify the strengths and weaknesses of the teaching-learning process and also helps in adopting measures to overcome the weaknesses.

Research, Innovations and Extension

The number of Minor Research Projects sanctioned has increased from four in the earlier assessment period (2004-2015) to twelve in the current assessment period (2016-2020). At present, there are 15 staff members with a doctorate and 8 staff members are currently pursuing their Ph. D.

Students are also encouraged to participate in a prestigious Research convention 'AVISHKAR' organised by the University of Mumbai and one of our Research Scholars in Chemistry secured Second Rank in the Final round (University level) in the year 2016-17.

During this assessment period, 117 research papers and 19 Patents were published by our teachers. We organised one International Conference and two National Conferences (in both, offline and online modes). The college has to its credit, publication of research papers presented in these three conferences, in three International Research Journals with a high Impact Factor. The college also takes pride in putting on record that it has published two e-books based on two webinars conducted in collaboration with the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Maharashtra – 1) New Principal – as a visionary C. E. O. and 2) NAAC- AQAR Submission in the Revised Format.

The NSS unit of the college consistently works towards the creation of Environmental Awareness. The college has also created a Compost plant in which the wet garbage from the canteen is collected to prepare manure. One of the NSS Programme Officers has received a State level Award as Best Contingent Leader in the Avhaan Camp organised at Nanded in 2018-19.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities to run the existing courses. It has two buildings (old and new) which includes a smart classroom, 23 other classrooms, 7 laboratories, 4 research laboratories, Library, Gymkhana, Counselling and Guidance Centre, NSS Unit, Ladies Common Room and the Canteen. In addition, there are three computer laboratories, the college administrative office, Vice-Principal's office and the Principal's office. Paucity of space remains a major hurdle in introducing new courses and activities in the college. Therefore, the Ladies Common Room, the Counselling and Guidance Centre and the Gymkhana are alternatively used for practice by the cultural group students. The College Counsellor is available twice a week (On Mondays and Fridays) in the Counselling and Guidance Centre, therefore on other days the room is also used as the Guidance Centre for Competitive Examinations. Conferences, Seminars and Workshops of large-scale and the College Annual function are conducted in the auditorium of the Parent body situated in the adjoining building.

IT facilities are updated with changes in the technology. All old computers which had Windows XP operating systems having lower RAM memories were replaced by new systems with higher RAMs. College also has a Wi-Fi system installed. WiFi connection has been provided in 30 classrooms with individual lines & the speed is 50 mbps. There are sixty-five computers. Seven laptops have been provided to the teaching and the non-teaching staff. The college has LAN connectivity with a bandwidth of 350 mbps.

Student Support and Progression

A Student Council is formulated every academic year as per the regulations of University of Mumbai. It acts as a liaison between the authorities and the students. Students securing highest marks from each class are selected as Class Representatives (C. R.). Apart from the C. R.s, the Student Council also includes Representatives from the N.S.S. Unit, Cultural Unit and Gymkhana. A Lady Representative and a Representative from the Backward category are also selected to be a part of the Student Council. The General Secretary is elected from among the Class Representatives. A Teacher In-charge is appointed to supervise the functioning of the Student Council. The Student Council members help with different functional committees during the organization of various academic seminars and conferences. In 2020-21, due to the Covid-19 protocol, the events and activities were conducted virtually, and in these events too, the members of the Student Council got an opportunity to be a part of these events in the capacity of volunteers.

Apart from being the members of the Student Council, Student representation is seen in various important bodies and Committees of the college. Student representatives are appointed on committees like the Internal Quality Assurance Cell (IQAC), Internal Committee (IC), College Women Development Cell (CWDC), NSS Committee etc. Student representatives, thus, get an opportunity to put forth their views during the discussions/ deliberations in the committee meetings and thus contribute to the decision-making process.

Governance, Leadership and Management

To facilitate effective decentralization, the College Development Committee has been constituted, which plays a vital role. The CDC has formed various sub-committees with teaching staff members to

plan and implement activities for the college development. Since quality and innovation play a key role, the IQAC plans various activities to achieve this goal.

The College administration has been well planned out and is efficiently managed through participative management. At the beginning of the academic year, various committees are constituted by the Principal consisting of the members of both the teaching and the non-teaching staff, to ensure their participation.

There is continuous evaluation and monitoring through self- appraisal forms that the staff members have to fill at the end of the academic year. The college also obtains online feedback from the students on various aspects of the teaching and learning process.

The college regularly conducts internal audits. In addition, the IQAC took the initiative to conduct an external Academic and Administrative Audit in 2020-21. Prior to the NAAC Peer team visit for the 3rd cycle of accreditation, the IQAC has proposed to conduct an external Academic and Administrative Audit for a five-year period, that is from 2016-17 to 2020-21.

The IQAC realised the need to organise programmes for the members of the non-teaching staff during the earlier assessment period. In order to further this aim, various programmes were organised for the benefit of the non-teaching staff, during the assessment period, to ensure their wellbeing and active participation in college.

Institutional Values and Best Practices

Some of the Best practices implemented by the college include the following:

1. **"Mental Health - Preserved Wealth"**

The Department of Psychology and Counselling and Guidance Center of the College organize various activities and programmes to enhance the mental health of the staff and students of the College. The focus is on the concerns and issues related to stress, emotions, relationships and effective guidance is provided for management of these pertinent issues. 'Colours of Mind' is an Annual Psychology Fest which focuses on different themes of mental health every year.

Apart from the regular activities, a month-long activity titled 'Healthy Minds Challenge' was initiated during the early days of lockdown to help the students and staff of the college to deal effectively with anxieties, unpredictability, loss and negativity associated with the pandemic and the lockdown.

2) **"Together We Will (Gender Equity and Equality)":**

The college strives to create awareness among students and staff on various issues related to gender and to inculcate Gender Sensitivity among them.

In order to achieve the goal of Gender Sensitization, various programmes on the theme of "Gender Issue" are organised in collaboration with various Departments, Committees and Associations from within the college and also with other colleges and NGOs working in the areas related to Gender Issues.

The College Women Development Cell (CWDC) and the Internal Committee (IC) work towards promotion of gender equity through organisation of various programmes in association with NGOs, Hospitals and other institutions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATIYA VIDYA BHAVAN'S HAZARIMAL SOMANI COLLEGE OF ARTS AND SCIENCE AND JAYARAMDAS PATEL COLLEGE OF COMMERCE AND MANAGEMENT STUDIES
Address	Bhavans Hazarimal Somani College of Arts and Science Jayaramdas Patel College of Commerce and Management Studies, Kulapati K.M.Munshi Marg, Chowpatty, Mumbai - 400 007
City	Mumbai
State	Maharashtra
Pin	400007
Website	www.bhavanschowpatty.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shrimant V. Rathod	022-23691508	9820791651	022-2369113 6	principal@bhavans chowpatty.ac.in
IQAC / CIQA coordinator	Manjusha Patwardhan	022-24307589	9892992024	-	iqac@bhavanscho wpatty.ac.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	No

Establishment Details	
Date of establishment of the college	01-01-1965

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	03-11-1965	View Document
12B of UGC	03-11-1965	View Document

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

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

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

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	Bhavans Hazarimal Somani College of Arts and Science Jayaramdas Patel College of Commerce and Management Studies, Kulapati K.M.Munshi Marg, Chowpatty, Mumbai - 400 007	Urban	0.9174	8929.31

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	BSc,Chemistry	36	HSC	English	240	53
UG	BSc,Zoology	36	HSC	English	120	36
UG	BSc,Botany	36	HSC	English	120	36
UG	BSc,Physics	36	HSC	English	120	14
UG	BSc,Mathematics	36	HSC	English	120	14
UG	BCom,Commerce	36	HSC	English	360	360
UG	BCom,Accountancy	36	HSC	English	360	360
UG	BA,English	36	HSC	English	240	60
UG	BA,Marathi	36	HSC	Marathi	240	30
UG	BA,Psychology	36	HSC	English	240	73
UG	BA,History	36	HSC	English	240	96
UG	BA,Political Science	36	HSC	English	240	85

UG	BA,Philosophy	36	HSC	English	240	21
UG	BA,Economics	36	HSC	English	240	48
UG	BA,Sociology	36	HSC	English	240	99
UG	BMS,Self Finance	36	HSC	English	60	60
UG	BCom,Self Finance	36	HSC	English	60	60
PG	MSc,Chemistry	24	BSc	English	10	10
PG	MSc,Zoology	24	BSc	English	3	3
PG	MCom,Commerce	24	BCom	English	60	60
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	MSc	English	8	8
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	MSc	English	8	8

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				1				10				30
Recruited	1	0	0	1	4	6	0	10	10	8	0	18
Yet to Recruit				0				0				12
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				77
Recruited	41	10	0	51
Yet to Recruit				26
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	3	0	4	4	0	15
M.Phil.	0	0	0	0	1	0	1	1	0	3
PG	0	0	0	1	2	0	5	3	0	11

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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	11	23	0	34

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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	960	0	0	0	960
	Female	997	0	0	0	997
	Others	0	0	0	0	0
PG	Male	65	0	0	0	65
	Female	63	0	0	0	63
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	0	0	0	12
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	109	103	107	151
	Female	137	137	169	164
	Others	0	0	0	0
ST	Male	3	0	0	0
	Female	1	1	1	2
	Others	0	0	0	0
OBC	Male	146	145	182	174
	Female	140	152	167	163
	Others	0	0	0	0
General	Male	552	542	506	545
	Female	567	560	614	628
	Others	0	0	0	0
Others	Male	63	64	74	70
	Female	58	48	62	73
	Others	0	0	0	0
Total		1776	1752	1882	1970

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or become constituent colleges of their affiliated universities Keeping in mind this goal of NEP, the college will strive to get autonomy through sustained efforts.
2. Academic bank of credits (ABC):	As per the guidelines of the NEP, the college will implement the Academic Bank of Credits (ABC) for the benefit of students thus ensuring student centric learning. At the undergraduate level, there is a provision for multiple entry-exit options for learners. Undergraduate programmes are of four years with a

	provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project-based degree. The college, currently being affiliated to the University of Mumbai, will adhere to the directions given by the affiliating University in implementing the provisions outlined in the NEP.
3. Skill development:	The National Education Policy 2020 envisions an education system by considering Indian tradition, culture, values and ethos which contributes directly to moulding the country into an equitable, sustainable, and vibrant knowledge society. The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant. The main emphasis in NEP is on research. The college will ensure that students receive adequate exposure so as to pursue research in their areas of interest. They would also be motivated to participate in varied research conclaves. The college will focus on developing Incubation centres and Research centres for the benefit of students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Through its various programmes and courses, the college will promote integration of Indian culture and ethos. Being a part of the prestigious Bharatiya Vidya Bhavan, our college always strives to inculcate the teachings of Kulapati K. M. Munshiji and we will continue to draw inspiration from his teaching and adhere to the vision and mission statement of the college.
5. Focus on Outcome based education (OBE):	The college will make every attempt to successfully implement the provisions of NEP and contribute in the achievement of its goal of making transforming the education system- from teacher centric to student centric, from information centric to knowledge centric, from marks centric to skills centric, from examination centric to experimental centric, from learning centric to research centric, and from choice centric to competency centric.
6. Distance education/online education:	Apart from the regular teaching learning process, the college will initiate MOOCs, Bridge Courses, e-Content development etc. to encourage learners and also hone up their skills. The college will thus adopt the blended approach in the Teaching-Learning process.

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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
8	8	8	8	8

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
20	20	20	20	20

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1970	1882	1752	1776	1779

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
1812	1812	1812	1812	1812

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
628	543	479	511	504

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
31	32	33	36	36

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
41	41	41	41	41

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 26

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
61	43.09	99.73	50.99	34.57

4.3

Number of Computers

Response: 50

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:

Our college is affiliated to the University of Mumbai, which provides the syllabi for the various programmes. Therefore, the college cannot design the curriculum independently. Nonetheless, every effort is made to implement the curriculum prescribed by the University in a methodical manner.

The Credit Based Semester and Grading System (CBSGS) was introduced by the affiliating University in the academic year 2015-16 and it was in force till the academic year 2017-18. Under this system, there were two internal tests and two semester end examinations. The pattern was changed to the Choice Based Credit System (CBCS) introduced in the academic year 2018-19 and is continued to date.

At the commencement of each academic year, a comprehensive teaching plan is prepared at the departmental meetings taking into account the areas of specialization of the staff. The teaching methodology would vary according to the subject and the teacher's own personal preference based on his/ her time-tested experience. Within the framework of the syllabus, there are always additional topics/ points/ examples/ instances which can be used as supportive evidence for theoretical constructs. Teachers get an opportunity to provide additional inputs going beyond the syllabus through projects and assignments. Teachers use these inclusions to complement and supplement the syllabus content. Over the period of the last five years, several Departments have arranged guest lectures, industrial visits and excursions (physical and virtual), seminars and conferences (offline and online), intra-collegiate events / competitions, etc. All these activities are related, in some way, to the prescribed syllabi, and provide students manifold opportunities to internalize, reinforce, complement and supplement their uptake of the various aspects of the syllabi besides developing their creativity and widening the scope of their learning-experience and educational horizons.

The academic year 2020-21 being an exceptional year, a plan for online teaching was thoroughly developed and executed and teachers used various virtual platforms available. Due to the Pandemic and subsequent lockdown, instead of the Institutional Academic Calendar, each department prepared its own academic calendar. The Heads of each Department supervised the teaching methodology to ensure maximum effectiveness towards reaching the goals envisioned by the curriculum designers.

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

Response:

The Academic Calendar is prepared at the beginning of every academic year by each department. It is then compiled to prepare the Institutional Academic Calendar. The time-slots for the semester-end examinations are equally well-considered, with sufficient time being allotted for the conduct of the examinations and completion of the assessment work.

The Academic Calendar incorporates organization of various co-curricular and extra-curricular activities to supplement the academic activities. Committees and associations are constituted at the beginning of every academic year to ensure smooth conduct of these activities.

The planning and execution of the various activities for the year 2020-2021 proved to be particularly challenging on account of the uncertainties and irregularities the ongoing pandemic brought in its wake. However, the challenges and difficulties notwithstanding, the institution adhered, for the most part, (barring a few exceptional cases where modifications or adjustments were necessary) to the Academic Calendar it had prepared.

As the pandemic was raging, the activities, whatever their nature: meetings/ seminars/ competitions for the students - even exams - were all conducted online quite successfully.

Continuous Internal Evaluation (CIE) is mandatory only for the self-financing courses. Thus, continuous internal evaluation was undertaken as per the Academic Calendar for Self-financing courses such as BMS, B.Com. (Accounting & Finance) and M.Com.

CIE was implemented for the regular undergraduate courses in the academic years 2015-16, 2016-17 and 2017-18. However, it was not carried out since 2018-19 as it was not prescribed by the University of Mumbai for the regular undergraduate courses.

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: A. All 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: 95

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

Response: 19

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: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	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: 0.94

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
93	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:

The current trend in syllabus design in all subjects is to incorporate matters like professional ethics, gender equality, human values, environmental awareness and sustainability into the curriculum. Therefore, the curriculum of all streams has modules on at least a few of these themes. While the starting point is usually subject-specific (as there is ample scope for their inclusion), coverage extends further and diversifies into related issues of present-day concerns and challenges. The teachers' classroom explanations are, thus, a rich amalgam of a variety of topics borne out by examples and instances cited in the newspapers, research articles and various audio-visual media. Students are thus made aware of the issues that the world faces, and the need to address them and find solutions. The role of people, both individually and collectively, is thereby highlighted.

The college believes in the core values of equality and justice. Through the College Women Development Cell (CWDC) and the Internal Committee (IC) sensitization programmes on matters related to gender and inclusivity are carried out every year. Similarly, the Bhavan's Nature Club carries out sensitization and awareness programmes on issues pertaining to the environment and sustainability.

In order to reinforce and supplement classroom teaching, the different Departments and Associations of the College arrange talks, seminars, competitions, activities on the above-mentioned themes related to human values and professional ethics in the hope that these will create a powerful impact on the students' thinking, mould their sensibilities, and spur them on to appropriate forms of behaviour and action ---all of which, if pursued long-term, could bring about the desired changes in the world.

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

Response: 100

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
8	8	8	8	8

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: 100

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

Response: 1970

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: D. Any 1 of the above

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: D. Feedback collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 60.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
1970	1882	1752	1776	1779

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

2020-21	2019-20	2018-19	2017-18	2016-17
3020	3020	3020	3020	3020

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: 38.8

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
797	762	650	657	649

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:

The learning levels of the students are assessed by evaluating their performance at the previous examination. The advanced learners are given extra inputs whereas the slow learners are encouraged to attend remedial lectures. Thus, the educational needs and requirements of both the categories of learners are satisfied effectively.

At the departmental level, students whose performance is good are given extra inputs by teachers such as advanced bibliographies, practical demonstrations, talks and lectures organised on topics like career guidance preparation for competitive and entrance examinations such as JAM, NET, SLET, GATE etc. Thus, the educational needs and requirements of the academically bright learners are satisfied effectively.

Remedial coaching, keeping in mind the needs of the weaker students, is arranged at the end of each semester at the departmental level. However, any student who wishes to attend these lectures is allowed and encouraged to do so. Personal attention is given to the slow learners. They are encouraged to solve practice papers and are guided on how to write model answers. If required, important concepts are explained in simple English for the students who have previously studied through vernacular languages.

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

Response: 64:1

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:

The College practises a teaching methodology which focuses on imparting quality education through a student centric approach. Various workshops, conferences, guest lectures, orientation lectures are organized for the students to boost their confidence and encourage independent thinking. The respective departments facilitate learning by allowing each individual student to comprehend at his/her personal level. They, accordingly, use teaching techniques which would enable students to absorb and grasp information at their own pace.

The syllabi approved by the University of Mumbai highlights learning objectives and outcomes as well as programme objectives and outcomes thus providing a clear picture of course content. Feedback on each course and faculty member is obtained from the students and this makes it possible to identify any lacunae which can then be addressed.

Internal assessments for some courses and programmes are planned so as to monitor progress of the students periodically and spur them on to excel in their respective fields. Written Assignments are required to be submitted by individual students. Student Seminars, which form another component of internal assessment, help students to present their ideas before the entire class and give them the confidence to speak in public. Extra coaching through remedial lectures is arranged for the academically weaker students which results in the improvement of their overall performance.

Apart from the traditional chalk and board method, teachers adopt innovative practices like audio-visual inputs, screening of documentaries and short films, group discussions, case studies, role play, quizzes, field trips and excursions etc. to sustain the interest of students and this in turn also promotes student centric learning.

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

Response:

Several staff members make use of e-learning resources like the National Programme on Technology Enhanced Learning (NPTEL), National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, virtual laboratories, N-LIST to enhance the teaching-learning process.

In the academic year 2020-2021, lectures and practicals were conducted in the online mode due to the COVID-19 Pandemic. Therefore, most of the teachers used the ICT tools for effective online teaching. Various virtual platforms like Zoom / Google Meet etc. were available for conducting online lectures and each teacher selected the platform which was best suited for meeting the requirements. A few teachers have also created Google Classroom to assign projects, quizzes, assignments and to provide additional study material to students. During the pandemic, lectures were conducted using MS-PowerPoint presentations, available literature from the internet, and use of audio-visual presentations while the practicals were demonstrated through online videos, simulations and software. The reference resources and notes were circulated on the WhatsApp groups as well as on Google Classrooms which were created by the respective departments. Teachers also shared YouTube videos and other web-links to supplement their teaching. Additionally, some of the departments also conducted the online virtual tours of industries/ national parks/sanctuaries across India which was a part of their curriculum.

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

Response: 68:1

2.3.3.1 Number of mentors

Response: 29

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: 81.95

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: 46.46

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
15	14	16	17	16

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: 0.51

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

Response: 15.92

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 follows a transparent and robust evaluation process with the declaration of results within a stipulated time period and as per the affiliating University norms. The system of internal assessment is communicated to the students in order to ensure transparency. The Internal assessment is applicable for all courses in the Unaided sections and in the Aided section, it is applicable for a few subjects across all courses. The weightage for the internal assessment varies across the courses.

The Examination and Results Committee regularly puts up notices regarding the conduct of internal assessment. Students are assessed continuously through various evaluation methods like Unit Tests, Projects, Assignments, Seminar Presentations etc. at the College and the University level. In this way, the mechanism of internal assessment is transparent and robust.

During the pandemic, online Internal Examinations were conducted as per the schedule given in the Academic Calendar. Internal assessment helps in regular monitoring. It also ensures regular attendance and greater involvement of students in the classroom. Students actively participate in various co-curricular and extra-curricular activities which facilitates their overall development. Seminar presentations improve their communication skills and help them in confidence building which, in turn, ensures professional grooming and success at interviews.

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

Response:

The Examination and Results Committee and the Unfair Means Enquiry Committee handle the examination related grievances of students. These committees, comprising senior teachers, maintain strict confidentiality.

At the College Level, the Additional examination is conducted for students failing to appear for regular examination on medical grounds and genuine reasons as per the University norms. Students can appear for an Improvement examination, provided an application is submitted along with proper documents. Photocopies of their answer books are provided to students if they opine that

they have scored less marks than expected. Applications for revaluation are scrutinized and an external examiner is appointed to ensure an unbiased assessment/ evaluation. In order to maintain transparency, subject teachers from other colleges are given the responsibility of moderating the assessed answer books.

In the academic year 2020-2021, a notice was displayed to inform the students that there is the provision to report their grievances regarding exam-related issues through online mode. The students were asked to communicate their grievances via an email to the Examination Committee and the grievances were resolved in a timely manner.

In the case of University Exam-related grievances, a student has to write an application to the Principal, which is then forwarded to the University along with the necessary documents and the prescribed fees for resolving the matter.

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:

The College being affiliated to the University of Mumbai, Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the University. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

- Syllabi comprising Learning Outcomes for each Course and Programme are displayed on the university website.

- Hard Copies of syllabi are available in the departments and college library for ready reference to the teachers and students.

- The importance of the learning outcomes is communicated to the teachers in Syllabi workshops conducted by the respective Board of Studies and through the Departmental meetings.

- Students are also apprised of the same in the Induction Programme/ Orientation lecture by the Heads of respective Departments and in the classroom by respective subject teachers during the lectures, so that students get an opportunity to clarify their doubts and queries in person.

- Various guest lectures and workshops are organised for teachers and students for gaining an insight into POs, PSOs and COs.

- Collectively the College authorities, Teachers and Mentors emphasize the need to attain these outcomes.

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

Response:

The process of attainment of COs, POs and PSOs begins with finalizing COs for each course of the programme from the first year to the third year. The students are informed about the COs given by the University of Mumbai at the beginning of each academic year. It is aimed at achieving desirable outcomes (in terms of knowledge, skills, attitudes and behavior) at the end of a programme. Teaching with this awareness and making the concomitant effort constitutes outcome-based education. This entails a regular methodology for ascertaining the attainment of outcomes, and benchmarking these against the programme outcomes, consistent with the objectives of the programme.

Based on the performance of students in the internal and external assessment/ examination, the course outcome for each course is evaluated. Since the POs and PSOs is a new addition in the Key Indicators in the AQAR, the IQAC of the college plans to conduct a training programme/ workshop focusing on POs and PSOs so as to enable the teachers to understand and implement the COs, POs and PSOs for their courses and programmes.

2.6.3 Average pass percentage of Students during last five years

Response: 16.34

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
97	96	76	77	78

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
575	536	412	512	580

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)	<u>View Document</u>

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: 7.9

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
3.20	3.20	0.40	0.25	0.85

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: 19.35

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

Response: 6

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: 22.35

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
7	7	1	1	3

3.1.3.2 **Number of departments offering academic programes**

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

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:

In the academic year 2020-2021, due to the COVID-19 Pandemic and subsequent lockdown, the teaching-learning process had to shift to the online mode. Several teachers created Google Classroom to facilitate the teaching-learning process. Study material like notes, PPTs and relevant web resources were shared with the students virtually.

One of our faculty members contributed as econtent writer for the UGC E-Pathshala project in 2017.

Seven faculty members contributed as Resource persons to Self-paced FDP organised by the Teaching -Learning Centre, Ramanujan College, University of Delhi on Research Methodology under the aegis of PMMNMTT, Ministry of Education, Government of India in 2021.

Our College in collaboration with the Teaching -Learning Centre, Ramanujan College, University of Delhi, organised an Online InductionTraining/Orientation Programme for Faculty in Universities, Colleges/Institutions of Higher Education from 19 June - 18 July 2021.

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

Response: 6

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
2	4	0	0	0

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: 2.29

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

Response: 16

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

Response: 7

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: 2.71

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
24	22	22	12	11

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: 0.77

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
8	3	8	3	4

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:

Our college has a strong NSS unit. Every year the NSS unit enrolls 200 volunteers. The NSS endeavours to work towards the overall development of students through community service. The motto of the NSS is "Not me, but you", which emphasizes the importance of understanding the needs of the community in which the students work. The NSS unit plays a vital role in the development of the students by inculcating ethical values and serving society in a selfless and dutiful manner, thereby making them responsible citizens.

Every year the NSS Unit organises an intercollegiate event "IGNEEL" in which various competitions like elocution, debate, street play, poster making, collage etc are conducted. Programmes like Blood donation drive, disaster management, waste collection, making eco-friendly Ganpati idols, and so on are organised on a regular basis. NSS volunteers also participate in residential camps in which they conduct activities like tree plantation, sensitisation programmes on the themes like Gender issues, Environmental sustainability, Health and hygiene, Literacy etc. Workshop on disaster management is also an ongoing activity. The volunteers also contribute to the initiatives like Traffic control organised by the Mumbai Police. Students also participate in various programmes conducted under the aegis of Swachcha Bharat Abhiyan.

In the academic year 2020-21, due to the Covid-19 Pandemic and subsequent lockdown, the NSS cell, University of Mumbai, had instructed Colleges to conduct activities in the online mode. During the lockdown, volunteers initiated activities pertaining to Covid-19 awareness through videos and posters; distributed masks, Arsenic Album-30 and a one-time meal on a daily basis to the needy, for almost a month. This developed a sense of social and civic responsibility among the volunteers.

Sanitization of around 25 buildings in BMC D Ward was carried out with the help of the D ward office and members of the society, which facilitated team-based learning and also created awareness of the importance of health and hygiene among the volunteers. A Blood donation drive in collaboration with Jagjivan Ram Railway Hospital was organized at the Churchgate station.

Webinars and competitions were organized for the students which made them aware of various social issues, and encouraged them to use their ingenuity in the handling, coping and resolving of the numerous problems that beset society.

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

Response: 1

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

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

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

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

Response: 62

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
13	11	7	20	11

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: 25.5

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
440	661	465	432	341

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: 23

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
1	6	6	6	4

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: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	5	0	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)

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 has adequate infrastructure to run the existing courses. It has two wings:

a) The old building (main building) is a four-storeyed structure, which comprises the Chemistry Department, Chemistry laboratories and Chemistry Research laboratory on the ground floor, the Principal's Office, Administrative Office, Computer laboratories, Ladies Common room and a smart classroom on the first floor, Department of Physics, Physics laboratories, Counselling and Guidance Centre and classrooms on the second floor, Departments of Botany and Zoology, Botany and Zoology laboratories, Zoology Research laboratory, N.S.S. room and classrooms on the third floor, and the Vice Principal's Cabins (Degree and Junior college), Department of Mathematics, Examination Room, Staff Common Room and classrooms on the fourth floor.

b) The New building has seven floors. It houses the Gandhi Institute of Information Technology on the ground floor, the library on the first floor and the basement, Physics laboratory on the second floor, Classrooms from the third to the sixth floor, Commerce Research Centre on the sixth floor and Commerce (Trade and Transport) Research Centre and the Gymkhana on the seventh floor. In all, the college has twenty-six classrooms, including a smart classroom.

The science departments have well-equipped laboratories with adequate modern instruments and facilities. Chemistry and Zoology Departments have well-equipped Research Laboratories. The Chemistry Research Laboratory was started in the academic year 2011-2012, and very soon gained recognition and affiliation from the University of Mumbai with the permission for enrolling eight students (for M. Sc. And Ph. D. collectively).

The Zoology laboratory has been affiliated to the University of Mumbai since its inception in 1978. There was a lull in 2004 and the laboratory became operational once again from the academic year 2010-2011. Both these Laboratories have updated infrastructure and equipment and department library facilities for the benefit of students and staff. The Zoology Research Laboratory also has Ph.D theses and a collection of research work.

The college has a Smart classroom on the first floor of the main building. However, Conferences, seminars and workshops organised on a large scale are conducted in the auditorium and the Geeta mandir hall situated in the adjoining building of Bharatiya Vidya Bhavan.

Paucity of space is one of the major constraints of our institution. The Management periodically reviews the infrastructure. The institution attempts to make optimum use of the available resources. Apart from conducting regular academic, co-curricular and extra-curricular activities, the college acts as a centre for the conduct of university examinations, U.P.S.C. / M.P.S.C.

examinations, S.L.E.T. examination and C.A. examinations. It also acts as a centre for staff approval of the Office of the Joint Director of Higher Education, Mumbai Region. Our college is a polling centre for elections under the Malabar Hill/ South Mumbai constituency. Classes for certificate courses in Astrology under the auspices of Bharatiya Vidya Bhavan are run in the college premises on Sundays and Holidays and the office of Jyotish Bharati is situated on the fourth floor of the old building.

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

Response:

The college gymkhana is located on the seventh floor of the new building, where indoor games like table-tennis, chess, and carrom are played. The college does not have a playground of its own therefore, it utilizes the University ground and other grounds in the vicinity for the conduct of Annual Athletic Meet and other outdoor games. Martial Arts classes for self-defense especially for female students were also carried out during the academic year 2015-16 and 2016-17.

Yoga and other fitness activities for the staff and the students are carried out on the terrace and the adjoining room of the old building, especially to celebrate occasions like International Yoga Day, International Women's Day etc.

The gymkhana also doubles up as a practice area for cultural events like drama/ dance etc. as and when the need arises. The annual college day is organised in the Bhavan's Auditorium in the adjoining building which has a capacity of 800 seats. It is also used for holding seminars / Conferences on a large scale and for conducting events such as the Orientation/ Induction Programme for the First-Year students. As the college has paucity of space, the existing facilities are optimally used for multiple purposes. For example, the Ladies Common Room, the Counselling and Guidance Centre and the Gymkhana are alternatively used for practice by the cultural group.

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

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: 23.58

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
11.2	14.5	45.4	6.64	2.54

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:

During the current assessment period from 2016-17 to 2020-21 the details of LMS were as follows:

? **Name of ILMS software: SOUL**

? **Nature of automation (fully or partially): Partially Automated**

? **Version: 2.0**

? **Year of Automation: 2008**

The college Library is automated with SOUL (Software for University Libraries), a state-of-the-art Integrated Library Management Software designed and developed by INFLIBNET. SOUL is compliant to international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control.

Library was automated in the year 2008 with the Network Version of SOUL. Second upgrade to SOUL 2.0 was done in the academic year 2010-2011 and was upgraded to SOUL 3.0 in the current academic year (2021-22) in September 2021. Various library housekeeping operations like data entry and circulation are done using the ILMS. SOUL database has a record of more than 76,240 documents. Software supports highly versatile and user-friendly OPAC and Web OPAC with simple and advanced search.

File Description	Document
Upload any additional information	

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

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

Response: 2.55

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
1.67	2.03	2.98	3.12	2.96

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: 7

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

Response: 140

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

College has two computer Laboratories with 50 computers in the local network. The College office, Library and various departments have computer facilities and are connected to the college network and internet. IT facilities are updated with changes in the technology. All old computers which had Windows XP operating systems with lower RAM memory were replaced by new systems with an updated version. The college also has a Wi-Fi system installed.

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

Response: 39:1

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: 25.3

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
13.11	23.2	44.0	1.45	1.45

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:

Institutional mechanisms for maintenance and upkeep of the infrastructural facilities include the following:

1. **Regular cleaning of the premises and infrastructure is carried out by the Class IV employees appointed for the purpose.**

2. **First aid boxes are kept in each department, in the gymkhana as well as in the administrative office of the college.**

3. **Fire extinguishers are placed at strategic points.**

4. **Unauthorised individuals are prohibited from entering the college premises.**

5. **Computers and electronic devices are regularly maintained by the computer lab attendant and the lab technicians. Minor repairs are carried out by the staff members themselves and in case of a major problem, outside experts are called.**

6. **The college administrative staff, under the guidance of the Registrar, looks after the maintenance of the general office equipment such as repair of lifts, pest control, regular cleaning of water tanks, taking stock of the fans and tube lights in the classrooms and laboratories, refilling of the fire extinguishers etc.**

7. **The college has an Annual Maintenance Contract (AMC) for the maintenance of CCTV cameras, computers, water coolers and other equipment.**

8. **The librarian assisted by the library staff looks after the maintenance of the library. Stock checking is done at regular intervals.**

9. **An OPAC terminal has been installed at the entrance of the library to facilitate searching of library catalogue. Adobe Digital Edition is made to borrow electronic resources online. Our college has subscribed to the UGC NLIST programme which provides federated searching**

tools.

10. **Internal stock verification and financial audit is carried out annually in all laboratories, Library, NSS, Gymkhana and General Office.**

11. **Calibration of the laboratory equipment is done by the staff prior to the commencement of the practical examination and is used thereafter till the end of the semester. Standard methods are used for calibration of instruments.**

12. **Use of Aprons, gloves and safety glasses by students and non-teaching staff in the laboratories is ensured, wherever required.**

13. **Hazardous materials are stored in separate store rooms which can be accessed by only the trained members of the non-teaching staff.**

The policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in the laboratories and the library, as well as the Purchase Policies and Maintenance Policies have been established by the respective Departments and uploaded on the website.

The link for the same is as follows: https://bhavanschowpatty.ac.in/assets/Documents/About%20College/Lab_policies_and_proceedures.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: 17.18

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
256	303	291	276	439

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: 3.95

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
40	83	103	66	66

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: B. 3 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: 23.37

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
63	2071	55	5	3

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: 4.57

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
33	32	22	18	18

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: 25

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

Response: 157

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: 40

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

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

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

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

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: 5

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	2	0	3	0

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:

A Student Council is formulated every academic year as per the regulations of University of Mumbai. It mainly acts as a liaison between the authorities and the students. Toppers from each class are selected as class representatives. Apart from the Class Representatives, the Student Council also includes Representatives from N.S.S. unit, Cultural unit and Gymkhana. A Lady Representative and a Representative from the Backward category are also selected. A General Secretary is elected from among the Class Representatives. A Teacher In charge is appointed to supervise the functioning of the Student Council. Generally, the members of Student Council play an important role as volunteers at all events, activities and programmes organised by the college. However, in the year 2020-21, due to the Covid-19 protocol, the events and activities were conducted virtually and the members of the Student Council got an opportunity to be part of such events under new circumstances.The Student Council members also help with different functional committees during the organization of various Academic Seminars and Conferences.

Apart from being members of the Student Council, Student representation is seen in various bodies of the Institution. Student representatives are appointed in Committees like the Internal Committee (IC), College Women Development Cell (CWDC), Internal Quality Assurance Cell (IQAC), NSS committee etc. They are given an opportunity to put forth their views during the decision-making process.

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: 157.2

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
0	208	172	144	262

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 College does not have a registered Alumni association, though the ex-students are in constant contact with the college and their teachers. The Alumni meet occasionally to discuss and plan various events for the current students of the college. With the cooperation of the Alumni, the college organises various programmes like Sessions on Personality development, Motivation and Team building, Soft Skills training, etc. for the benefit of the students.

1. **Our Alumnus Mr. Rupen Doshi, Director of FUTURE-TECH Pvt Ltd, an HR Firm in Mumbai, has been conducting sessions regularly on Personality Development, Soft Skills Training, Motivation, Grooming for Interview and CV writing etc.**

2. The ex-NSS volunteers help in organising residential camps, IGNEEL and

   other NSS activities.

3. The ex-students also help in organising College Day, intra-collegiate cultural event Kalashree and inter-collegiate cultural activities.

4. The college regularly organises Alumni Meet. In the current assessment period, an Alumni Meet was organised on 7th February 2020. A Virtual Alumni Meet was organized on 29th May 2021. Various cultural performances were organized for the event. Alumni from various batches had joined the Virtual Meet and enthusiastically participated, making the event memorable and successful. The Alumni are presently working on collecting funds for the current students of the college whose families are affected by the pandemic so that financial aid can be provided to these students for their education.

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:

Our vision is to help students to be "educable" rather than "educated" and the Mission Statement of the College is: 'AMRUTAM TU VIDYA' meaning 'KNOWLEDGE IS NECTAR'.

To facilitate effective decentralization, the College Development Committee (CDC) has been constituted as per the norms laid down by the University of Mumbai. The CDC has a vital role to play in its efforts to involve the staff in various spheres of administration. The CDC has formed various sub-committees to plan and implement activities for the development of the college.

At the beginning of the academic year, various committees are constituted by the Principal to ensure effective participation from the teachers and the students. The Chairpersons of various committees and associations chalk out plans pertaining to the conduct of various activities. Regular meetings of the committee members are held to work out the details and for further delegation of responsibilities among the staff members and the students. Also, at the Department level, various activities are organized under the leadership of the Head of the Department, for the benefit of the students. The college is able to achieve its set mission by encouraging an atmosphere of participative management.

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

Response:

The Principal is the overall in charge of the college (both Teaching and non-teaching). The Principal works in close coordination with the Governing Body of the college. The Local Managing Committee(LMC) now termed the College Development Committee (CDC) plays a crucial role in proposing and implementing plans for development in the college. The Principal is assisted by the Vice Principals in work related to the Teaching Staff and by the Registrar in case of the non-teaching staff. The college has a number of committees and associations and it is ensured that every staff member is involved in at least one committee/association, if not more, with specific responsibilities laid down. This not only ensures the involvement of the staff members but also helps in participative management. As a representative instance of decentralization and participatory management, we can cite the 'International Conference on Fundamental and Applied Sciences (ICFAS-2021)' which was organized by faculty of science in collaboration with the IQAC of the college from 24th to 26th March, 2021.

The initiative was taken by Prof. (Dr.) S. V. Rathod, Principal with all the Heads of the science departments. The core committee comprised the Convener, Co-convener, Organizing Secretary, Joint Organizing Secretary and the Treasurer. Different responsibilities related to the

organization of the event were delegated to the team members which resulted in a display of effective delegation of authority and responsibility and clear accountability.

Prior to the conference, several meetings were held on virtual platforms by the organizing team. The IQAC members also gave valuable suggestions for the successful conduct of the conference.

All the sessions were conducted in coordination with the members of the IQAC and Science departments effectively, which led to the smooth and successful completion of the mega event. More than 750 participants registered globally. A total of 187 abstracts were received, out of which a few were selected by the committee members for oral / poster presentation while the remaining were selected for poster exhibition.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college authorities in consultation with the Management outline a perspective plan for development. Regular meetings of the Principal's office, the College Development Committee and the IQAC are held to take stock of the situation and plan out the future course of action. Based on the Peer team recommendations for the 2nd cycle, the IQAC of the college developed a Perspective Plan to comply and fulfil most of the recommendations:

1. **Augmentation of Infrastructure**

2. **IT to meet the growing demands**

3. **To strengthen alumni, build corpus**

4. **To strengthen collaborations and MOUs with Industry, academic institutions**

5. **To augment research output of staff and students**

As a representative case study, we would like to cite the example of the Faculty Development Programme (FDP) on 'NAAC: AQAR Submission in the Revised Format' which was conducted in collaboration with Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Maharashtra, from February 1-6, 2021.

NAAC plays a vital role in the progression of Higher Education Institutions. The IQAC of our college thus envisioned the conduct of an FDP on 'NAAC: AQAR Submission in the Revised Format'. The idea behind organising this programme was to provide insights pertaining to the NAAC process and AQAR submission in the revised format. The aim of this activity was to facilitate understanding of the process of documentation. As quality and innovation play a key role in

institutions of higher education, this activity was planned to reach out to faculty from other institutions of higher education and provide them with useful tools that would enhance their knowledge.

The FDP received an overwhelming response from more than 1000 participants across the state of Maharashtra. We were privileged to have eminent speakers from the field of Higher Education. This collaborative venture reached its fruition due to the able guidance extended by the office bearers of Rashtriya Uchchatar Shiksha Abhiyan (RUSA, Maharashtra).

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 administration system has been well planned out and is efficiently managed. At the apex of our Institution is the Principal who is assisted by the Vice-Principals. The College Development Committee (CDC) is constituted by Management representatives, elected members from the Teaching staff and non-teaching staff and nominated members. The CDC makes recommendations for the development of the college. Similarly, different proposals suggested by the staff are first discussed in the CDC and their approval is sought. Heads of various Departments also form an integral part of the system. They act as a vital link between the teaching staff and the Principal. The library staff functions under the guidance and supervision of the Librarian. The Librarian oversees matters pertaining to purchase of books and educational resources and is also assisted by the Assistant Librarian and other support staff.

Along with the academics, the Principal also handles Administrative responsibilities and is assisted by the Registrar, the Superintendent and the Head Clerk. The Superintendent looks after all the matters pertaining to accounting, whereas the Head Clerk is in-charge of matters relating to general administration. The clerks and other non-teaching staff assist in the overall administrative work of the college.

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 is keen on the welfare of its staff; hence various welfare measures are adopted and practiced by the college. As per the government norms, various kinds of leave such as casual leave, medical leave, maternity leave, paternity leave, child care leave, duty leave, earned leave, FIP etc. are provided to the staff.

Being a grant-in-aid college, the staff members are entitled to medical reimbursement from the government of Maharashtra. Both teaching and non-teaching staff members are covered under the State Government Pension as well as gratuity scheme.

The college encourages the staff members to enhance their professional competence. Several of our teachers are permitted to attend workshops, seminars, conferences for which duty leave is sanctioned and registration fees are paid by the college. The college has also facilitated the FIP leave for teachers pursuing their Ph.D. During the last five years, FIP was sanctioned to Ms. Varsha Mallah, Assistant Professor, Department of Commerce, Mr. B. D. Ambhore, Assistant Professor, Department of Chemistry and Ms. Manjusha Patwardhan, Assistant Professor, Department of Sociology. All these staff members have completed their Ph. D. Apart from the members of the teaching staff, the non-teaching staff is also encouraged to enhance their professional competence. Ms. Shilpa Amrale and Ms. Jyotsna Bangar have completed their Tally course from the Gandhi Institute situated in the premises of the college. Similarly, Ms. Shilpa Amrale has successfully completed B. Lib. and M. Lib. courses.

The members of teaching staff are sanctioned duty leave for completion of Orientation/ Refresher/ Short-term courses. The non-teaching staff is encouraged to participate in laboratory-safety workshops and other professional enhancement programmes. The extra-curricular achievements of the teaching and non-teaching staff are noted in their personal files/ service books and self-appraisal forms. This acts as a motivation because these points are considered when their cases are analysed for Career Advancement.

There is a Co-operative Credit Society for the benefit of the teachers. Newspapers are available for reading in the staff room. Emphasis is laid on the overall well-being of the staff and therefore, various programmes on Yoga, health, nutrition, mental well-being, financial security, cyber safety, environmental awareness etc. are regularly organised. Staff can avail free counselling services from the college counsellor.

The College has an in-house Gymkhana with recreation facilities in the form of indoor games for its staff. A full-time canteen is also available that provides healthy, delicious and cost-effective food for staff and students. There is a Tea club for the staff at a no-profit no-loss basis adjacent to the beautiful terrace garden.

The teaching and non-teaching staff can avail of the L.T.C. and medical facilities as per the government norms. In case of the sudden demise of any member of the non-teaching staff, their spouse is given a job in the institution on compassionate grounds. Staff Academy organizes various

programmes for the welfare of the staff.

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: 39.62

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
0	12	20	19	17

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: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	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: 27.84

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
15	15	9	4	2

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 Performance Appraisal system is undertaken by asking the teaching faculty to fill out the Self-Appraisal forms at the end of the academic year. The self-appraisal form is further authenticated by the Head of the department and is submitted to the Principal. Suggestions are communicated to the staff for self-improvement.

The college obtains feedback from the students through Google Forms. An online questionnaire is circulated among the students on a variety of matters relating to individual teachers' effectiveness, linguistic competence, knowledge, skill and performance in classroom-teaching sessions etc. Students are asked to rate their teachers' performance on a five-point scale ranging from "Excellent" to "Poor". Teachers with low rating scores are guided by the Principal, apprised of their areas of weakness and urged to improve their performance. The feedback received on the teaching methodology gives an opportunity to the teachers to better their teaching methods and strategies to match the students' expectations or special requirements. However, in the case of the non-teaching staff, feedback is not obtained.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution regularly conducts internal audits. This audit includes expenses related to college administration, general functioning of the college, Gymkhana, Library, examination, departmental and cultural activities etc. Qualified auditors are appointed to conduct the audits every six months.

The College has a well operational system of internal check and internal control that leads to effective internal audit. All the accounts are efficiently audited. All the reimbursement receipts pertaining to different activities are maintained by the administrative department and presented to the team for auditing. Minor oversights when pointed out by the audit team, are immediately noted and updated. Effective measures are taken to avoid these errors in future.

The college has had a deficit budget since the last few years. While the non-salary grants have been stopped from the government, the salary grants received are used only for the payment of salaries. Fees received from students are utilized for day-to-day activities. At times, funds from the unaided sections are transferred to the aided section to facilitate the smooth functioning of the college.

The NSS programme is funded by the Government of India. The activities and special camping programmes are conducted on the grants received by the Government. Hence, the expenditures need to be audited every year. Proper records and bills of expenditure for regular activities and Camps are maintained by the NSS unit. The records and accounts in the formats given by the NSS cell, University of Mumbai, are produced before the practising auditor for verification. The verified records are then submitted to the NSS cell, University of Mumbai.

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

Response: 2.3

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
0.46	0.46	0.46	0.46	0.46

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:

The Institution mobilises funds for the development activities and overall development of the institution. Resources have been utilised to provide for a Smart classroom on the first floor of the college building. Five laptops were purchased for the administrative work for the office staff. This

was also useful from the point of view of promoting a Work-from-Home culture during the Covid-19 pandemic in 2020-2021.

The college gives scholarships to the deserving and needy students through the donations received from individuals as private scholarships. For example, there are Somani Trust scholarship, Jayaramdas Patel Foundation scholarship, Bharatiya Stree Seva Sangh scholarship etc. The NSS Unit also avails of the sponsorships from private donors in organising the inter-collegiate event IGNEEL. Similarly, the Commerce association, and the self-financing departments also receive sponsorships and generous donations from NGOs and individuals.

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:

During this assessment period, attempts have been made by the IQAC to improve upon the areas in which the college was lagging behind as per the recommendations of the Peer Team during the second accreditation cycle.

The IQAC has adopted a need-based approach and has taken effective measures to take the college to greater heights. The IQAC was instrumental in initiating the creation of 'One Institution One Data' where all the information pertaining to various departments is stored in Google Drive for ready reference. From 2018 onwards, the IQAC has been successful in planning and organising activities and programmes of a varied nature. Special mention needs to be made of the exceptional academic year 2020-2021, in which due to the pandemic and subsequent lockdown, the traditional method of education was altered drastically with the introduction of online teaching learning process. The IQAC was instrumental in organising various webinars, a few in collaboration with renowned organisations like Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Maharashtra and academic bodies like the Board of Studies (BoS) and the University Women Development Cell (UWDC), University of Mumbai.

The IQAC is happy to place on record that we have published two online books on the basis of the two very crucial webinars conducted in collaboration with RUSA, Maharashtra, namely, 'New Principal as a Visionary C. E. O.' and 'NAAC-AQAR Submission in the Revised Format'.

Apart from these achievements, the following two examples would highlight the contribution of IQAC in the development of the college:

1. Overall wellbeing and inclusive development:

As 2020-2021 was an exceptional Academic Year, the IQAC took the initiative to organise a series of online activities on Mental and Physical Health in collaboration with the Counselling and Guidance Centre, Department of Psychology of the College and the Wockhardt Hospitals.

The IQAC had organised a variety of programmes for the benefit of the students and the teaching staff. However, a few activities were conducted for the non-teaching staff, who play a vital role in the day-to-day functioning of the college. Therefore, in order to ensure their well-being, sessions on Stress Management, Anger Management and Social Responsibility were organised for them. The IQAC has also organised a three-day workshop on 'Role of the Non-teaching staff in college Administration' collaboration with RUSA, Maharashtra, in which non-teaching staff all over the state enthusiastically participated from June 9- 11, 2021.

2. Career Guidance Lectures for the Junior College Students:

The student strength was dwindling especially at the B. Sc. and B. A. programmes. Thus, in order to retain the students studying in the Junior college, the IQAC initiated the practice of conducting orientation sessions for the junior college students seeking admission to the Degree college, on the recommendation provided by the external experts during the Academic Audit conducted in April 2021.

Each Department from the Arts and Science streams organised the online career guidance lecture series from May 21-28, 2021, in which valuable inputs regarding the potential benefits of opting for the subjects of their choice and the numerous career options available after completion of the respective programme were provided to students.

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 IQAC reviews the teaching-learning processes, structures and methodologies of operations periodically. Especially, in the light of the pandemic and subsequent lockdown, teaching staff had to use the new methods of teaching and learning. In order to equip our teachers with the new methodology, webinars and workshops were organized to empower them with newer digital technologies. Staff members were encouraged to attend Faculty Development Programmes (FDPs) and Short-Term Courses (STCs) like MOOCs, E- content development and Open Educational Resources (OERs).

1. Academic Audit:

As the college is going in for the third cycle of the NAAC assessment and accreditation, the IQAC took the initiative of conducting an external Academic and Administrative Audit in order to evaluate its preparedness for the upcoming NAAC evaluation. The Academic Audit was conducted over a period of three days. For the various departments and committees, it was held on the 22nd and 23rd of April 2021 and for the Administrative Office and the IQAC it was held on 12th June 2021. The Head of each department and Chairperson of each committee/ association and in charge

of the Administrative Office were given an opportunity to present their performance and activities before the external auditors. The panel of external experts comprised eminent educationists and Ex-Principals of colleges. The panel gave valuable suggestions for improvement to each department, committee/ association and administrative office and the IQAC. The entire exercise of Academic and Administrative Audit proved to be beneficial.

2. Activities to enhance curriculum learning

The college follows the curriculum designed by the affiliating University. Each Department plans various extra-curricular and co-curricular activities to enhance the curriculum. Guest lectures are conducted by inviting resource persons and experts from the industry/ field to interact with the students. Organisation of field trips, industrial visits, study tours, excursions is undertaken to supplement the curriculum and to give extra inputs to the learners. Activities like role-play, debates and elocution, poster making, screening of films or documentaries followed by discussion etc. are organised with focus on a particular topic in the curriculum. It is observed that such extra-curricular and co-curricular activities prove to be beneficial as the students find it an interesting and enjoyable learning experience.

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: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document

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 Women Development Cell (CWDC) and the Internal Committee (IC) work towards promotion of gender equality by organising various programmes in association with the NGOs, Hospitals and other institutions. Over the past five years, many programmes were organised covering a wide range of themes like gender sensitization, violence against women, health and hygiene awareness, nutrition and cyber safety.

The CWDC and IC, in collaboration with the Department of Sociology of the College conducted Collaborative Enrichment Workshops for students and staff on topics like "Gender Galaxy", "Queer Movement in India- A way forward", "Significance of International Women's Day for all Genders" etc.

Apart from organizing such gender sensitization and awareness sessions, these committees also ensure that the female students and staff feel safe in the college premises. Complaint boxes are provided at strategic locations in the college premises, in which the students can register any kind of grievance to the IC. CCTV cameras are installed on all floors and also in the staff room, administrative office, canteen etc. to keep a check against any kind of untoward, unpleasant and undesirable incident. The College provides a Ladies Common Room (LCR) with 24 hours water supply in the washrooms, locker facility and sanitary napkin dispenser and disposal machine. The college also has a Counselling and Guidance Centre with a dedicated counsellor to address the problems, issues and concerns of the students.

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

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

Response: D. 1 of the above

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:

The college has taken the following steps for Waste Management.

? Defunct computers, monitors, printers, hardware and all other E-waste are discarded and scrapped on a regular basis. Damaged instruments / apparatus from the various laboratories of science streams are repaired and then reused. The minor repairs are set right by the staff and the major repairs, by the professional technicians.

? In science laboratories hazardous chemicals / solvents are disposed of, after proper treatment.

? An adequate number of segregated trash and dustbins with proper labelling for dry waste and wet waste are placed all over the campus.

? The College has adopted the 3R policy – Reduce, Reuse and Recycle. For example, reuse of one-side printed papers for printing, making two-sided copies, whenever possible, and using electronic media for communication.

? The NSS Unit of our college participated in the Waste Collection Drive organized by the NSS cell, University of Mumbai in association with MCGM and UNDP. 14 NSS Volunteers collected all types of waste from the students and staff members.158 kg waste was collected by them and was picked up by the BMC.

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

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: D. 1 of the above

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

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: C. 2 of the above

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 richness and distinctiveness of the Institution is visible in its vision and mission statement. As the scriptures rightly say, we believe that 'Where there is no vision, the people shall perish'. At Bhavan's we also uphold the idea of "Vasudhiava Khutumbakam" meaning 'The World is one Family'. Our motto is: "Aa No Bhadraah kratavo yantu vishwataha" meaning 'Let Noble Thoughts Prevail'. The Mission Statement of the College is: "Amrutam Tu Vidya" meaning 'Knowledge is Nectar'.

Our college reminisces with pride on the principles and teachings of its Founder President Kulapati Dr. K.M. Munshi ji, a Philosopher, an Educationist and a Pioneer in the framing of the Constitution. The teachings of Munshiji form the founding pillars of our institution. In Munshiji's own words "Education is at least a potent means of preserving and propagating the best and noblest in our culture and this 'best' and noblest' is nothing but 'Satyam Shivam Sundaram' - Truth, Love and Beauty. Education is something more than the academic studies, discipline, knowledge and the ideas contained in books. Our college steadfastly tries to follow these ideals in all its activities, thereby attempting to bring about a synthesis between curricular and co-curricular activities. Academics is no doubt given top most priority but in no way do we promote it at the cost of our rich cultural heritage.

According to Munshiji, the progressive development of the human personality constitutes

the progress. Munshiji laid emphasis on 'formative' education rather than on 'informative' one. Based on these principles, the college attempts to organize a number of events, seminars and conferences which help in bringing out the innate talents and creativity of students, build their personality and nurture and foster leadership qualities in them.

Our college admits students from all castes, communities and varied socio-economic and cultural backgrounds and gives equal opportunities of learning to all. The college has a very rich cultural heritage inherited from the Bharatiya Vidya Bhavan, the parent institution. All the students are actively involved in various cultural and academic programmes organised by the College. The college believes in the ideal of national integration and does not discriminate among staff and students on the basis of caste, creed, religion and gender. The principle of 'Sarva Dharma Samabhava' is followed to generate a spirit of oneness, nationalism, patriotism, mutual love and respect for one another. On the basis of the teachings of Munshiji, we try to provide a value-based life through promotion of ethical and spiritual values. The Bhavan's prayer is recited at the beginning of each event organised in college, which is a chant of 'Shanti Mantra', that is a peace invocation.

The Bhavan ceaselessly strives to carry forward India's ageless message of 'Shraddha and Sam-Yama' that is, Faith, Self-Discipline and Dedication. We take great pride in our traditional cultural values, yet we also believe in adapting to change which is in keeping with the changing environment. Thus, we have been successful in achieving a healthy synthesis between the ancient cultural values and present scienti?c ones.

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:

Celebration of days of National importance like Independence Day and Republic Day and the birth anniversary of eminent National leaders, social reformers and leaders from Maharashtra is organised on a regular basis. Constitution Day is celebrated every year on 26th November to commemorate the adoption of the constitution of India. The NSS Unit of the college in collaboration with the department of Political Science organised an online quiz on the theme of Preamble and Fundamental Duties for students of all streams. Sadbhavana Diwas is celebrated on 20th August to commemorate the birth anniversary of Rajiv Gandhi, the Former Prime Minister of India. Staff and students are asked to take the Sadbhavana Diwas pledge. Thus, a spirit of peace, national integration and communal harmony is infused among the students and the staff.

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: D. 1 of the above

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

Response:

The NSS unit of the college organizes intra and inter collegiate events on various themes. IGNEEL, an inter-collegiate festival organised by the NSS unit witnessed enthusiastic participation from the NSS volunteers from colleges across Mumbai. Similarly, an inter-collegiate event to celebrate International Youth Day on 13th August 2020 on the theme "Engagement of Youth for Global Changes". 24 students from 12 colleges across Mumbai participated in the event. Competitions on Mask painting, Poster Making, Memes and Gifs making were organised. To commemorate the Birth anniversary of Swami Vivekananda, National Youth day was celebrated by the NSS unit on 12th January 2021. On this occasion, a Quiz and Poster Competition on the theme of 'Role of Youth against HIV/AIDS' was organized. Forty eight students participated in the Quiz and fourteen in the Poster Competition. On the occasion of Republic Day, the NSS unit organized a lecture on 'Preamble and Fundamental Duties' on 26th January 2021. Thirty two students participated in the programme and the Resource Person for this lecture was Mr. Ravidas Gavit, NSS Programme officer and Assistant Professor in the Department of Political Science.

The NSS unit and the Student Council of the College carry out a number of events based on the need for maintaining a clean environment.This practice leads to a healthy environment which is serene and soothing.

The Science Association of the college also organizes guest lectures/ poster exhibitions etc. for the benefit of students. On the occasion of National Science Day, the Science Association organised a guest lecture on "Achieving Careers through Logical Thinking" on 28the February 2021. 270 students attended the session. The Resource Person was Mr. Salil Savarkar, Assistant Professor, CHM College, Ulhasnagar. On the occasion of World Environmental day, the Department of Botany in collaboration with the NSS Unit organised a poster competition on 5th June 2021. Twenty seven students participated in the poster competition.

Under the aegis of IQAC, a National Online Quiz Competition was organised to celebrate the Joint Birth Anniversaries of Chhatrapati Shivaji Maharaj, Mahatma Jyotirao Phule and Dr. Babasaheb Ambedkar.

Some of the other prominent programmes include:

- **Celebration of Marathi Bhasha Divas**

- **Satya-Narayan Puja is organized by the non-teaching staff of the college every year**

- **Celebration of cultural events like Haldi Kumkum, Guru Purnima, Women's Day, Teacher's Day etc.**

- **Celebration of festivals like Dushera and Ganesh Chaturthi. Just before the commencement of the festive season of Ganesh Chaturthi, Ganapati Puja is celebrated by the Science Departments.A day prior to Dussehra, worship of equipment is carried on by the Science Departments.**

- **World Mental Health day is observed every year.**

Such activities provide a ground for bringing together the staff and students on matters which are related to our rich cultural heritage.

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:

   The IQAC has started making special efforts towards bringing about gender equality through various programmes from the academic year 2018-2019. The positive feedback encouraged us to continue these initiatives as the 'Best practices' over the past three years. Similarly, our efforts to promote Mental Health especially during the challenging times of pandemic have been fruitful and therefore, programmes on Mental health are being presented as another best practice. The highlights of these two best practices are as follows:

Best Practice-1

1) Title: "Mental Health - Preserved Wealth"

2) Objective: Promoting Mental Health of Staff and Students of the College by organizing various programmes for enhancing their mental well-being. As Mental Health is an important aspect of the overall well-being of any individual, the Department of Psychology and Counselling and Guidance Centre organize various activities and programmes to enhance the mental health of the staff and students.

3)   The Context- The Counselling Centre of the college is a place where many students often report their concerns and issues related stress, anger, relationships and are provided guidance for their management.

4)   The Practice - At the beginning of the pandemic, a one month activity titled "Healthy Mind Challenge" was introduced by the Counselling and Guidance Centre in collaboration with the Department of Psychology. The IQAC organized a workshop for the Non-Teaching Staff of Bhavan's College and Wilson College on the themes 'Stress Management and Social Responsibility' and 'Trust, Hope and Love'.

         The Department of Psychology and Counselling and Guidance Centre organized three

sessions titled 'Burst your Anger Outburst' on Anger Management, conducted by the college counsellor, one each for the Teaching staff, Students and Non-teaching staff of the college. All sessions were activity based and interactive with real-life examples and hands-on training in dealing with anger. A session on Drug de-addiction conducted by a renowned Psychiatrist and Psychotherapist, Dr. Ali Gabhrani was organized for all the students.

'Colours of Mind' is an Annual Psychology Fest which focuses on different themes of mental health every year. This year the theme was 'Happiness'. Various activities like, 'Mind Mantra', 'Deleting negativity', 'Sketch your thoughts' etc. were organized for the students.

5)   Evidence of Success- Students seeking counselling from the counsellor generally follow up with her till their issues are resolved successfully. The feedback from the students highlights that they are able to deal with life situations and challenges more effectively and can focus better on their studies after the counselling sessions.

Workshops are planned to reach a larger target audience. After every workshop, feedback form is taken from the participants in order to understand how they have received the sessions. Overall analysis of the feedback shows that the sessions are received positively.

6)   Problems encountered and Resources acquired- Growth and change is a

lifelong process. Counselling brings about an internal change and one

cannot gauge the efficacy of the sessions immediately. Since this year

sessions were conducted online; it became challenging to understand

the progress in students. However, in spite of the limitations, the college

has tried its best to reach the maximum stakeholders and has made a

sincere attempt at promoting and enhancing the mental health of the students and staff.

Best Practice – 2

1) Title: "Together We Will (Gender Equity and Equality)"

2) Objectives: To create awareness among students and staff of various issues related to Gender and to inculcate Gender Sensitivity among them.

3) The Context: The college encourages collaborative activities among various departments of the college as well as with other colleges in order to give its students a wide exposure by giving them an opportunity to interact with their peers from other departments and colleges to add to their learning experience. In order to achieve the goal of Gender Sensitization, various programmes on the theme of "Gender Issues" were organised in collaboration with various Departments, Committees and Associations from within the college and also with other colleges and NGOs working in the field.

4)   The Practice:

(a) The College Women Development Cell and the Internal Committee in collaboration with the NGO 'Red Dot Foundation' conducted a session on "Cyber Safety" for female students and staff of the college on 8th March 2021 on the occasion of the International Women's Day.

(b) The Department of Sociology of our college has started a joint venture with the Department of Sociology of the Wilson College, Mumbai, for the past three years. Two to three collaborative workshops are planned every year. In 2020-21, Momin College, Bhiwandi also joined the collaborative effort. A series of online collaborative workshops on the theme of "Gender Issues" was organised in the first week of March to celebrate the International Women's Day as per the following details:

1) 1st March 2021- Theme: Gender Galaxy, Resource Person- Meet Tara Dnyaneshwar, Gender Rights Activist

2) 3rd March 2021- Theme: Queer Movement in India- A Way Forward- Resource Person- Adv. Persis Sidhwa, Majlis

3) 7th March 2021- Significance of International Women's Day Celebration for all Genders, Resource Person- Harish Sadani, Co-founder and Executive Director, Men Against Violence and Abuse (MAVA)

(c) The Departments of Sociology and English from Bhavan's College and Wilson College in collaboration with Blank Slate Knowledge Foundation and Literature Live! 360@Campus organised a session on the theme 'Gender and Space in an Urban setting', with Ms. Rochelle Potkar, Writer and Poet, to read excerpts from her 'Bombay Hangovers' followed by discussion.

5) Evidence of Success:

After each of these sessions, feedback was acquired from the participants which was later evaluated. Most of the participants gave a positive response about the collaborative workshops. After evaluation of the joint venture, it was decided to continue this venture even in the future and rather than keeping it limited to students of only two to three participant colleges, it could be extended to students from other colleges in Mumbai.

6) Problems Encountered and Resources Acquired:

As stated earlier, due to the Pandemic and subsequent lockdown, all the sessions were conducted on the virtual platform. Therefore, the participants missed the opportunity to interact directly (face to face) with other participants and the Resource persons.

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:

On evaluation of the various activities conducted in the past, the IQAC realised that it was important to organise programmes for the benefit of the non-teaching staff, a significant pillar of the college administration. Hence, it is equally important to update their skills and knowledge. A Personality development session for the non-teaching staff was organised in September 2019. The current pandemic situation brought about a shift from attending office physically to the 'Work from home' concept. It necessitated adapting to the changing environment. "Work from Home" required a balance between professional and personal responsibilities. Keeping this in mind, in addition to catering to students' needs, the college has conducted many online activities for the overall well-being of the non-teaching staff. Workshops on Anger Management titled 'Burst your Anger Outburst', 'Stress Management and Social Responsibility' and 'Trust, Hope and Love', Yoga etc. were organized. In June 2021, a three-day workshop for the non-teaching staff was organised in collaboration with RUSA, Maharashtra on the theme "Role of the non-teaching staff in college administration". The non-teaching staff are also encouraged to upgrade their professional skills and in this regard two of our non-teaching staff members have successfully completed courses in Tally and also one of the members has completed her B. Lib. and M. Lib. courses.

5. CONCLUSION

Additional Information :

During the lockdown period, the college has organised various webinars at the National and International level which were well received.

Concluding Remarks :

Self-assessment is a long-drawn-out process which requires continuous evaluation to achieve the desirable goals. In keeping with the suggestions given by the NAAC Peer Team during the second cycle of accreditation and with the efforts of the IQAC, the college has certainly progressed in some areas, keeping in mind the well-being of all its stakeholders. However, there are certain challenges which need to be overcome by sustained efforts.